

# catholic *creative*




## manual

3<sup>rd</sup> Edition

## Catholic Arts & Academic Competition



Archdiocese of San Antonio  Department of Catholic Schools  
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The Department of Catholic Schools, through the Catholic Arts and Academic Competition, is excited to bring forth another opportunity for students to share their talents. Each Catholic School should make a very special effort to encourage participation in the **2018 CATHOLIC CREATIVE ARTS CONTEST**. The theme selected for the contest encourages a deeper understanding, lively imagination and freedom of thought when student talent and application go hand in hand. The contest enables students of our schools to compete and strive for excellence while following certain fixed rules. The choice of the categories are:

ART

PHOTOGRAPHY

POETRY

WRITING

## **2017-2018 THEMES**

**Blessed are the peacemakers** (*Matthew 5:9*)

**We are one human family**

The Catholic Creative Arts contest offers students an opportunity to design their own expressions of understanding and living of the Gospel Values and Catholic Social Teachings. With the guidance of classroom teachers, students are able to draw upon their skills in the areas of art, writing, poetry, and photography. Schools are encouraged to integrate the theme into the school curriculum and incorporate the contest as a **school-wide event**. This is a great opportunity to showcase original work at a special mass, parent's night, open house, gala, sporting events, and many other events. First (1<sup>st</sup>) place winning entries are then submitted to the Pastoral Center for Archdiocesan-wide judging. Top winners are published in a commemorative book that can be purchased for your campus.

### **ABOUT THE THEME**



Solidarity is a truly multi-faceted concept. Think of it as a masterfully cut diamond where each of the faces reflects light in a different but beautiful way. At the core, the center of the diamond, the uniting and united view is the understanding of solidarity that comes from Catholic Social Teaching.

What's more, solidarity is itself the most mystical and yet deeply human of the founding concepts of the social teaching of the Church.

Solidarity is a truly universal bond, linking together all human beings, living and dead, of every nation, race and belief. More than that, for Christians, solidarity is the bond that, through the life of Jesus as God and man, links all human beings with God. That is why all the different facets of solidarity are to some extent true – because they are all perspectives that flow from the experience of being human.

In order to practice solidarity at its most basic level requires simply to live as a human being in the world, and so solidarity can be understood as the ground for all Catholic Social Teaching – teaching which guides us as we try to live in relationship with God and each other.

### **WHAT IS SOLIDARITY?**

Solidarity is the glue that binds together, the common good, the universal destination of goods, equality amongst people and nations, and peace in the world. In some sense, solidarity includes all the other principles and values that are necessary to create and sustain a truly good society.

In fact, it is not too big a claim to say that solidarity is at the heart of what it means to be human; and with Catholic Social Teaching, we can take this further and say that solidarity is also at the heart of what it means to be a Catholic Christian.

### **A BOND BETWEEN PEOPLE**

As humans, we are fundamentally social beings. Regardless of whether they have a belief in God or practice a faith, people instinctively feel that there is a deep bond between us all; a bond that goes beyond family and kin to extend to the whole human race. The name of this bond is solidarity. This bond is much more than a “feeling of vague compassion or shallow distress”. It is in fact a commitment to the common good, i.e. “the good of all and of each individual because we are all really responsible for all”. Solidarity is what is meant in Ephesians 4:25 when St. Paul writes that we are all “members one of another”. So the opposites of solidarity are things like inequality, exploitation and oppression, as well greed and selfishness.

It is the value which requires that human rights are defended by the Church. Solidarity demands that all people have a right to food and drinkable water, to housing, to security, to self-determination, family life and to independence.

Solidarity runs backwards and forwards through time, linking us not only with the other people who are alive at this moment but also with all past and future generations. It is the principle and value that causes us to care about the slave trade in the 18th century, the impact of floods on the people of Pakistan in 2010, and about the impact of climate change on our children and grandchildren.

Solidarity between generations means that it is morally wrong, as well as economically counter productive, to burden future generations with the costs of current activities. Probably the only way to ensure harmony and balance between the requirements of economic efficiency and the need for political participation and social justice is to have the value of solidarity at the heart of global political and economic systems.

### **SOLIDARITY AND GOD**

The heart of solidarity is the life of Jesus, because it is through the incarnation that God is in a very real way in solidarity with humanity and that we are in solidarity with God. The historical reality of the life of Jesus as a human being lifts solidarity beyond the fellowship of people into something altogether more mystical and powerful. In addition, because we know, as Christians, that all of us are formed in the image of God, loving our neighbor (as an act of solidarity) becomes also an act of solidarity towards and with God. Every act of solidarity, understood in this light, becomes an act of communion with God; an

action in which we transmit and reflect the love with which God loves both the person who is object of the action and with which we love God. The ability to recognize God in every individual person and to recognize every individual in God is necessary for authentic human development. Our belief in this and our faith as Christians draws us ever more strongly into a state of unity with each other and with God. Founded in solidarity, Catholic Social Teaching becomes the life blood of the reciprocity between God and humanity and the Eucharist is the sacrament of solidarity.

### **WHAT DOES IT MEAN TO PRACTICE SOLIDARITY?**

Solidarity is much more than an idealistic principle for organizing society; basically it is a moral value. More than this, solidarity exists not only between individuals but also within and between social institutions. So we can speak (and think) of solidarity between nations, between towns, between parishes. A concrete way in which this solidarity is expressed is in linking arrangements between towns or parishes in different countries. Also, just as there can be structural sin, for example racism which is institutionalized within an organization, there can also be structural solidarity where relations of mutuality and interdependence are institutionalized and celebrated.

Signs of solidarity in practice are: **love and service of neighbor**, for example the visiting or simply checking on an elderly neighbor; **social action**, for example setting up a winter shelter for homeless people or campaigning to stop the deportation of an asylum seeker; and **mutual respect**, for example giving money to a beggar, or any serious engagement with people across a divide whether of race, religion, age or social background. It is the practice of solidarity, even in simple ways, that guarantees the common good and the fostering of integral human development.

### **SOLIDARITY AND LOVE/CARITAS**

For solidarity to be a Christian practice, it must be permeated by love (caritas). The life, death and resurrection of Jesus connects solidarity and charity (caritas). In fact, solidarity is the expression of caritas, or to put it another way, love is the verb of solidarity. Solidarity is the virtue and the practice underlying the commandment to love one's neighbor as oneself. (Matthew 10:40-42, 20:25; Mark 10:42-45; Luke 22:25-27)

Gelder, Alison. "Solidarity." *Catholic Social Teaching: Faith in a Better World*. livesimply, Nov 2006. Web. 3 July. 2017. <<http://www.catholicsocialteaching.org.uk/themes/solidarity/explanation/>>

### **RESOURCES:**

[USCCB Catholic Social Teaching: Solidarity](#)

[Catechism of the Catholic Church on Human Solidarity](#)

[Lesson Plans for High School: Education for Justice - Catholic Social Teaching](#)

[Lessons for the Classroom – Maryknoll Fathers and Brothers](#)

[Solidarity through Sandwiches](#)



## PROCESS

The contest should be integrated into the curriculum as the subject/theme and student products are in line with higher order thinking skills, building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. With the guidance of classroom teachers, students will be able to draw upon their skills in the areas of art, creative writing, poetry, and photography.

Schools should hold a preliminary contest to determine First (1<sup>st</sup>) place entries in each grade level, within each category. Efforts to showcase student work are vital in communicating the value of individual creativity, the fine arts, and the creative literary arts.

Top winning entries from each school will be submitted to the Department of Catholic Schools for Archdiocesan –wide judging.

Archdiocesan winners will be announced in **March** to celebrate “**Fine Arts in our Schools Month.**”

- All entries in all categories are to reflect the selected theme.
- All entries are to be the original imagination of the participant. **A participant needs to create an original idea for the entry.**
- All rules apply to local school entries and Archdiocese entries.
- Please fill out all information required on the “**Catholic Creative Arts Contest Entry Form**”
- **Only one first place winner in each grade and each category. Please do not send a first place winner in each theme.**
- School-level Contest Chairperson: **Type** the handwritten first place Poetry and Essay Contest entries **before sending to Archdiocese.** Glue or tape “**Catholic Creative Arts Contest Entry Form**” to back of typed copy then staple original entry to typed copy. **DO NOT** use paper clips.
- **Be sure all winning entries meet contest rules.**

**Archdiocese Student Showcase is scheduled for the week of March 19-23, 2017 at the Pastoral Center.**

*“Little children, let us love, not in word or speech, but in truth and action..” ~ 1 John 3: 18*



## **SELECTION OF CATHOLIC ARTS CONTEST CHAIRPERSON**

1. The School Principal designates a Chairperson to oversee the contest, most appropriately, should be the CAAC Campus Coordinator.
2. The Chairperson should be selected because of his/her interest and enthusiasm for the program. It is most important that all chairpersons have a thorough understanding of the contest rules and desire to promote interest in all applicable grade levels.
3. The Campus Chairperson may make copies of all necessary contest materials for the teachers. It is important to stress the fact that all rules must be followed and the identification form is properly completed. It is the DUTY OF the CHAIRPERSON to check EACH entry BEFORE submitting entries for judging at the Archdiocese level.

## **DEADLINES**

1. Entries being submitted to **Campus** chairperson must be handed in or postmarked by date set by the Campus Chairperson but no later than \_\_\_\_\_.  
\*\*Allow time for CAMPUS judging.  
**Local School Deadline** \_\_\_\_\_.
2. Entries being submitted to **Department of Catholic Schools** Director of Enrichment Programs must be received no later than: **WEDNESDAY, FEBRUARY 7, 2018.**

## **AWARDS AND JUDGING**

1. **SCHOOL LEVEL:** The judges on the CAMPUS level should be selected for their expertise in the various categories of the contest. Local schools set the winning entry awards. Only ONE FIRST PLACE winning entry in each GRADE LEVEL and CATEGORY of the local school level is to be forwarded to the Archdiocese Department of Catholic Schools.
2. **ARCHDIOCESAN LEVEL:** The judges are selected by the Department of Catholic Schools. Archdiocesan level winners will be announced in March. Archdiocesan 1<sup>st</sup> place winning entries will be published in a commemorative book.



**PLEASE NOTE:** Be sure all entries have been judged at **SCHOOL** level **before sending to Archdiocese.** Do not mark on the entries. The Campus Contest Chairperson is to use the “Catholic Creative Arts Contest Cover Sheet” to submit **FIRST PLACE** winners to the Department of Catholic Schools.

**NOTE:** **ENTRIES SHOULD NOT BE FOLDED OR ROLLED.**  
**NEATNESS IS A KEY FACTOR IN JUDGING.**





## NATIONAL CATHOLIC SCHOOLS WEEK

### **CELEBRATING YOUR STUDENTS**

Schools celebrate students during National Catholic Schools Week by planning enjoyable and meaningful activities for them and recognizing their accomplishments. They encourage students to reflect on the benefits of Catholic education and how the grounding in faith, knowledge and service it provides will help them throughout their lives.

Catholic Schools Week offers a prime opportunity to announce campus contest winners. Below are ideas to celebrate your students from the NCEA website.

### **INSPIRATIONS AND IDEAS**

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- Let your students show off their technology skills by creating virtual tour videos to help promote your school.
- Line school halls with student work.
- Host a musical performance.
- Organize a student art show.
- Highlight student accomplishments with academic exhibits such as a spelling bee or science fair.
- Conduct a speech, essay, or classroom door-decorating contest.
- Host an invention convention where students show off their STREAM skills by showcasing original creations.
- Have students write and perform original skits or poems about their school.

*“These then are the things you must do: Speak the truth to one another; judge with honesty and complete justice in your gates.”*

*~ Zechariah 8:16*



# 2017-2018 Catholic Creative Arts Contest

<u>Divisions</u>	<u>Categories</u>
Grades 1 - 5	Art, Poetry
Grades 6 - 8	Art, Poetry, Photography, Writing
Grades 9 -12	Art, Poetry, Photography, Writing

**RULES: All entries must be of contestant's own inspiration, imagination and creation**

**ART: Class I: 2-D**

- 2-D works must be matted or mounted on sturdy white or black frame/or paper with no liners or additional inner mats. Canvas paintings do not require mats. All should have protective covering.
- Cannot exceed 24" x 36" including the matte, No Lettering
- All artworks must be dry or fixed.

**Class II: 3-D**

- 3-D work must be sturdy and able to stand alone without support (base must be attached.)
- 3-D work must be in a sturdy box: **label and include photo on the side of box.**

**PHOTOGRAPHY:** 8" X 10" photo in an 11" X 14" black or white matte. Picture must have been taken by contestant. Can be color or black & white. May not be a computer downloaded image. Lettering is NOT allowed. Cannot be a collage.

**\*\*Must be printed on high quality photo paper.**

**POETRY:** Any style of poetry, neatly typed, not to exceed eight (8) lines

**WRITING:** Neatly typed, not to exceed 500 words

**GENERAL RULES** Contestants may select only ONE (1) theme and enter a category only once, however, contestants may submit entries in multiple categories. Entries not conforming to the rules will be disqualified.

- 1) All contest material becomes the property of the Archdiocese of San Antonio Department of Catholic Schools with the right to display/and or publish any or all material.
- 2) Decisions of the judges will be final. Judges reserve the right to make no award in a Division or Category.
- 3) Each entry must be accompanied by the **Entry Form** properly signed and completed. Names must be legible. Forms are to be glued or taped to back of entry.
- 4) Work should be created solely and exclusively by the student.

**DEADLINE:** Archdiocese Entry Deadline is **FEBRUARY 7, 2018.**

**AWARDS:** Awards at the local school level will be determined by representatives of the school (or as deemed appropriate by the school.) First place winning entry in each category per grade level must be forwarded to the Archdiocese Dept. of Catholic Schools office for advanced judging.



# Category Descriptions

## ART

Works of art can tell stories or simply express an aesthetic truth or feeling. Art entries may emulate any periodic style such as Renaissance, Romantic, Modern and Contemporary art. Students may also create their piece within any art movement such as Impressionism, Pointillism, Symbolism, Art Deco, Cubism, etc.

## PHOTOGRAPHY

Photographs can show what is important and can tell a narrative of our lives. Images can express joy and sorrow, wonder and sympathy. Every human emotion can find a place in photography. Photography is a language to express feelings for which there are no words. Photography allows us to express ourselves through an art form. Images are much more than a simple record. Photography speaks to the best and most generous part of our human nature – the desire to share what we find beautiful and interesting with others.

“Find a perspective that transforms the ordinary into the extraordinary.”

~Dewitt Jones, Award-winning National Geographic Photographer

## POETRY

**Poetry** is a form of literature that uses aesthetic and rhythmic qualities of language to evoke meanings in addition to, or in place of, the ordinary meaning. Poetry uses forms and conventions to suggest different interpretation to words, or to evoke emotive responses. Devices such as assonance, alliteration, onomatopoeia and rhythm are sometimes used to achieve musical or incantatory effects. The use of ambiguity, symbolism, irony and other stylistic elements of poetic diction often leaves a poem open to multiple interpretations. Some poetry types are specific to particular cultures and genres and respond to characteristics of the language in which the poet writes. Much modern poetry reflects a critique of poetic tradition, playing with and testing the principle of euphony itself, sometimes altogether forgoing rhyme or set rhythm. In today's increasingly globalized world, poets often adapt forms, styles and techniques from diverse cultures and languages.

## WRITING (Creative)

**A.) Creative Nonfiction** must be factually accurate and written with attention to literary style and technique. The primary goal of the creative nonfiction writer is to communicate information, but to shape it in a way that reads like fiction. A memoir is a tale taken from life—that is, from actual, not imagined, occurrences—related by a first-person narrator who is undeniably the writer. Beyond these bare requirements it has the same responsibility as the novel or the short story: to shape a piece of experience so that it moves from a tale of private interest to one with meaning for the reader.

**B.) An anecdote** is a brief, revealing account of an individual person or an incident. The primary purpose is to reveal a truth more general than the brief tale itself. The writer aims to communicate an abstract idea about a person, place, or thing through the concrete details of a short narrative. An anecdote is "a story with a point." Anecdotes may be real or fictional; however, an anecdote is always presented as the recounting of a real incident, involving actual persons and usually in an identifiable place.

**C.) A short story** is a piece of prose fiction. In its most typical form, the short story features a small cast of named characters, and focuses on a self-contained incident with the intent of evoking a "single effect" or mood. In doing so, short stories make use of plot, resonance, and other components to a far greater degree than is typical of an anecdote, yet to a far lesser degree than a novel.

# Catholic Creative Arts Contest Entry Form

(Tape or glue this form to the back of your entry.)

**Please type or print clearly**

Category:( <i>circle one</i> )	ART	POETRY
	WRITING	PHOTOGRAPHY

Name of School: \_\_\_\_\_

Grade: \_\_\_\_\_

Entry Title: \_\_\_\_\_

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone Number: \_\_\_\_\_

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## **Artist Statement (Required for 2-D Art, 3-D Art, and Photography)**

*Student may also type statement and glue to this portion of form below.*

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**Signed Statement:** This contest entry is my own creative work. I did not copy all or any part of this entry from any other person's work. It is of my own imagination. I agree that if my entry is an Archdiocese level winner, it may be published and/or showcased by the Dept. of Catholic Schools.

**Contestant's Signature:** \_\_\_\_\_

**\*\*This signed form MUST ACCOMPANY ALL contest entries and be complete and legible.**

**Do not fold or roll entries.**




FOR USE BY CAMPUS CHAIRPERSON


# 2018 CATHOLIC CREATIVE ARTS CONTEST COVER SHEET

*TO BE COMPLETED BY THE CAMPUS CONTEST CHAIRPERSON AND  
SUBMITTED WITH THE FIRST PLACE WINNING SCHOOL ENTRIES.*

SCHOOL: \_\_\_\_\_

FIRST PLACE WINNERS AT THE LOCAL SCHOOL LEVEL IN THE CONTEST ARE:

<u>CATEGORY</u>	<u>STUDENT (print clearly)</u>	<u>STUDENT (print clearly)</u>
 <b>ART</b>	<b>2 D</b>	<b>3 D</b>
GRADE 1	_____	_____
GRADE 2	_____	_____
GRADE 3	_____	_____
GRADE 4	_____	_____
GRADE 5	_____	_____
GRADE 6	_____	_____
GRADE 7	_____	_____
GRADE 8	_____	_____
GRADE 9	_____	_____
GRADE 10	_____	_____
GRADE 11	_____	_____
GRADE 12	_____	_____

 <b>POETRY</b>	
GRADE 1	_____
GRADE 2	_____
GRADE 3	_____
GRADE 4	_____
GRADE 5	_____
GRADE 6	_____
GRADE 7	_____
GRADE 8	_____

GRADE 9 \_\_\_\_\_

GRADE 10 \_\_\_\_\_

GRADE 11 \_\_\_\_\_

GRADE 12 \_\_\_\_\_



**WRITING**

GRADE 6 \_\_\_\_\_

GRADE 7 \_\_\_\_\_

GRADE 8 \_\_\_\_\_

GRADE 9 \_\_\_\_\_

GRADE 10 \_\_\_\_\_

GRADE 11 \_\_\_\_\_

GRADE 12 \_\_\_\_\_



**PHOTOGRAPHY**

GRADE 6 \_\_\_\_\_

GRADE 7 \_\_\_\_\_

GRADE 8 \_\_\_\_\_

GRADE 9 \_\_\_\_\_

GRADE 10 \_\_\_\_\_

GRADE 11 \_\_\_\_\_

GRADE 12 \_\_\_\_\_

.....  
CAMPUS CONTEST CHAIRPERSON: \_\_\_\_\_

CAMPUS CONTEST CHAIRPERSON EMAIL: \_\_\_\_\_

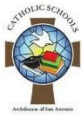
PHONE: \_\_\_\_\_

***MUST BE SUBMITTED TO THE ARCHDIOCESE OF SAN ANTONIO  
DEPARTMENT OF CATHOLIC SCHOOLS BY FEBRUARY 7, 2018.***

**RETURN TO CATHOLIC ARTS CONTEST DIRECTOR:**

Veronica Montalvo, Director of Enrichment Programs  
Archdiocese of San Antonio Dept. of Catholic Schools  
2718 W. Woodlawn Ave. San Antonio, TX 78228  
Office Phone: (210) 734-1958 Email: [Veronica.Montalvo@archsa.org](mailto:Veronica.Montalvo@archsa.org)





# Catholic Creative Arts Contest

## Creative Writing Rubric



Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of School: \_\_\_\_\_

Theme: \_\_\_\_\_

Does the writing reflect the selected theme?  YES  NO

Is piece neatly written or typed?  YES  NO

Does the length of piece stay within the 500 word limit?  YES  NO

Traits	4	3	2	1
<b>Originality</b>  Score: _____	Excellent use of imagery; similes; vivid, detailed descriptions; figurative language; puns; wordplay; metaphor; irony. Surprises the reader with creative use of literary devices.	Some startling images, a few stunning associative leaps with a weak conclusion or lesser, more ordinary images and comparisons.	No standout literary device used.	Lacks motivation to inspire or create an emotional response from the reader.
<b>Organization</b>  Score: _____	Work functions well as a whole. Piece has a clear flow and a sense of purpose.	Work either has a strong lead, developed body, or satisfying conclusion, but not all three.	Uneven or mission transitions. Weakly unified.	There is no clear introduction, structure, or conclusion.
<b>Voice</b>  Score: _____	Voice is confident and appropriate. Consistently engaging. Active, not passive voice. A strong sense of both authorship and audience.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience.	The author's purpose of writing is somewhat clear, but occasionally passive.	The author's purpose of writing is unclear. Unable to determine voice and tone of writing.
<b>Word Choice</b>  Score: _____	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is in accurate at time and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon and clichés may be present and detract from the meaning.
<b>Sentence Structure, Grammar, Mechanics, &amp; Spelling</b>  Score: _____	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with the understanding.
<b>TOTAL SCORE:</b>	<b>Reviewer's Comments:</b>			

(additional comments may be written on the back of this page)











Lord Jesus,  
I give you my hands to do your work.  
I give you my feet to go your way.  
I give you my eyes to see as you do.  
I give you my tongue to speak your words.  
I give you my mind that you may think in me.  
I give you my spirit that you may pray in me.  
Above all, I give you my heart  
that you may love in me,  
your Father, and all mankind.  
I give you my whole self that you may grow in me  
so that it is you, Lord Jesus,  
who live and work and pray in me.

Amen