



Teaching *for*
TRANSFORMATION

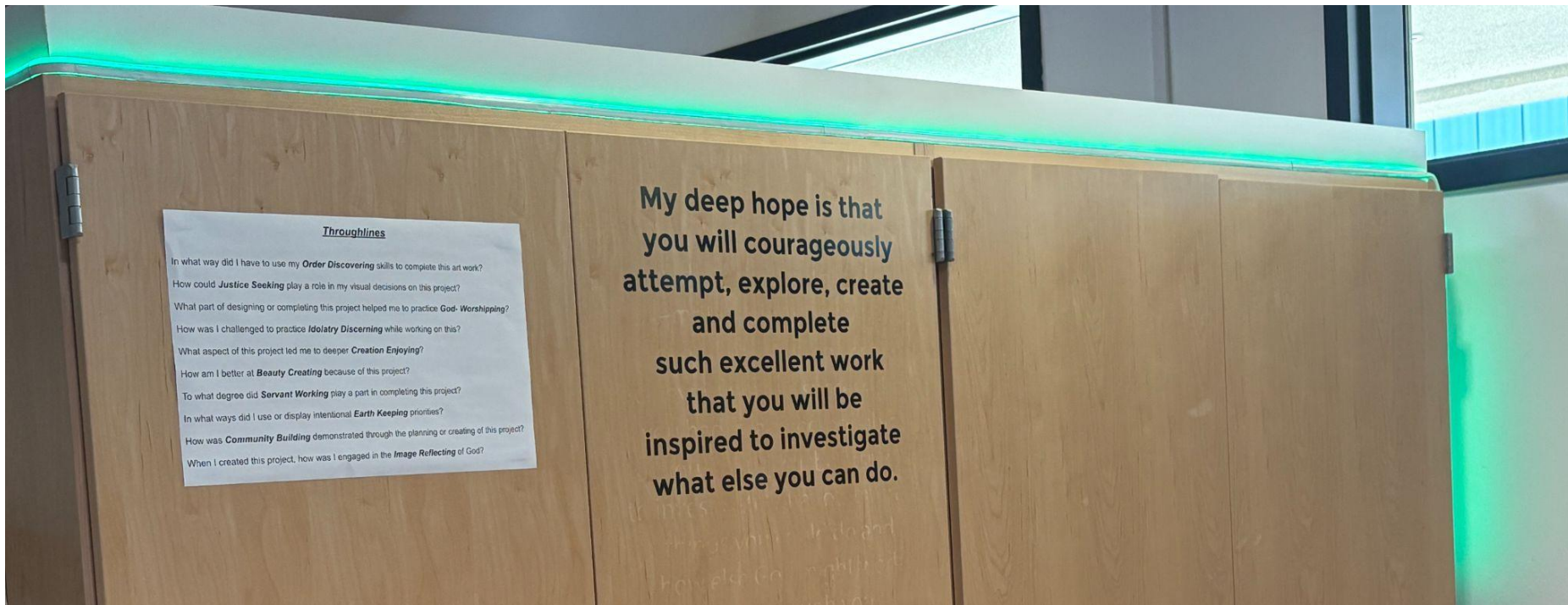
The Memory Project *High School Art*

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Central Valley Christian School



Deep Hope:

My deep hope is that you will courageously attempt, explore, create and complete such excellent work that you will be inspired to investigate what else you can do.



Storyline:

Courage and creativity are both essential as students explore which media will best lead them to completing an excellent, meaningful portrait.





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Learning Target(s):

- 🎯 We can courageously explore and celebrate the image of God in people from around the world by creating meaningful “identity art” portraits, using a variety of media, that reflect each child’s unique culture and identity.



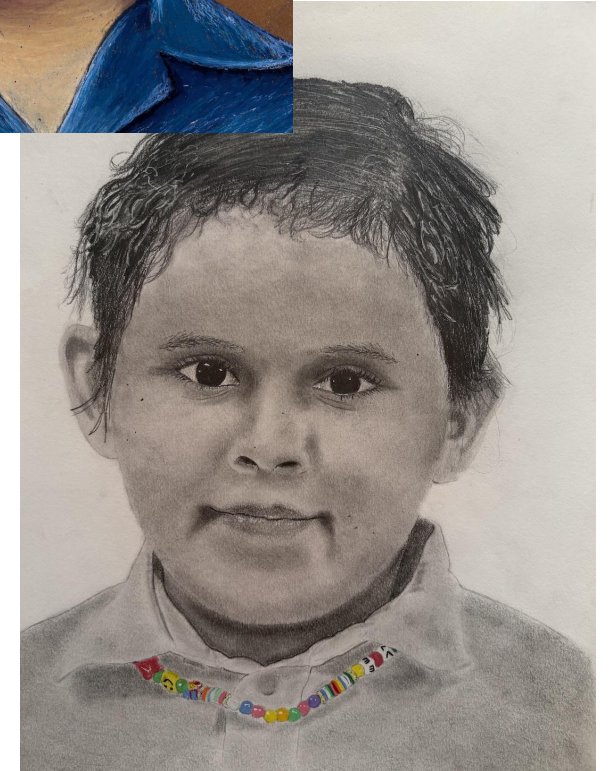
Curricular Outcomes:

California HS Art Curriculum Standards:

1.VA:Cr.1.2: Use observation and investigation in preparation for making a work of art.

1.VA:Cr.2.1: Explore uses of materials and tools to create works of art or design.

Acc.VA:Cn10: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.





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Habit(s) of Learning:

Gracious Communicating: Students were able to practice this habit as they worked to not only communicate care and kindness through the portraits they created, but also through encouraging messages written on the back of the artwork.

Curious Thinking: Students were invited to be curious thinkers and learners as they explored more about the country the child they were going to draw was from, and understand more of their life story and context in that country.





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Seeing God's Story:

All human beings are made in the image of our Creator. Yet, brokenness arises when we lose sight of that truth—especially when others don't look, speak, or live as we do. This project seeks to restore that connection by recognizing and celebrating the beauty in other students' culture, country, and identity. Through art, we build bridges, foster empathy, and spread kindness—one personal portrait at a time.





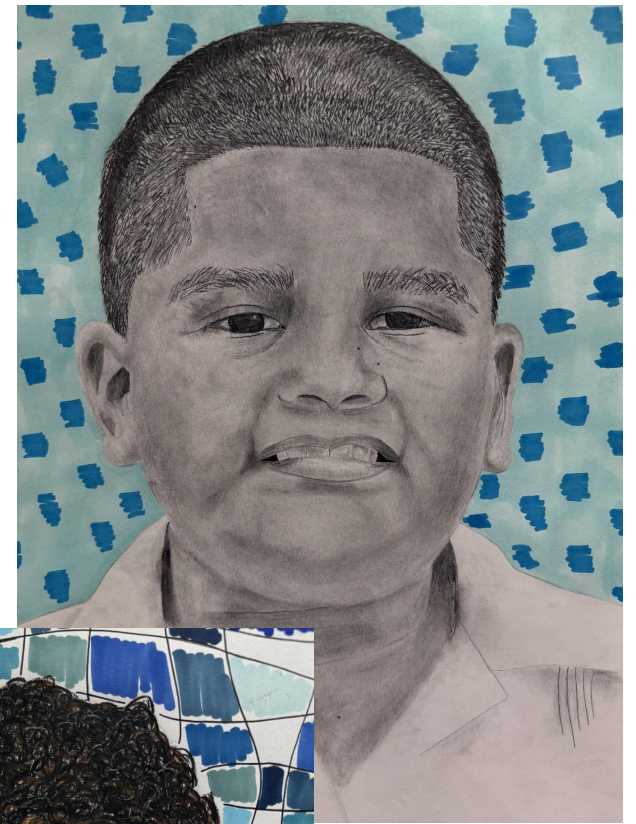
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Throughlines:

Image Reflecting: Students were invited to deeply appreciate the image of God reflected in the children they were drawing, valuing their stories and design as humans created in God's image.

Order Discovering: Students not only discovered more about portrait design elements, but also experimented with using a variety of media and selecting which medium to use for their final portraits.

**Students were also invited to reflect individually on what Throughlines they grew in through this project.*





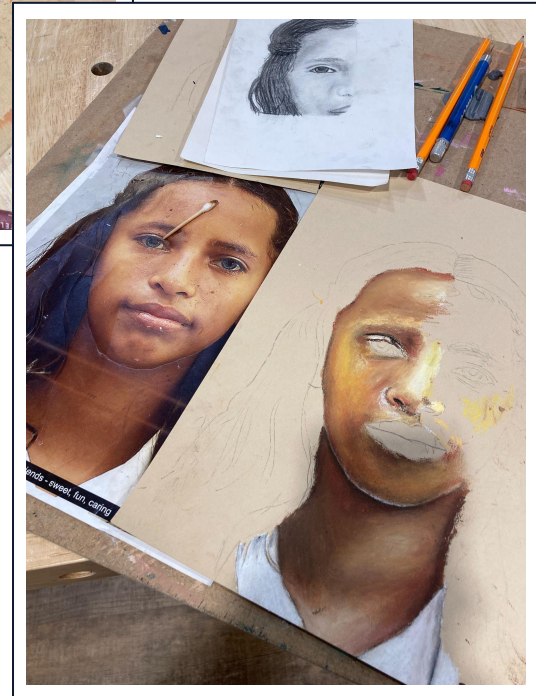
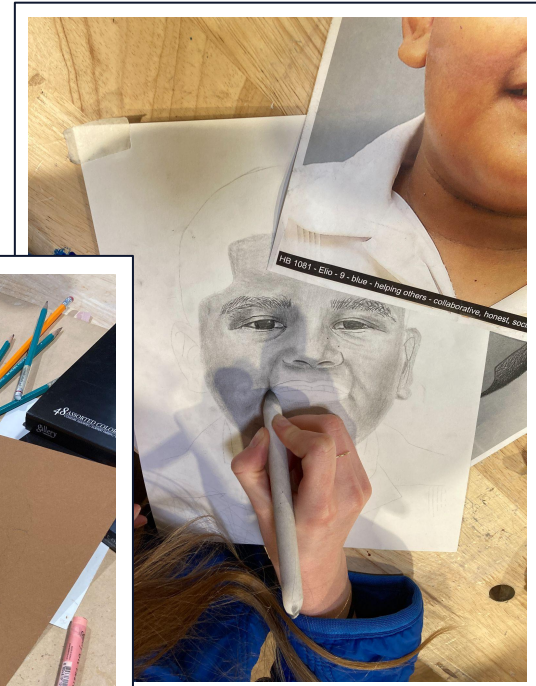
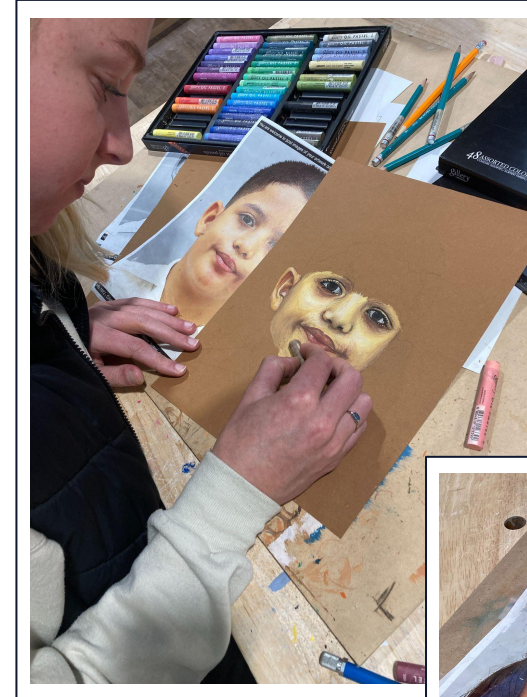
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Formational Learning Experience:

Real needs: The Memory Project's aim is to provide handmade, heartfelt portraits as special memories to children in orphanages and youth around the world facing many types of challenges, while opening our hearts and minds so they can touch ours in return. Together we are using art to reach a distant destination: a kinder world in which all youth see themselves in one another regardless of differences in their appearance, culture, religion, or circumstances.

Real people: This year The Memory Project partnered with orphanages for children and youth in Honduras.

Real work: Students created realistic portraits and "identity art" featuring the children's names and inspiring words. The aim is to touch the children's hearts, to encourage them, and to promote their positive self-esteem through gifting them the portraits.





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INVITE

- Our initial introduction to the project was watching a short video from the Memory Project and then a short video about Honduras.
- Then we spread all the photos upside down on a table and we let each student select one at a time, taking a moment to read the child's name, age, favorite color and their attributes. This is an important moment where it becomes real and students begin to form a connection to the child they “adopted.”

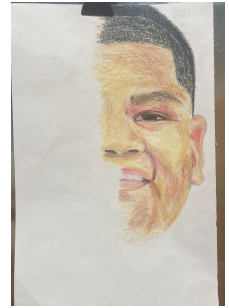
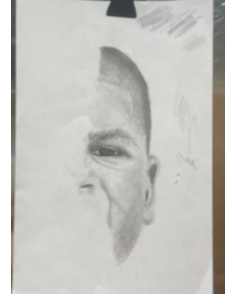
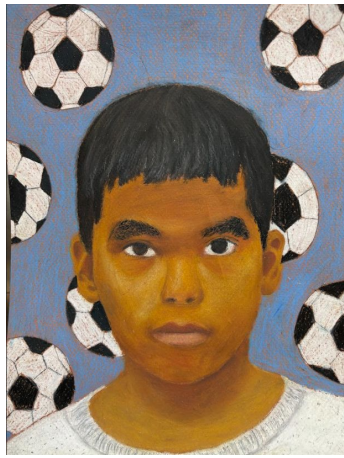




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NURTURE

- Students spent one week each learning techniques for using pencils, colored pencil, oil pastels to draw a portrait.
- After selecting one of the media, they had three weeks in class to complete an excellent portrait.
- They were encouraged to change colors, add colors, add a background to match the child's interests.



"I learned that I actually enjoyed doing this. I really like the pencil and colored pencil however I did not love using the oil pastels. I liked that I could blend the pencil very easy and it was super simple to work with. At first I did not think this was something I could do however I quickly learned it was not too hard and I could do it. I chose pencil because my practice turned out the best and I enjoyed it the most." - Lucy



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EMPOWER

- Students sent portraits to the children in Honduras with encouraging messages.
- During our longer block hours we spent time talking about and praying for the children.
- [Video](#) of Children in Honduras receiving their portraits.





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Student Reflections:



“It was so fun to see everyone's reactions and their excitement towards their portrait. It brought them so much joy and it just makes this project so much more worth it. I hope it brought them hope and that they will know that they are loved by God.”

“In my opinion, the most important part of this project is for me to make a portrait that the child that I'm drawing likes and that looks like them. I think this project could be considered worship because we are admiring God's creation and trying to be kind to others through this project.”



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Teacher Reflections:

Allowing students to choose their media leads to greater ownership and commitment. It was fun to watch them attempt and explore and create and find unique and meaningful ways to complete excellent portraits. Having students reflect on each step is important. Getting to watch the video of the children receive their portraits is a precious, rewarding way to end the project.





Additional Information to tell the story:

- The Memory Project [Link](#)
- CVC HS Art [Website](#)



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