

# Star Poster Program

**Empowering Children's Visual Voices**

*"Too low they  
build who build  
beneath the  
stars."*

*-Edward Young*



SPP Forms  
PC Presentations  
From Scars to Stars

Cave Bear, LLC

**Dedicated to changing the world  
one poster at a time.**

# Star Poster Program

## Empowering Children's Visual Voices

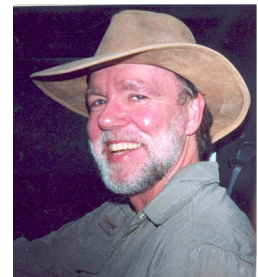
Solomon said, "Train up a child in the way he should go and when he is old, he will not depart from it." If this is an affirmed belief, then whatever immediate and long term objectives any of us perceive in our endeavors to improve environments, must include strategies encompassing the total spectrum of a communities' existence at all economic strata, classes, subcultures, and age levels, particularly the young. What will lead toward a better community where all will benefit is a collaborative altruism involving individuals, organizations, business, and government in the stewardship of cultural, education, and economic ideologies.

The Star Poster Program is a collaborative altruism involving individuals, organizations, and businesses. It teaches kids how to create posters by employing the Elements of Art, along with words and graphics, to successfully create immediate and long term emotional and intellectual impacts in the minds of others in light of social and environmental responsibilities. Peer influence has been recognized for affecting behavior and is an important part of this system. Ultimately, the goal of this program is to aid children in making a committed effort toward the improvement of not just the local, regional, or national, but also the greater collective global community. Consequently, in relation to Solomon's statement, when these youth mature into adulthood, their concerns, ethics, and activism will be permanent attributes.

*"Too low they  
build who build  
beneath the  
stars."*

*-Edward Young*

Cave Bear, LLC  
P.O. Box 81  
Lampasas, TX 76550



*Robert E. Bear*

# Star Poster Program



by

**Robert E. Bear**

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# Star Poster Program

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leaders; do it  
alone, person to  
person.”***

- Mother Teresa

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## Welcome to the Star Poster Program. Changing the world one poster at a time.



### General Information

Many organization's and individual's efforts to curb violence, crime, illegal drug use, and other societal problems through the enactment of laws and penalties for offenders are good. However, many are basically treating only the outer symptoms of these societal diseases. The [Star Coolality Kid](#) cartoon characters and the Star Poster Program were created to reach children at their level and help change the fundamental causes of societal problems: attitudes and ways of thinking.

*For some, art does not exist merely to entertain and gratify: it must edify. It must improve our collective existence. So long as there are wrongs to be righted, ugly social conditions requiring change, art must participate in the development of attitudes, which can lead eventually to better societies.*

*(Feldman, 1973).*

This is a profound function of posters. The Star Poster Program teaches children to create posters for kids (*and adults*) in light of social responsibility. The ultimate goal of the Star Poster Program is to help children make a commitment, attestation, and effort toward the improvement of our collective global society.

Another major focus of this program is for educators to help teach some of the basic Elements and Principles of Design.

**“Wise men  
speak because  
they have  
something to  
say, fools  
because they  
have to say  
something.”**

-Plato

### Star's Background

During my first year serving as an art specialist for the Bryan Academy for Visual and Performing Arts (BAVPA) in Bryan, Texas, I had a fifth grade student whose brother was fatally stabbed at the ninth grade campus. While walking down the hall behind the principal and a father of one of my third graders, I heard the dad say, "I told my son, if one of the other kids bothers you, 'Hit him with a pipe!'" Both of these incidences were disturbing. Obviously, there was a "violence is the solution" mentality in which numerous students in the community were raised. I was compelled to do something, but what?





*“Far better is it to dare mighty things, to win glorious triumphs, even though checkered by failure...than to rank with those poor spirits who neither enjoy much nor suffer much, because they live in a gray twilight that knows not victory nor defeat.”*

- Theodore Roosevelt

Kids have social concerns other than just violence in schools. I tried to find something kids could relate to, be a venue for positive social changes, and at the same time, teach about the Elements and Principles of art while trying to more effectively communicate their ideas. Consequently, I created the Star Poster Program toward those ends.

Star made his first appearance at the Bryan Academy for Visual and Performing Arts (BAVPA) in Bryan, Texas, in August of 1993. There he was a noticeable influence on students where he appeared on bulletin boards, banners, walls, and t-shirts.

Originally, the Star Poster Program was a simple after school art enrichment and it was literally "run by the seat of the pants". There was no structured course outline, objectives, or instructional documents. Because of the initial success and interest by other students and faculty, this formalized poster program was written.

Art effects people,  
it communicates, it leads.



## Focus

Peer influence has long been recognized for affecting behavior and is a fundamental part of this program.

The Star Poster Program focuses on affecting and effecting change through school, business, and community cooperation regarding social conditions; such as,

- Reducing violence in schools.
- Drop-out prevention.
- Lowering substance abuse.
- Bullying awareness and prevention.
- Environmental concerns.
- Child abuse awareness
- Health and safety issues.



*“The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.”*

-Albert Einstein

## Poster Contests

Participation in the Star Poster Program does not require the sponsoring organization to have contests. It is an option designed to assist in creating more interest in the functions of the program and to increase the sponsor's positive community image while supporting the focuses listed above.

Poster contests are set up for ages seven (7) through eighteen (18).

They are organized according to four (4) designations.

- Divisions
- Classes
- Categories
- Size

## Contest Divisions

The five (5) age Divisions are:

Ages 7-8, Ages 9-10, Ages 11-12, Ages 13-15, Ages 16-18

These are based on the chronological age the participant will be at the date the scheduled judging is to take place.





*“Nobody made  
a greater  
mistake than he  
who did nothing  
because he  
could do only a  
little.”*

-Edmond Burke

## Contest Classes

There are two (2) Classes: **Technical** and **Freehand**.

**Technical** posters may contain any, or any combination of the four (4) following aspects.

1. Computer generated imaging (pictures, graphics, letters).
2. Photographs, including clippings from published materials.
3. Cut and pasted lettering and/or graphics from publications.
4. Images from tracing stencils.

**Free-hand** posters are composed entirely without the aid of stencils or electronic and photographic devices (copiers, cameras, computers, or printers). This includes no clippings from published materials.

## Poster Contest Categories

There are four (4) Categories for poster contest submissions.

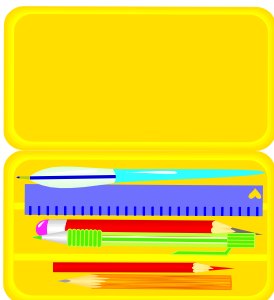
1. Horizontal posters.
2. Vertical format.
3. 3-D posters. These may be kinetic (having parts that move) as well as square, vertical, horizontal, or irregular.
4. Irregular posters. These may also be square, rectangular, oval, or triangular in general appearance; however, their edges may not conform to a single geometric shape.

## Poster Sizes

The **minimum** size for each poster category is **216 square inches** in area.

The **maximum** dimensions for each category may not exceed **616 square inches** in area.

In addition, **3-D** posters may **not** be **more than 4 inches deep**.





## Awards

All entrants will receive recognition by the judges based upon points given as the results of their evaluations. These are as follows.

**Superior:** 35.5 to 40 points

**Excellent:** 30.5 to 35 points

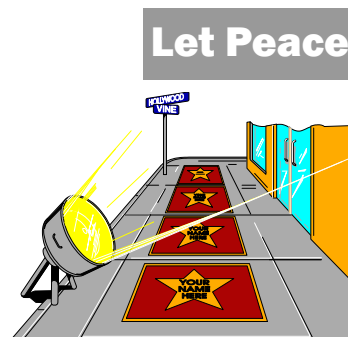
**Grand:** 22.5 to 30 points

**Honorable:** 22 points and under

## Contest Themes

The sponsoring organization will decide on the theme for the posters.

Each poster competition or poster assignment should have one basic theme of social concern: such as, school drop prevention, reducing school violence, tolerance, peace/non-violence, reducing global warming, etc.



*“A person’s true wealth is the good he or she does in the world.”*

-Mohammed

Within this, each should have one specific topic. For example, “Let peace shine” is a specific topic in the area of non-violence.

It is important that the tone of these topics be positive in nature: such as, “Non-violence is Cool”.

“Step up to peace”.

“Peace is tight”.

## Entries

Each person participating in the poster competition can have no more than one (1) entry per Class and Category: a total of two (2).

For example, a participant may enter one Technical/horizontal piece and one Free-hand/3-D poster.





## Judging Contests

Three (3) judges are required for each poster competition.

Each judge will complete a Judge's Score Sheet and a fourth person should fill out the Judges Tabulation Sheet.

It is up to the sponsoring organization if the judges are to receive some form of compensation for their services.

When judging contests, the follow criteria will be addressed.

Neatness/Craftsmanship

Originality

Following the Contest Rules

Composition

Each of these areas can be allowed up to ten (10) points.

***“The greatest good you can do for another is not just share your riches, but reveal to them their own.”***

- Benjamin  
Disraeli

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## “Star” and “Starlette” Coolality Kids



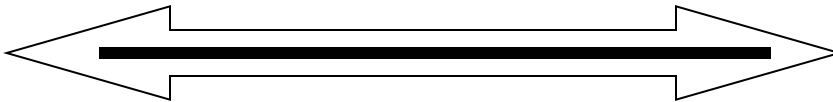
# Elements of Design

In this section of the book you will go over the seven basic Elements of Art, or Design as they are often called. These are the building blocks that all works of art are composed from. These need to become part of your visual vocabulary. Familiarity with them will help you in three (3) ways.

1. Understand other artist's work.
2. Communicate more effectively through visual art.
3. To produce better art works.

## Line

The **impression** left on the surface of a medium by a moving object is a **line**. Some people refer to it as a **series of connecting dots** and it is one of the most important Elements of Design.



Lines are used for **creating shapes**, giving the **illusion of 3-D** (three dimensional) objects, and to **express feelings**.

Lines also have numerous characteristics. They may be **thick, thin, smooth, rough, solid, broken, dark, light, long, short, fuzzy, sharp, colored** and **any combination** of these.

Fundamentally, there are six types of lines.

1. **Vertical** These go up and down, pointing above and below your eye level, or the horizon.



Line

Shape

Texture

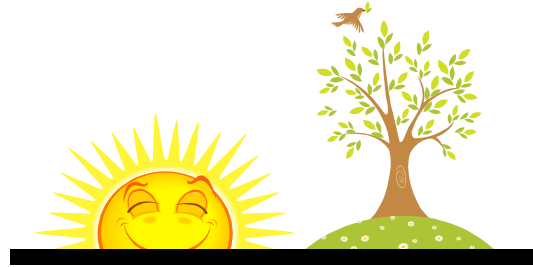
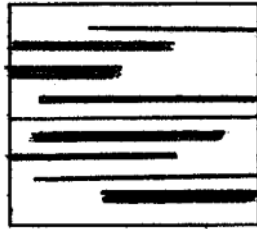
Space

Form

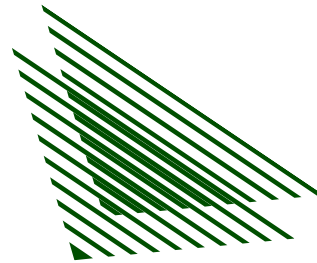
Value

Color

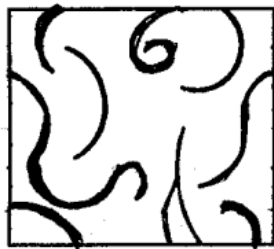
**2. Horizontal** A horizontal line goes left and right, parallel with the horizon, hence the term. They give the impression of lying down.



**3. Diagonal** Diagonals slant and give the feeling of movement or falling down.



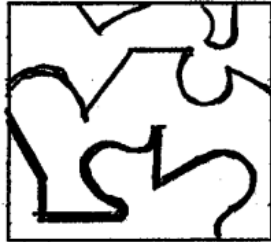
**4. Curves** These change gradually to form curves, spirals and circles. They may be referred to as: “happy” lines.



**5. Zigzag** Diagonal lines connected at their points create zigzag lines. They are the opposite of curved lines in expression and are sometimes thought of as “angry” lines.



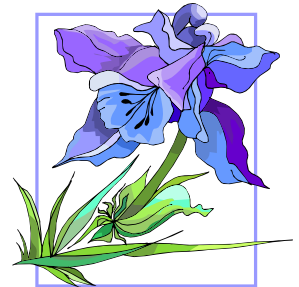
- 6. Combination** These have elements of more than one type of line. They may have line segments and may be composed of curved and straight pieces joined.



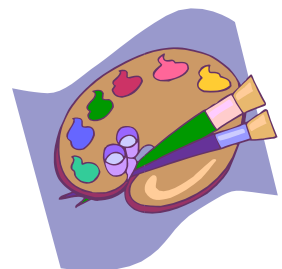
## 2. Shape

Shapes are two-dimensional (2D) and are **organic** or **geometric** in character.

Organic shapes have hard to measure curved areas that create the outlines of living things, like the edges of flowers and leaves.



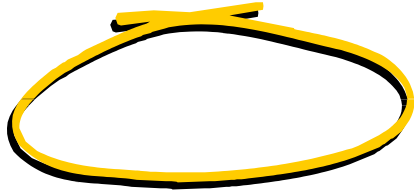
Geometric shapes, on the other hand, have easy to measure angles inside corners and arcs, like you find in squares, rectangles, triangles and circles.



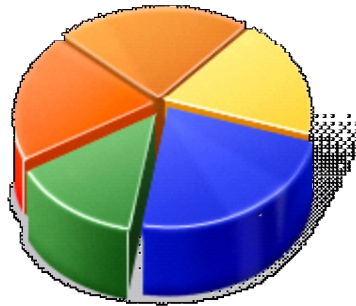
Shapes are created three (3) ways.

1. By an **enclosed line**. This is a line that goes around and comes back to connect to itself.
2. With an **area of color**.
3. With an **area of texture**.

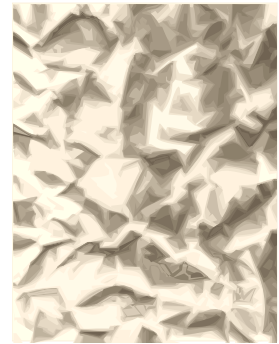
CLOSED LINE



AREA OF COLOR

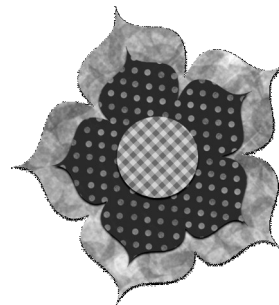
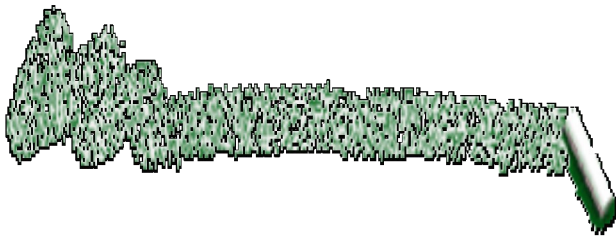


AREA OF TEXTURE



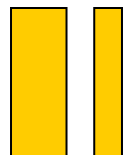
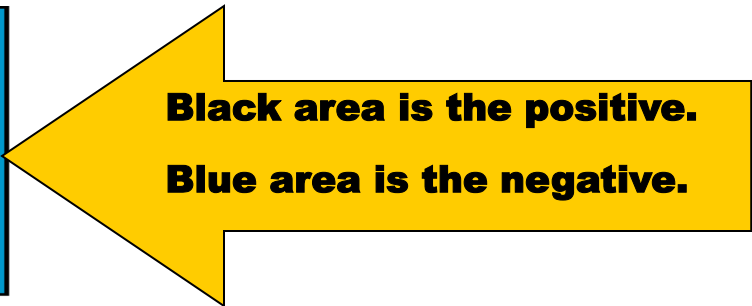
# 3. Texture

Texture refers to the surface quality of an object or work of art. For example, smooth, rough, slick or prickly.



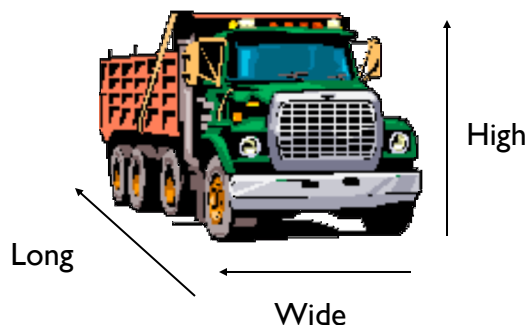
# 4. space

Space is the area around and between objects that defines their shapes and forms. It is generally considered to be both positive and negative in nature. In both 2-dimensional and 3-dimensional aspects, the positive areas are the shapes creating the objects. In 3-D terms, the forms are the “positive” areas and the negative is the space between the forms.



# 5. Form

Forms are 3-dimensional objects. They have height, width, and length. In other words, they can be measured three ways.



# 6. Value

**Value** is the amount of **lightness** (white) or **darkness** (black) of things: variations in **grays**.

Changes in value help to **create the illusion** of three-dimensions in space.



# 6. Color

**Color** is what our eyes perceive when waves of **light reflect** off the surfaces of objects we are viewing and strike the retina of our eyes. If an object is blue, then it will reflect the blue spectrum wave lengths and absorb all the other. Two other names for color are **hue** and **chroma**.



Colors that make us **feel warm** are the **yellows, oranges, and reds**.



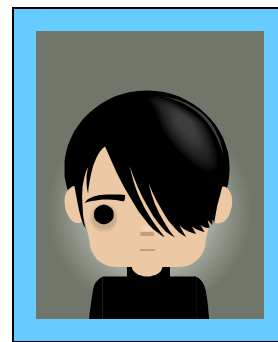
Colors that make us **feel cool** are the **blues and purples**.

The **cool** colors seem to appear to go away, or **recede**, from us and the **warm** one do just the opposite, **advance**. This is especially important when you are attempting to show 3-D space.

Colors can have an **effect** on our **moods and emotions**.



Warm colors portray the expressions of happiness.



Cools and grays give the feeling of unhappiness and depression.



## Additional Thoughts

When designing your works of art and posters, keep these seven Elements of Design in mind and think about how you can use them effectively to express your ideas and feelings in the best way possible.

You also need to handle these Elements carefully in combination with lettering, graphics, and composition.

The Elements of Design will be referred to in the next section on how to create effective posters.

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# Creating Posters



In this section you will cover several basic principles in designing posters.

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## Definition

A **poster** is a **placard** or **bill** to be displayed in a public place: a **sign**. It can be presented in several different ways.

Billboards are giant posters. If you rip an advertisement from a newspaper or magazine and put on a wall, it becomes a poster.

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## History

Posters have a long social history. They were used by the ancient Romans for political purposes, to elect particular candidates to office, just as we still use them today. Their's, however, were all made by hand.

The invention of the printing press not only made printing easier and faster, it also increased the use of posters and advertising.

Posters were instrumental in changing public opinions of the French Revolution and social changes of the 1960's. In the latter part of the 19th century they became recognized as an "art form." Today you can find collection clubs and people that acquire poster for investment purposes.

**"Every artist was first an amateur."**

-Ralph Waldo Emerson

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## Types of Posters

There are five (5) basic types of posters and these will be presented on the following pages.

There are specific things you put into each type of the five (5) posters. So, make certain you understand the type of poster you are representing, especially if you enter a poster contest.

These **5 types** are:

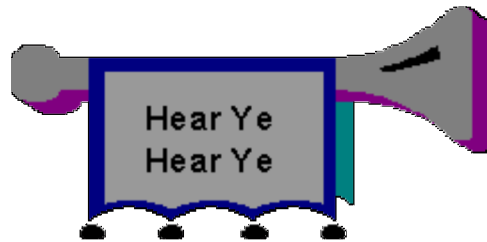
1. Announcement
2. Commerce
3. Decorative
4. Instructional
5. Social Behavior

---

## 1. Announcement Posters

Announcement posters **declare an event**, that something is going to happen. Examples of this are birthday parties, dances, music performances, sporting events, meetings, and contests.

These posters **tell** the viewer **who, what, when,** and **where** something **will take place**.



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## 2. Commerce Posters

A type of poster that provides notice of **buying and selling of goods and services** is called "commerce." These often give information about **special sales, prices, discounts,** and the **opening and closing of businesses,**



AUTUMN  
CLEARANCE  
SALE!



### 3. Decorative Posters

Decorative posters are made specifically to **look like pretty pictures** hanging on a wall. Often times, announcement posters that have expired are used as decorative posters.

**Optical illusion** graphics are also used as **posters**. Have you ever seen a colorful poster that you had to stare at to find three-dimensional looking objects like flags, stars, or dolphins? These are decorative posters.

### 4. Instructional

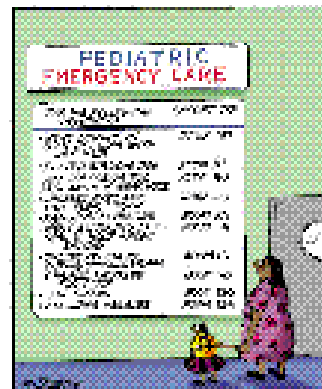
Instructional posters have several distinguishing characteristics.

**They provide general and specific knowledge.**

**They may have directions on how to do things.**

**They give facts, provide numerical data, and show how things operate.**

**Generally, they have more words than graphics.**



### 5. Social Behavior

Social behavior involves our, **verbal, visual, emotional,** and **physical interactions with other people, animals, and the environment.** These interactions **reflect our beliefs** about **how we** should **act** and react in regard to communication of religious ideas, political influences, ethical convictions, family and interpersonal relationships, as well as, educational situations.

The primary purpose in establishing the Star Poster Program is to affect Social Behaviors.

"Peace Rules"

save the environment!

tolerance

## Visual Impact

To make a visual impact means **to make a forcible impression**. In other words, it is to firmly press into one's mind images and concepts.

In order for a poster to be successful in fulfilling its purpose, posters must make a strong visual impact with a limited use of words, graphics, and the Elements of Design.

Creating visual impact can be accomplished in four (4) simple ways. These can be used in combination with each other or individually.

1. Contrast the Elements of Design
2. Use of diagonals
3. With bright colors.
4. Thoughtful use of lettering styles

### I. Contrast Elements

To the right are listed the Elements of Design. To add "eye-catching" interest to a poster you should create contrasts within the elements used in your work, especially opposites; such as, dark against light and yellow with purple.



Line

*Shape*

Form

Space

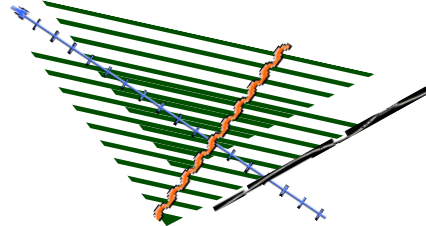
Texture

Color

Value

## 2. Diagonals

Diagonal lines, shapes and color areas attract attention because they break up the way we usually view things in vertical or horizontal formats.

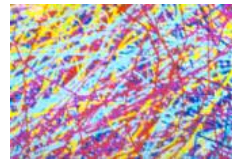


Diagonal can also give the feeling of movement. Notice how the diagonals seem to temporarily stop your eye as you go across the line series below. The diagonals seem as though they are falling over.



## 3. Bright Colors

Bright colors are great for attracting attention! They also have the affect of showing the psychological feelings of happiness and excitement.



## 4. Lettering

Lettering can be done **free-hand**, with **computer programs** (called fonts), **cut out** from published materials (magazines, newspapers, etc.), or **any combinations** of these. It's important that the lettering style echoes, or reflects, the character or feeling what is being expressed. Here are some examples.

**color**

**3-Dimensional**

**slanted**

## Composition

Composition is the arrangement of the Elements of Design in art work. It's also the visual balance of graphics, lettering and space in the poster. Careful consideration is important for tying the elements of color, line, shape, space, form, texture, and value all together. A strong composition holds the viewer's attention and helps emphasize the message of the poster.

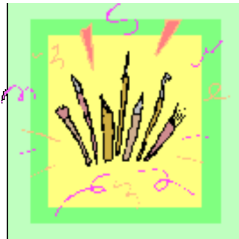


There are three (3) basic types of composition taught in art courses.

1. **Symmetrical**
2. **Asymmetrical**
3. **Radial**

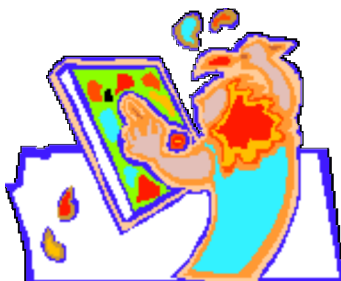
### 1. Symmetrical

A symmetrical composition may be visually divided vertically, horizontally, or in a diagonal through the center and look basically the **same on both halves**.



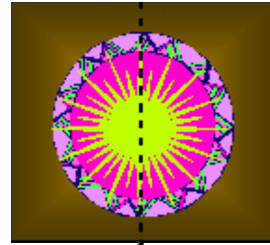
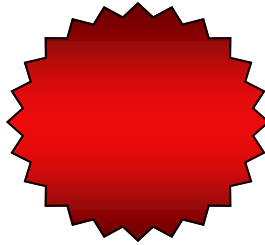
### 2. Asymmetrical

An asymmetrical composition does **not look the same on both halves** when divided through the center, **however**, visually they **appear balanced**. This is accomplished by the positive and negative shapes and spaces, as mentioned in the section on the Elements of Design.



### 3. Radial

A radial balanced composition appears to have **shapes, lines, and/or colors** that **go out from the center**, like spokes on a bicycle wheel or rays from a star burst pattern. When divided in half, it is symmetrical.



### Thumbnail Sketches

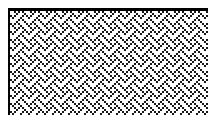
It is important that you give careful thought and planning into the creation of your posters. A tool to help you with this idea development is a “thumbnail sketch”. These are not drawings of thumbnails. They are **small illustrations** that artists use to make simple designs for working out placement of images, format, composition, and lettering before starting a work.

Your thumbnail sketches **don’t need to be any larger than 5”** in any direction. Keep in mind that these need to be in the same proportion as the

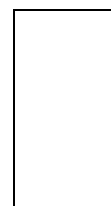


The **heart** of art is creative problem solving and “thumbnails” are great for helping to stimulate creativity.

The “thumbnails” on the next page were drawn at 1/4 scale for a poster to measure 12” X 18”. So, the sketches were done as 3” X 4.5” drawings (*Both 12 and 18 were divided by 4 to get the correct sizes.*). “Try both vertical and horizontal formats.



horizontal

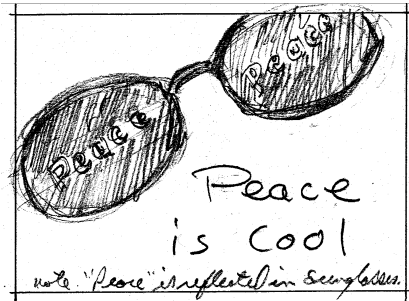


Vertical

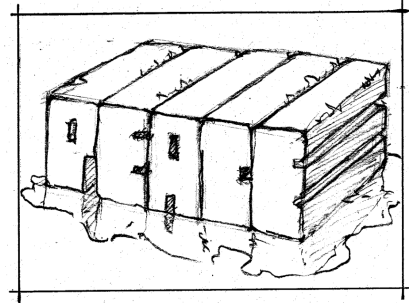




The theme for these thumbnail sketches is “**PEACE IS COOL**”.



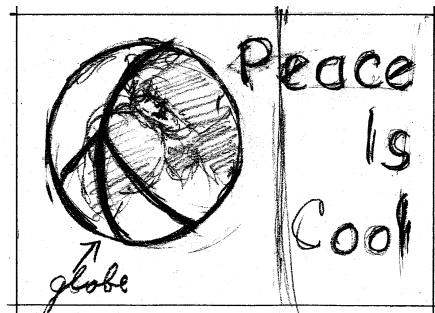
It is okay to make notes on the drawings.



This is a block of ice carved to say PEACE.



Both of these could also work fine with just the word “Cool.”

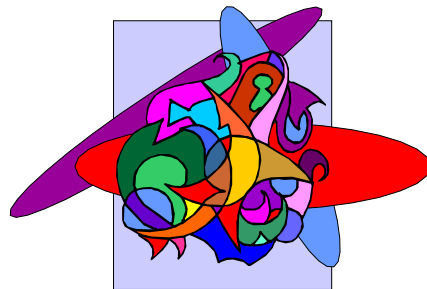


It is not necessary to use color on the thumbnails, but it can be useful.

## Helpful Hints

There are several additional things to keep in mind as you plan your posters.

1. Keep your posters **simple**, uncluttered and **visually dynamic** (*interesting to look at*).  
Announcement, Commerce, Decorative, and Social Behavior posters should be able to be **read in less than 10 seconds**.
2. Unusual shapes catch the eye.



3. Even though you are trying to change behavior with social awareness posters, your posters should be positive in nature instead of negative. For instance, “Non-violence is cool” is positive while “Violence is not cool” is negative.



4. Don't leave a lot of empty space unless you are trying to show the feeling of loneliness.



5. Pick colors that are representative of the theme. For example, if you are doing a patriotic piece, primarily use the colors of your country's flag.



6. Consider using borders to attract attention and simple interest. Areas of texture may also serve as borders in addition to lines. Compare the two samples below. Which one is more interesting, A

**Let Peace Shine**



**Let Peace Shine**

7. As a general rule, don't let lettering touch the edge of the paper. It makes it harder and slower to read.

Again, compare these two below. Which one is easier to read?



A.



B.

Hopefully, you have learned more about creating interesting posters. Now go and make some memorable ones.





# Star Poster Program

## Sponsor's Section

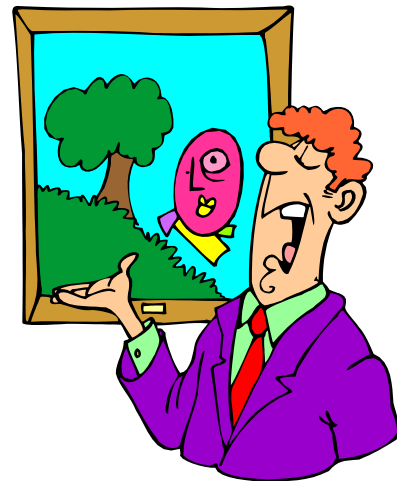
On the following pages are a variety of forms that can be used by a Star Poster Program sponsoring organization. Several are related directly to assist in managing poster contests.

There are also some assignments that were created for student use while studying the Elements of Design and Creating Posters. These activity sheets were designed to be used with the information provided on Star Poster Program CD and the web site [cavebearltd.com](http://cavebearltd.com). However, they can also be reproduced as needed to complement the printed material presented in this document.

The section on searching for funding is just an introduction to this endeavor. More detailed information is published in the [Sail the Seven C's Voyage Logbook](#).

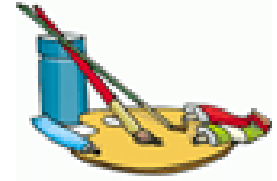
***“Education without values, as useful as it is, seems rather to make man a more clever devil.”***

- C.S. Lewis



## How to Run a Star Poster Contest

If you are interested in having a poster contest and don't know how to go about organizing and operating one, then this should help you. The timelines are a general strategy and will need to be adjusted to your particular circumstance, especially if you are seeking funding support from a foundation. In this case, you will need to do a little research on foundations that would support this activity and what their stipulations are for proposal submissions, along with their review dates.



### 3 - 6 Months Before

Select a topic or theme of the contest.

If you choose "Child Abuse Awareness" you could pick a specific category: neglect, physical, sexual, or emotional.

You could select a phrase like the following:

How I (or you can) Help Stop Child Abuse  
Child Abuse, It Hurts Us All

Have information about child abuse (or whatever social or environmental issue the contest is about) available for those that want to know more about it. (I have a school counselor come talk to the art classes after the students have been taught lessons on the Elements of art and how to make posters. Then the students are told to choose one of the four areas of child abuse to make their poster about. Some of these are humorous, while most are serious.)

Line up sponsors.

In addition to helping create a positive image for sponsors, it has other benefits as well. It encourage community and business partnerships. Furthermore, it enhances networking for strong business relationships.

Keep a list of possible sponsors with contact information. When you are first starting to have poster contests, some potential sponsors may want to help in the future, but are currently committed to other things. As time goes by they may become involved. Update and expand the list from year to year.

*"The purpose  
of life is a life of  
purpose."*  
-Robert Byrne

*“The real and lasting victories are those of peace and not of war”.*

-John Milton

Select and line up judges.

Look at the Star Poster Program guidelines for judges. Remember there needs to be three judges; consider having alternates if someone can not act as a judge at the last minute.

Establish a deadline for entries.

Keep in mind that if you are going to order t-shirts, ribbons, and participant certificates, 4-6 weeks needs to be allowed for their delivery. The deadline could be a week or two before the posters are to go on display.

Decide who is to be the contact person/s for the contest and handle questions. How, in what manner, and when could they be contacted?

Determine where and how the posters will be on display and for how long.

Set parameters for where and how the posters are to be picked up or returned.

### **6-8 Weeks Before**

Disperse announcements and flyers about the contest to prospective participants and to the media. Include schools, local T.V. stations, newspapers, and radio stations. Let them know that the activities and art lessons on creating posters are available at [www.cavebearltd.com](http://www.cavebearltd.com).

If a school or other organization wants youth as a group to participate, they should go through the activities and art lessons on the elements of art and creating posters during this time frame.

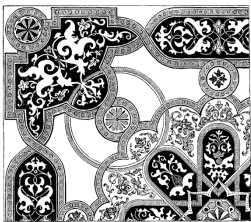
### **4-6 Weeks Before**

Complete Order form for t-shirts, ribbons, and participant certificates (see “Other Considerations”).

### **Contest Deadline**

Send out notices to participants and media again about when and where the posters are on display.

As entries are collected with the entry forms, complete and tape a Star Poster Program contest label on the side or bottom of each. These



need to be folded back behind the poster so that the names cannot be read during the judging. Blanks can be printed from the Star Poster Program CD or downloaded from the [cavebearltd.com](http://cavebearltd.com) web site.

Have posters judged.

This should be done within 3 days after the entry deadline. After the judging is completed, unfold the labels so the public may see who made each poster.

Within 2 days after the contest judging put notices of awards on (or next to) the posters. Posters can be put on display before judging or they can be put up after judging is completed.

Exhibit the posters for 2 to 4 weeks.

### After the Contest

All entries should be picked up within one week of close of display.  
Send thank-you notices to judges and sponsors  
Complete and mail in contest follow-up report to:

Cave Bear, LLC/P.O. Box 81/Lampasas, TX 76550

Review what went well and what needs to be improved, then start planning for the next one.

Make sure each participant gets their ribbon, certificates, and t-shirts.

### Other Considerations

Funding (see “Sponsor’s page” of Star Poster Program)

If you are seeking financial support from a foundation, keep in mind that some only have their board of directors meet once or twice a year. Therefore, find out what their submission requirements are and be familiar with the deadlines. Obviously, you may need to plan further in advance than three to six months.

***“Thou shalt not  
be a victim.  
Thou shalt not  
be a  
perpetrator.  
Above all, thou  
shalt not be a  
bystander.”***

-Holocaust Museum,  
Washington D.C.





Enough ribbons and certificates for the number of expected entrants can be ordered well in advance and the t-shirts may be ordered at the deadline and given to the contestants when the posters are picked up.

Entrants should have their t-shirt size on their entry form.

### Displaying posters:

Places to display posters may be a local business, walls of a school, an unused store area in a mall or shopping center, a community center, art gallery, bank, or other public building.

This can be done on art display panels, walls, or windows. Posters can be pinned in the corners or taped on the back side. Try not to use tape on the fronts, as this tends to tear the papers more than when put on the back. Some times display panels may be borrowed from businesses or schools. Otherwise, if you are planning on doing this as an annual event, do a fundraiser to purchase these (this could be part of a foundation grant proposal).

*“The future  
depends on  
what we do in  
the present”*

*-Mahatma Gandhi*

Decide how a reception will be conducted in relation to where the poster exhibition is at.

All necessary forms can be down-loaded from the Cave Bear, LLC web site or you can request a free CD with the Star Poster Program art lessons, activities, and forms (enclose \$5.95 for Shipping and Handling).

If you would like to have posters considered to be included on the “Poster Gallery” section of the Star Poster Program web site, send a .jpg format picture with signed release forms from the parents or guardians.

After awards are posted have a reception for entrants, their families, and the public. This should be on a Saturday morning, a Sunday afternoon, or a weeknight between 6:30-8:30.



## Finding Funding

So, you've decided to participate in the Star Poster Program and perhaps provide Certificates, t-shirts, and if a contest, ribbons, but you don't have the necessary anticipated funding to cover the expenses. The forms and information on the following pages is intended to give you ideas on organizing your strategies for securing financial support for the Poster Program. This is useful whether or not you wish to have a poster contest.



### Grant Search Request Form

The "Grant Search Request" is a two paged document that can be used three ways. First, it can assist in organizing information and looking at what options may be available for support. The second purpose is to fill out and submit to a person or organization to contract with, or assist you, in researching funding possibilities. Additionally, it may be utilized as a reference checklist when working with the "Foundation Prospectus Form".

### Foundation Prospectus Form

It is not necessary to go through foundations to help in financing projects like the Star Poster Program. However, it is important to note that tens of billions of dollars each year are given to worthy endeavors by foundations, corporate and private. Foundations usually support non-profit organizations, though some also give to individuals. It is best for the Star Poster Program to be sponsored through a non-profit organization. Keep in mind, if you are seeking foundation contributions or grant sponsorship to a school district, that some foundations are reluctant to contribute directly to a school system. In that event, a non-profit group can be set up that directly supports one, this is a major purpose of parent-teacher organizations, such as the PTSO.

Corporate and private foundations can be looked at for their local, national, and global support structure, as well as, their grant sizes and type of activities they are set up to support. You will find such considerations in the "Tangible" and "Intangible" sections of this form. There may only be certain times of the year that foundations accept proposals, so look carefully at this when researching. Each foundation has their own guidelines for submission and some foundations also have their own forms you need to send.

### Record of Funding Contacts

It is vital that you keep documentation of the funding sources you contact for reference and follow-up. Remember, some organizations may already be committed to support for the year, but may be available in the future.

***"An Artist cannot fail; it is a success to be one".***

-Charles Horton Cooley



### Grant Search Request

Deadline Date: \_\_\_\_ / \_\_\_\_ ? \_\_\_\_

**Organization:** \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Contact Person: \_\_\_\_\_  
 Phone: (    ) \_\_\_\_\_ - \_\_\_\_\_  
 Fax: (    ) \_\_\_\_\_ - \_\_\_\_\_

Please return this form to (if different from above):

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

#### Organization's Legal Status

- 501 (c)     City/County Government
- 501 (c) 3     Other:
- 501 (a)    \_\_\_\_\_

**Major focus of the project:**    **Project Title:** \_\_\_\_\_

- Arts & Humanities                       Religion: \_\_\_\_\_
- Civic/Public Affairs                       Social Services
- Education                                       Technology
- Health/Medical                               Other: \_\_\_\_\_
- Historical Organization

**This project is intended to serve:**

- Elderly     Moderate Income
- Women     Minorities/Ethnic Group
- Men     Homeless
- Youth (ages)                                       State/s
- Community                                       Veteran
- Low Income                                       Other: \_\_\_\_\_

**Where will the project be located?**

City/Cities \_\_\_\_\_  
 State/s \_\_\_\_\_  
 County/Countries \_\_\_\_\_  
 Region \_\_\_\_\_

**Other sources of funding:**

- Local Fund Raising
- In-kind Finances/Services \_\_\_\_\_
- Other \_\_\_\_\_

#### Main purpose of required funding:

- Building Construction/Renovation
- Capital Campaigns
- Challenge/Matching Grants
- Endorsements
- Equipment
- Fellowship
- General Support
- Loans
- Preservation
- Scholarships
- Seed Money
- Other: \_\_\_\_\_

#### Sources you wish considered:

- Corporate
- Private
- Foundation
- State
- Federal
- Other



## Foundation Prospectus Form

Name of Foundation	State	Address	Contact Person	Phone						
1										
2										
3										
4										
5										
6										
7										
8										
Tangibles										
Asset Size	Size of Grants	Purpose Activities	Geographic Distribution	Types of Support	Proposal Deadline	Application Procedures	Geographic Proximity	Principles	Special Circumstances	Total
1										
2										
3										
4										
5										
6										
7										
8										

### Record of Funding Contacts

**Organization** \_\_\_\_\_

(Name & Address) \_\_\_\_\_

**Principal Contact** \_\_\_\_\_

(Name & Title) \_\_\_\_\_

**Telephone Calls**

Date: ( / / ) ( / / ) ( / / )

Time: ( : ) ( : ) ( : )

Call From: \_\_\_\_\_

Spoke To: \_\_\_\_\_

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

Type of Call	
<input type="checkbox"/> Appointment	<input type="checkbox"/> Status
<input type="checkbox"/> Materials Required	<input type="checkbox"/> Submit
<input type="checkbox"/> Other	<input type="checkbox"/> Rejection

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Meetings</b>	Dates: _____	Time: _____
Outcome: _____		

<b>Tickler</b>	Deadline: _____
To do: _____	By Whom: _____
Follow-up: _____	By Whom: _____

<b>Proposals</b>	Date submitted: _____	Project title: _____
Format: _____	Amount requested: _____	
Board meeting dates/s: _____	Signed by: _____	

<b>Decision</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe	<b>Next Step</b> Resubmit: _____
Notification date: _____	Cultivation: _____
Reason: _____	Special Activities: _____

<b>Related Contacts</b> Other sources funding is sought from on this project: _____
_____



# Star Poster Program

## Sponsor Follow-up Report

Visit us at [www.cavebearltd.com](http://www.cavebearltd.com)

Sponsoring Organization: \_\_\_\_\_

Address: \_\_\_\_\_ Contact Person: \_\_\_\_\_  
(Street or P.O Box)

(City) (State or Province) (Country) (Zip)

Telephone : (\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

Poster Contest Theme: \_\_\_\_\_

Dates of Contest: \_\_\_\_\_ to \_\_\_\_\_ Date of Judging: \_\_\_\_\_

# of Participants in each Division	
<input type="text"/>	Ages 7-8
<input type="text"/>	Ages 9-10
<input type="text"/>	Ages 11-12
<input type="text"/>	Ages 13-15
<input type="text"/>	Ages 16-18

# of Participants in each Class	
<input type="text"/>	Technical
<input type="text"/>	Free-hand

# of Participants in each Category			
<input type="text"/>	Horizontal	<input type="text"/>	Vertical
<input type="text"/>	3-D	<input type="text"/>	Irregular

Judges: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Score Tabulator: \_\_\_\_\_

Comments/Suggestions:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Reporter (Print): \_\_\_\_\_

Signature: \_\_\_\_\_ Dated: \_\_\_\_\_



# Star Poster Program

## Judges Score Sheet

Visit us at [www.cavebearltd.com](http://www.cavebearltd.com)

Sponsor Organization: \_\_\_\_\_ Entry #

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

**Division** (Check)

Ages 7-8

Ages 9-10

Ages 11-12

Ages 13-15

Ages 16-18

**Class** (Circle Letter)

**A.** Technical

**B.** Free-hand

**Category** (Check)

Horizontal       Vertical

3-D                       Irregular

Neatness/Craftsmanship: 1-10 pts

Originality: 1-10 pts

Rules/Guidelines Met: 1-10 pts

Composition: 1-10 pts

**Score**

**Rating Awarded**

Superior (35.5-40)    Excellent (30.5-35)    Grand (22.5-30)    Honorable (22 & Under)

**Comments**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of Judge (Print): \_\_\_\_\_

Signature: \_\_\_\_\_ Dated: \_\_\_\_\_





# Star Poster Program

## Judges Tabulation Sheet

Visit us at [www.cavebearltd.com](http://www.cavebearltd.com)

Sponsoring Organization: \_\_\_\_\_

Child's Name (*print*): \_\_\_\_\_ Assigned Entry #

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

**Division** (Check)

Ages 7-8

Ages 9-10

Ages 11-12

Ages 13-15

Ages 16-18

**Class** (Circle Letter)

**A.** Technical

**B.** Free-hand

**Category** (Check)

Horizontal       Vertical

3-D                 Irregular

	Judge #1	#2	#3	Averages
Originality: 1-10 pts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Neatness/Craftsmanship: 1-10 pts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Rules/Guidelines Met: 1-10 pts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Composition: 1-10 pts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Totals</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> <b>Score</b>

**Rating Awarded**

Superior (35.5-40)    Excellent (30.5-35)    Grand (22.5-30)    Honorable (22 & Under)

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Attach the three Judge's Score Sheets to this form.

Name of Recorder (Print): \_\_\_\_\_

Signature: \_\_\_\_\_ Dated: \_\_\_\_\_



# Star Poster Program Competition

Visit us at [www.cavebearltd.com](http://www.cavebearltd.com)

## THEME:

Sponsored by

### DIVISIONS

Ages 7-8  
Ages 9-10  
Ages 11-12  
Ages 13-15  
Ages 16-18

### CLASSES

Technical  
Free-hand

### CATEGORIES

Horizontal  
Vertical  
3-D  
Irregular

### AWARDS

Superior  
Excellent  
Grand  
Honorable

**Competition Dates:**

**Entry Deadline:**

**Pick Up Posters By:**

## ELIGIBILITY

The Star Poster Program competitions are for children ages 7 through 12 years old at the time of the poster entry dates.

## ENTRIES

Each person participating in the poster competition can have no more than one (1) entry per Class and Category: a total of two (2). For example, you can have one Technical horizontal poster and one Free-hand 3-D poster.

Posters must not be framed, matted, or mounted. If mailed or shipped entries are to be returned on the sender, return postage must be included.

You may download entry forms from [www.cavebearltd.com](http://www.cavebearltd.com), or get one from the Sponsor. Contact the sponsoring organization regarding questions and picking up entries after the competition.

## Contact



# Star Poster Program

## Poster Contest Entry Form

Assigned Entry #

Sponsoring Organization: \_\_\_\_\_

Contestant's Name (*print*): \_\_\_\_\_  
(First name) (Last Name)

Home Address: \_\_\_\_\_  
(Street or P.O Box)

\_\_\_\_\_  
(City) (State or Province) (Country) (Zip)

Telephone (Parent or Guardian): (\_\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

### Division (check)

- Ages 7-8
- Ages 9-10
- Ages 11-12
- Ages 13-15
- Ages 16-18

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

### Class (circle letter)

- A. Technical**
- B. Free-hand**

### Category (check)

- Horizontal       Vertical
- 3-D                 Irregular

### As a condition of participation in the Star Poster Program:

**A.** I certify that this is my child's original artwork and that it is not protected by copyright laws. I understand that the sponsoring organization is not responsible for loss or damage to the poster. I hereby grant the sponsoring organization listed above and Cave Bear, LLC the rights to publish the poster on the [www.cavebearltd.com](http://www.cavebearltd.com) **Star Poster Program** section and in any and all other media. I will make no monetary or other claim against the sponsoring organization or Cave Bear, LLC for use of the original artwork. I release the sponsoring organization and Cave Bear, LLC from any and all claims, and liability relating to their use of said artwork.

**B.** I agree that the sponsoring organization may retain the poster for display until \_\_\_\_\_. It is understood that the artist retains original ownership of said artwork.

**C.** I also grant the sponsoring organization and Cave Bear, LLC the right to release the contestant's name and hometown in promoting the **Star Poster Program** contests.

Accepted and agreed to:

Name of Parent or Guardian (printed): \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_ Dated: \_\_\_\_\_

### Rating Awarded

Score

**Superior (35.5-40)    Excellent (30.5-35)    Grand (22.5-30)    Honorable (22 & Under)**



### Star Poster Program

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Division: \_\_\_ 7-8 \_\_\_ 9-10 \_\_\_ 11-12 \_\_\_ 13-15 \_\_\_ 16-18  
 Class: \_\_\_ Technical \_\_\_ Free-hand  
 Category: \_\_\_ Horizontal \_\_\_ Vertical \_\_\_ 3-D \_\_\_ Irregular

Box For Official Use Only **Contest Entry #** \_\_\_\_\_  
 Rating: \_\_\_ Superior \_\_\_ Excellent \_\_\_ Grand \_\_\_ Honorable



### Star Poster Program

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Division: \_\_\_ 7-8 \_\_\_ 9-10 \_\_\_ 11-12 \_\_\_ 13-15 \_\_\_ 16-18  
 Class: \_\_\_ Technical \_\_\_ Free-hand  
 Category: \_\_\_ Horizontal \_\_\_ Vertical \_\_\_ 3-D \_\_\_ Irregular

Box For Official Use Only **Contest Entry #** \_\_\_\_\_  
 Rating: \_\_\_ Superior \_\_\_ Excellent \_\_\_ Grand \_\_\_ Honorable



### Star Poster Program

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Division: \_\_\_ 7-8 \_\_\_ 9-10 \_\_\_ 11-12 \_\_\_ 13-15 \_\_\_ 16-18  
 Class: \_\_\_ Technical \_\_\_ Free-hand  
 Category: \_\_\_ Horizontal \_\_\_ Vertical \_\_\_ 3-D \_\_\_ Irregular

Box For Official Use Only **Contest Entry #** \_\_\_\_\_  
 Rating: \_\_\_ Superior \_\_\_ Excellent \_\_\_ Grand \_\_\_ Honorable



### Star Poster Program

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Division: \_\_\_ 7-8 \_\_\_ 9-10 \_\_\_ 11-12 \_\_\_ 13-15 \_\_\_ 16-18  
 Class: \_\_\_ Technical \_\_\_ Free-hand  
 Category: \_\_\_ Horizontal \_\_\_ Vertical \_\_\_ 3-D \_\_\_ Irregular

Box For Official Use Only **Contest Entry #** \_\_\_\_\_  
 Rating: \_\_\_ Superior \_\_\_ Excellent \_\_\_ Grand \_\_\_ Honorable



# Star Poster Program

## Elements of Design Notes

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

The Elements of Design are the

\_\_\_\_\_.

They help me to

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The Seven Elements of Design are

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

It is used to

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

Some characteristics are \_\_\_\_\_

\_\_\_\_\_

On the following page, write each of the six types under the boxes and fill the box with samples of the type labeled.

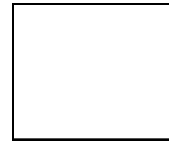
Six types are:



\_\_\_\_\_



\_\_\_\_\_



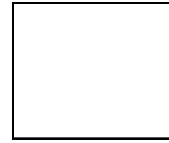
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

They are \_\_\_\_\_ and are \_\_\_\_\_ or \_\_\_\_\_

2. \_\_\_\_\_

The three (3) ways they are created are:

A. By an \_\_\_\_\_ .

B. With an area of \_\_\_\_\_ .

C. With an area of \_\_\_\_\_ .

3. \_\_\_\_\_

4. \_\_\_\_\_

A. This element can be "\_\_\_ - D" or "\_\_\_ - D".

B. It is also \_\_\_\_\_ and \_\_\_\_\_ .

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

They can be w\_\_\_\_\_ or c\_\_\_\_\_ .

To make effective posters, you need to use the Elements of Design carefully.





# Star Poster Program

## Creating Posters Notes

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

Poster Definition: \_\_\_\_\_

Five Types of Posters:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Visual Impact:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Contrast Elements:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Diagonals:

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Bright Colors:

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Lettering:

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Composition:

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Thumbnail Sketches:

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Helpful Hints:

1. 

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2. 

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3. 

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4. 

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5. 

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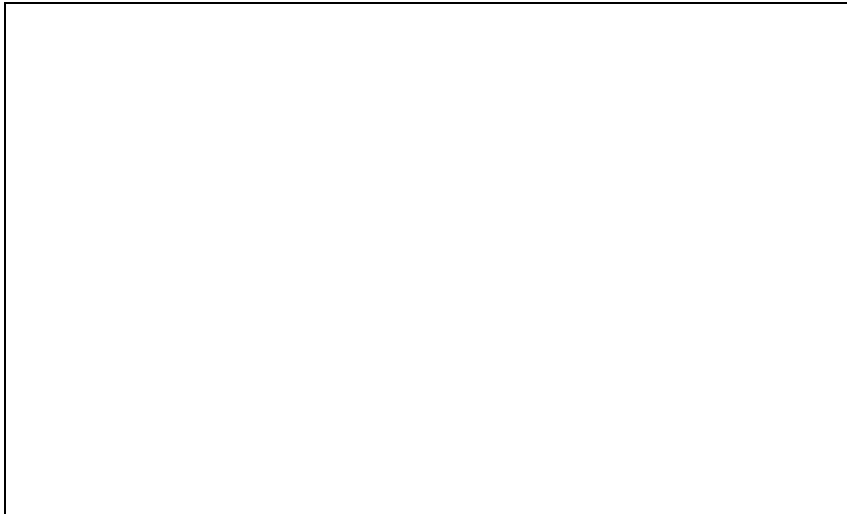
# Star Poster Program

## Poster Design #1: Thumbnail Sketches

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

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

Draw horizontal plans for the poster theme in the rectangles below. You may try different lettering styles and graphics, or you can try different arrangements of the same graphics and letters. You can also use borders for the whole area or just parts for emphasis.





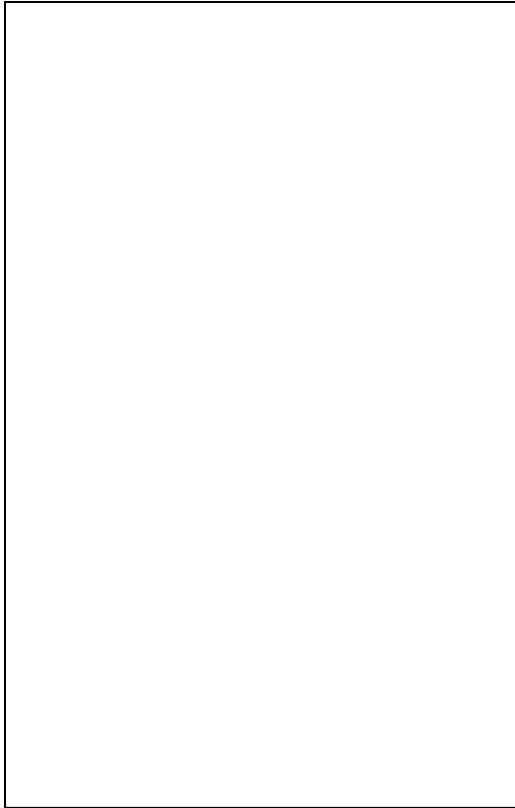
# Star Poster Program

## Poster Design #2: Thumbnail Sketches

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

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

Draw vertical plans for the poster theme in the rectangles below. You may try different lettering styles and graphics, or you can try different arrangements of the same graphics and letters. You can also use borders for the whole area or just parts for emphasis.





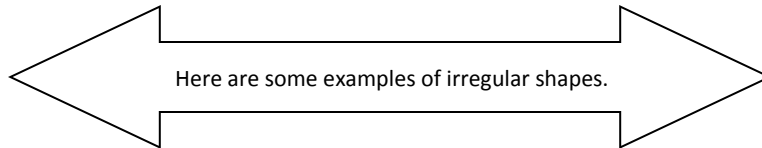
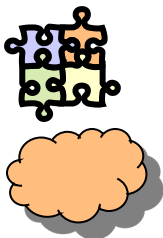
# Star Poster Program

## Poster Design #3: Thumbnail Sketches

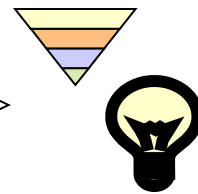
Student Name: \_\_\_\_\_

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

Draw two (2) different *irregular* plans for the poster theme in the rectangles below. You may try different lettering styles and graphics, or you can try different arrangements of the same graphics and letters. You can also use borders for the whole area or just parts for emphasis.



Here are some examples of irregular shapes.





# Star Poster Program

## Poster Design Checklist

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

Topic or Theme of Poster: \_\_\_\_\_

Before you turn in your poster, go down the checklist and mark each item if you've done what it lists. Turn the checklist in with your poster.

- I used a ruler to make guidelines for all the lettering.
- I used guidelines for all the lettering (top, bottom and middle lines).
- There are no serifs on the capital l's or j's unless all the letters have serifs.
- At least one word is done in drawn letters.
- The words on the poster tell what the topic of the poster is about.
- The poster has both graphics and words.
- All the words on the poster are easy to read from 10 feet away.
- No lettering touches the edge of the poster.
- There is not a lot of empty space on the poster.
- I considered using borders and areas of color or texture behind wording to make them stand out.
- I put my first and last name on the back, as well as my class period on the poster.
- I completed a poster label.

Refer to this checklist and notes when you design your posters.





# Star Poster Program

## Lettering with "Serifs" and "Sans-serif"

Compare the two boxes below. Look carefully at the tops and bottoms of the letter strokes.

Ee Ff Gg Hh Ii Jj Kk Ll Mm

Serif Letters (letters with feet)

**Ee Ff Gg Hh Ii Jj Kk Ll Mm**

Ee Ff Gg Hh Ii Jj Kk Ll Mm

Sans-Serif Letters (letters without feet)

**Ee Ff Gg Hh Ii Jj Kk Ll Mm**

Something to keep in mind when you are lettering your posters is: **do not combine serifs with sans-serif letters.** Most people make this mistake when using the capitol "I" and the capitol "J".

Here are some samples of the names Jim and Tim. Two of the names in each column are correct.

Circle the ones that are correct.

A. *J* I M

B. J I M

C. J I M

D. J I M

E. J I M

A. T I M

B. T I M

C. T I M

D. T I M

E. T I M



# Star Poster Program

## Lettering Design Assignment #1

**A.** Design twenty-five (25) “letter sets” (upper and lower case) of the same letter.

Here are some examples: **fla. Aa, Aa, Aa, Aa, Aa.**

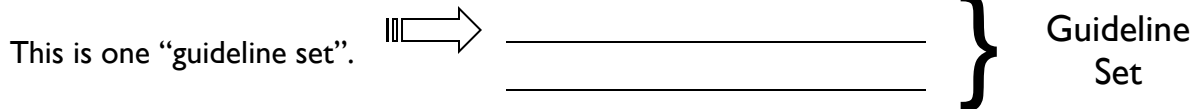
1. You may use only one of the following letters for the sets.

**A, B, D, E, F, G, H, I, J, K, L, N, Q, R, T, Y**

2. Number each of the letter sets.
3. Create some with serifs and some sans-serifs.

**B.** Use guidelines! The top and the bottom of the capitol letters should touch the guidelines. You may use a third line of the set for the top of the lower case letters.

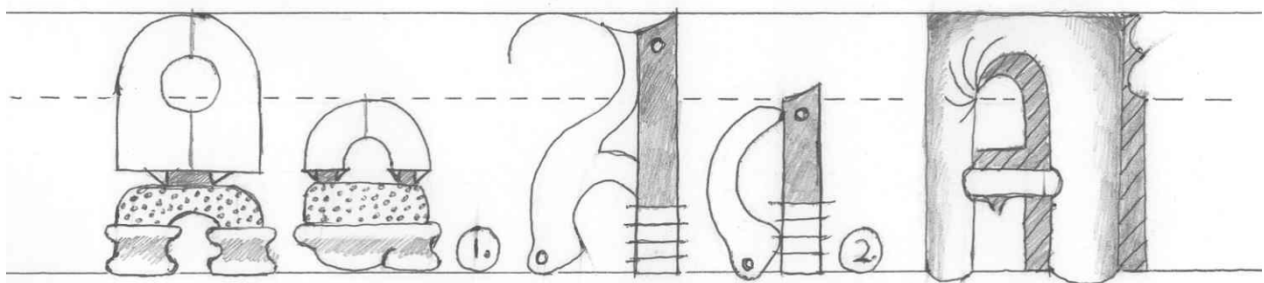
Here’s an example.



**C.** Use 12” X 18” paper, vertical or horizontal.

1. Start 1/2” down from the top of the paper for the first “guideline set”.
2. The space between top and bottom of “guideline set” should be 1 1/2”. The lettering goes between these lines!
3. The space between each “guideline set” should be 1”.
4. Use a ruler to draw the “guideline sets”. Draw these lines very lightly!

### MORE SAMPLES



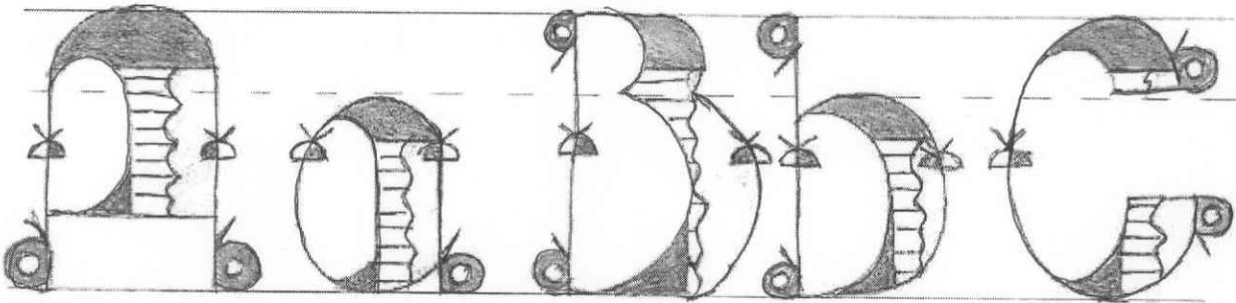


# Star Poster Program

## Lettering Design Assignment #2

- A. Select your best “letter set” (the most creative) from Lettering Design Assignment #1 to draw a complete alphabet in that style, both upper and lower case.
- B. Use 12” X 18” paper; vertical or horizontal.
- C. Use the same measurements and layout you had for the “guideline sets” in assignment #1.
- D. You may use pencil, pen, colored pencils, crayons and/or thin (fine line) markers.

### SAMPLE



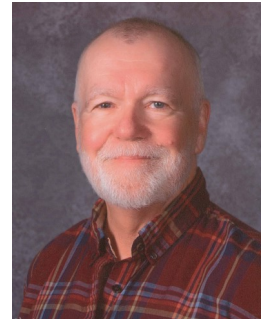
## Robert E. Bear: Master Painter and Teacher

Creator of the Star Poster Program

Robert Bear created the Star Poster Program to help teach youth how to create posters in light of social responsibility and the Coolality Kid characters while he was an Art Specialist at the Bryan Academy for Visual Performing Arts (BAVPA) in the Bryan Independent School District of Bryan, Texas. At the same time, Mr. Bear was also a doctoral student in the department of Curriculum and Instruction at Texas A&M University. Since then, Robert created the S.A.I.L. (Star's Art Intervention Lessons) Program to help troubled youth turn their lives around. He holds a Master of Science degree in Studio Art from Texas A&I University, now Texas A&M University, Kingsville, and received a Bachelor of Science degree in Art Education from Bemidji State University. Before receiving these degrees, Robert graduated from Art Instruction Schools of Minneapolis, having studied Commercial Art and Illustration. Mr. Bear has been recognized in Who's Who in America, Who's Who in American Education, and National Honor Society Outstanding American Teachers.

He has taught in public schools for more than thirty years, grades K-12. Six of these years included working in Special Education. He has also taught a course in photography for four years, game design, carpentry, yearbook, drawing and painting. As an educator, not only has he been called upon to act as a judge for several art competitions, he has also served as a district, regional, and state judge for Odyssey of the Mind. For over two years he was employed full-time as an Exhibit Specialist for the John E. Conner Museum in Kingsville, Texas (Here he designed and built exhibits, labored as a photographer, and did freeze-dry taxidermy.) From 1972-1974 Robert was in the U.S. Army, honor graduate of two military training programs. Robert has also acted on the civilian side of the military as a Supervisor of a Graphic Art Department for the U.S. Air Force in Grand Forks, North Dakota, and as an Education Services Specialist for the 123rd Army Reserve Command in Indianapolis, Indiana. In 1983, he moved to Texas to become Art Director of a print shop in Lubbock.

From 1991-1993, Robert was the president of the Bravos Valley Art Educator's Association and has been a member of the National and Texas Art Education Associations. The summer of 1992 saw Robert participate in the Improving Visual Art Education conference in Cincinnati, Ohio which was sponsored by the Getty Center for Education in the Arts and the Cincinnati Art Museum. He was a presenter at two state conferences for the Texas Art Education Association. Robert has also given workshops on elementary art education for various organizations and been a guest lecturer for university art students. Additionally, he has been a visiting artist for several galleries. In



***“If you build castles in the air, your work need not be lost; that is where they should be. Now put foundations under them.”***

-Henry David Thoreau





2008, Robert and his wife Joan, also an art teacher, co-founded Bear Art School in Lampasas, Texas.

He has been drawing and painting nature art since a teenager growing up in Redwood Falls, Minnesota and roaming the Lower Sioux Indian Reservation with his cousins. As a practicing artist, Robert Bear has been active in a myriad of group and one-man shows, receiving numerous accolades and awards, including Best-of-Show and People's Choice selections in national juried competitions. In 1986, the Leigh Yawkey Woodson Art Museum extended to him a scholarship to study with world-renowned artist/naturalist Robert Bateman. Bear's paintings and drawings are part of private collections in Germany, Japan, Alaska, and across the United States.

Mr. Bear has also created the game of Gig'l® and the team sport Bearball®.

***“First say to  
yourself what  
you will be ;  
and then do  
what you have  
to do.”***

-Epictetus

Robert is available for workshops and may be contacted at  
[rbear100@yahoo.com](mailto:rbear100@yahoo.com).





Coolality Kids



Cave Bear, LLC