



V ● mednarodni Biennale ● troške risbe

OS Božidarja Jakca 2022 / Ljubljana, Slovenija



Otroški mednarodni likovni bienale OŠ Božidarja Jakca 2022 / Ljubljana, Slovenija
Children's international art biennale of Primary school Božidar Jakac 2022 / Ljubljana, Slovenia

Organizator projekta **Organiser**

OŠ Božidarja Jakca / Ljubljana, Slovenija

Koordinator **Coordinator**

Petra Shrestha

Pripravljalni odbor **Board of committee**

Petra Shrestha, Elvira Sušec, Lilijana Pesek, Nadja Korelc

Strokovna komisija **Board of experts**

viš. pred. dr. Uršula Podobnik

Primož Krašna

prof. mag. Margaretha M. Bauer, akad. slik.



mednarodni Biena/e • troške risbe

OŠ Božidarja Jakca 2022 / Ljubljana, Slovenija

Bienalu na pot 5 Biennale - safe journey!

5. mednarodni bienale otroške risbe Osnovne šole Božidarja Jakca, lahko rečemo polovični jubilejni bienale, se novembra 2022 zaključuje. Razpis natečaja smo morali za eno leto prestaviti zaradi negotovih razmer v letu 2020, ki ga je zaznamovala pandemija covid 19 in posledično šolanje na daljavo, tako da je bil razpis razposlan novembra 2021. Ker je v vsaki stvari tudi nekaj pozitivnega, je bil zaradi daljšega časovnega intervala odziv res izjemen.

Božidar Jakac je nekoč zapisal: Misel in beseda onemita, če nista napisana, podoba in obraz obledita, če nista narisana. Letošnja likovna dela, ki smo jih prejeli, ponovno dokazujejo, da ima vsak likovni izraz svoj prostor v času, da vsak likovni izraz nosi sporočilo našega prostora in časa. V likovnih razmišljanjih otrok tako iz Slovenije kot po svetu odzvanjajo vprašanja in tudi odgovori. Enaki smo, pa čeprav različni. Ne želimo si vojne, betona in pandemije, ampak mir, drevesa in zdravje. Zato in še posebej zato smo ponosni in veseli, da mladi likovni ustvarjalci v tem negotovem času niso sedeli križem rok.

The 5th International Biennale of Children's Drawings of Božidar Jakac Elementary School, more specifically the half-jubilee biennale, ends in November 2022. We had to postpone the tender for one year due to the uncertain situation in 2020, which was marked by the covid 19 pandemic and the resulting remote learning, so the tender was sent out in November 2021. Since there is something positive in every thing, it was due to the longer time interval that the response was truly exceptional.

Božidar Jakac once wrote: Thought and word fall mute if they are not written, image and face fade if they are not drawn. This year's works of art that we received prove once again that every artistic expression has its place in time, that every artistic expression carries a message of our space and time. Questions and answers resonate in the artistic reflections of children from Slovenia and around the world. We are the same, even though we are different. We don't want war, concrete and a pandemic, but peace, trees and health. That is why, and especially why, we are proud and happy that young artists did not sit idly by during this uncertain time.



Na razpisani natečaj smo prejeli 342 likovnih izdelkov. Sodelovalo je 74 šol iz tujine z 201 likovnim izdelkom in 50 šol iz Slovenije s 141 likovnim izdelkom. Likovni izdelki so iz tujine prispeli iz 12 držav: Poljske, Nepala, Armenije, Slovaške, Španije, Hrvaške, Srbije, Črne gore, Romunije, Izraela, Jordanije in Grčije.

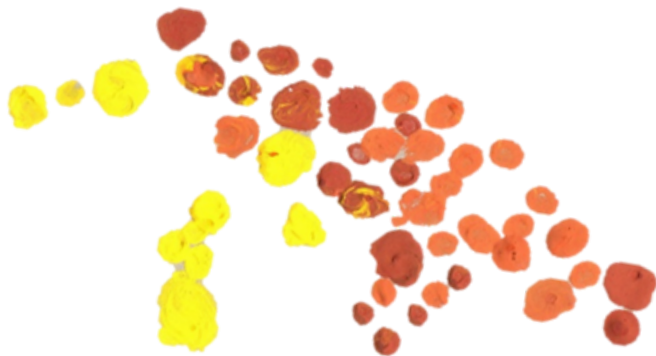
Izbor najboljših risb je opravila strokovna komisija, ki je bila na letošnjem bienalu prvič v mednarodni sestavi:

- viš. pred. dr. Uršula Podobnik s Pedagoške fakultete, Oddelek za likovno pedagogiko,
- Primož Krašna, z Zavoda RS za šolstvo,
- prof. mag. Margaretha M. Bauer, akad. slik, podpredsednica Združenja likovnih umetnikov Avstrije.

We received 342 works of art for the announced competition. 74 schools from abroad participated with 201 works of art and 50 schools from Slovenia with 141 works of art. Works of art arrived from abroad from 12 countries: Poland, Nepal, Armenia, Slovakia, Spain, Croatia, Serbia, Montenegro, Romania, Israel, Jordan and Greece.

The selection of the best drawings was made by an expert committee, which for the first time at this year's biennial had an international composition:

- dr. Uršula Podobnik from the Faculty of Education, Department of Art Education,
- Primož Krašna, from the Institute of Education of the Republic of Slovenia,
- prof. M.Sc. Margaretha M. Bauer, Acad. slik, vice president of the Association of Fine Artists of Austria.



Natečaj je tudi letos potekal v treh kategorijah, razdeljenih v triade, učenci najboljših treh izdelkov iz vsake triade pa bodo poleg priznanj prejeli tudi simbolično nagrado. Likovna naloga natečaja je bila RISBA – linija, točka.

Svečana podelitev nagrad in priznanj s kulturnim programom bo na šoli potekala 16. novembra 2022. Otvoritev razstave nagrajenih risb pa bo 17. novembra 2022 v Galeriji Pedagoške fakultete v Ljubljani.

Mladim likovnim ustvarjalcem tudi v bodoče želimo še veliko likovnega navdiha, pozitivne energije in veselja pri nadaljnjem likovnem ustvarjanju. Komisiji in vsem sodelavcem, ki ste s svojo energijo, z idejami in z delom sodelovali pri projektu, se iskreno zahvaljujem.

Elvira Sušec, ravnateljica

Again this year, the competition was held in three categories, divided into triads, and students with the best three products from each triad will receive a symbolic award in addition to recognition. The artistic task of the competition was DRAWING – line, point.

The awarding ceremony with a cultural program will take place at the school on November 16, 2022. The opening of the exhibition of prize-winning drawings will take place on November 17, 2022 in the Gallery of the Faculty of Education in Ljubljana.

We wish the young artists a lot of artistic inspiration, positive energy and joy in their further artistic creation in the future as well. I sincerely thank the commission and all the colleagues who contributed to the project with their energy, ideas and work.

Elvira Sušec, principal



Izbor nagrad *Award selection*

/ • *triada 1st - 3rd grade*

Nagrade *Awards*

1. Tian Ivanetić

"Ptiček *Little bird*"

2. razred *2nd grade*

OŠ Belokranjskega odreda Semič, Semič, Slovenija

PS Belokranjskega odreda Semič, Semič, Slovenia

mentor *mentor*: Miha Henigsman

2. Sena Bradaš

"Korona *Corona*"

7 let *7 years*

LR Karlovaris, Novi Sad, Srbija

LR Karlovaris, Novi Sad, Serbia

mentor *mentor*: Dragan Karlovaris

3. Filip Kovačević

"Portret *Portrait*"

2. razred *2nd grade*

OŠ Luisa Adamiča, Grosuplje, Slovenija

PS Luisa Adamiča, Grosuplje, Slovenia

mentor *mentor*: Špela Kump

// • *triada 4th - 6th grade*

Nagrade *Awards*

1. Julio E. Lopez

"Pomladni veter *Spring wind*"

10 let *10 years*

Colegio C.E.D.E.S., Albacete, Španija

Colegio C.E.D.E.S., Albacete, Spain

mentor *mentor*: Carmen Euentes Gascon

1. Nejc Vaupotič

"Mijav-mijav *Meaow - meaow*"

6. razred *6th grade*

OŠ Franca Lešnika Vuka, Slivnica pri Mariboru, Slovenija

PS Franca Lešnika Vuka, Slivnica pri Mariboru, Slovenia

mentor *mentor*: Sarita Zupanc

3. Viktoriya Pribilskaya

"Reševanje ptice pred dežjem *Saving a bird from the rain*"

10 let *10 years*

Državni center za estetiko, Yerevan, Armenija

State Aesthetic Center, Yerevan, Armenia

mentor *mentor*: Gayane Mikayelyan

/// ● triada 7th - 9th grade

Nagrade Awards

1. Elena Les

"Slabe sanje A bad dream"

9. razred 9th grade

II. OŠ Celje, Celje, Slovenija

II. PS Celje, Celje, Slovenia

mentor mentor: Urh Kodre

2. Anaja Grudnik

"Mesečina nad jezerom Moonlight above the lake"

8. razred 8th grade

OŠ Dragomelj, Domžale, Slovenija

PS Dragomelj, Domžale, Slovenia

mentor mentor: Saša Žust

3. Hakobyan Sargis

"Tihožitje s kruhom Still life with bread"

12 let 12 years

Zeytun Cultural centre, Yerevan, Armenia

Zeytun Cultural centre, Yerevan, Armenia

mentor mentor: Hripsime Ghazaryan





1. nagrada **1st award**

"Ptiček

Little bird"

Tian Ivanetić

2. razred

2nd grade

OŠ Belokranjskega odreda Semič, Semič,
Slovenija

**PS Belokranjskega odreda Semič, Semič,
Slovenia**

mentor **mentor:**

Miha Henigsman

/● triada 1st - 3rd grade

Risba na 5. mednarodnem otroškem likovnem bienalu OŠ Božidarja Jakca

Po prepičanju mnogih raziskovalcev likovno izražanje pomembno prispeva k otrokovemu celostnemu razvoju in po mnenju Kim Jenson (2018) spodbuja kognitivne, socialne, osebne kompetence, sposobnosti reševanja problemov ter pozitivno vpliva tako na fizični, verbalni kot čustveni razvoj (Danko-McGhee in Slutsky, 2007; Barton, 2015; Duh, 2016).

Kontinuiranemu razvoju likovnega izražanja običajno začnemo slediti okoli prvega leta starosti. Sledi otrokove manipulacije z likovnim materialom iz naključnega postopno preidejo v reprezentativno in v adolescenci vse bolj racionalizirano obliko izražanja. V tem okviru velja omeniti, da je večino študij osnovanih na enem od likovnih medijev, in sicer risbi.

Drawing at the international children's art biennial of Božidar Jakac Elementary School

According to many researchers' beliefs, artistic expression contributes significantly to a child's holistic development and, according to Kim Jenson (2018), it promotes cognitive, social, personal competences, problem-solving skills and has a positive effect on both physical, verbal and emotional development (Danko-McGhee and Slutsky, 2007 ; Barton, 2015; Duh, 2016). We usually start following the continuous development of artistic expression around the first year of age. The traces of the child's manipulation of artistic material gradually change from random to a representative and, in adolescence, an increasingly rationalized form of expression. In this context, it is worth noting that most of the studies are based on one of the art media, namely drawing.





Na OŠ Božidarja Jakca že tradicionalno odpirajo možnosti primerjalnega pogleda na razumevanje in izrazne variacije risbe v mednarodnem obsegu. Te odkrivajo zanimive primerjave v razumevanju risbe kot likovno primarnega izraznega medija.

Še bolj pomembno pa se zdi, da vselej prikažejo razvojne značilnosti v vsej njihovi pestrosti. Odkrivajo namreč izrazne tendence najmlajše šolske populacije, ki s svojo neposrednostjo likovnega zapisa nedvomno prepriča likovno občutljivega gledalca in ga nagovori s svojo iskrenostjo in brezskrbnim žarom. Obdobje druge triade se kaže v prezentaciji bogate likovne domišljije, ki jo otrok vnaša v svoj prikaz in ki v zadnjem šolskem obdobju začne prehajati v vse bolj občutene izraze razmišljanj in občutij mladostniške populacije.

/● triada 1st - 3rd grade

At the Božidar Jakac Elementary School, they have traditionally opened up the possibilities of a comparative view of the understanding and expressive variations of drawing on an international scale. These reveal interesting comparisons in the understanding of drawing as the primary medium of artistic expression.

And more importantly, they always display developmental characteristics in all their variety. Namely, they discover the expressive tendencies of the youngest school population, which, with its immediacy of artistic writing, undoubtedly convinces the artistically sensitive viewer and appeals to him with its sincerity and carefree enthusiasm. The period of the second triad is manifested in the presentation of a rich artistic imagination, which the child brings to his display and which, in the last school period, begins to transition into more and more tangible expressions of the thoughts and feelings of the adolescent population.



2. nagrada **2nd award**

"Korona

Corona"

Sena Bradaš

7 let

7 years

LR Karlavaris, Novi Sad, Srbija

LR Karlavaris, Novi Sad, Serbia

mentor **mentor:**

Dragan Karlavaris



3. nagrada 3rd award

"Portret
Portrait"

Filip Kovačević

2. razred
2nd grade

OŠ Luisa Adamiča, Grosuplje, Slovenija
OŠ Luisa Adamiča, Grosuplje, Slovenia

mentor mentor:
Špela Kump

/● triada 1st - 3rd grade

Pri slednji spremljamo subjektivno percepcijo okolja in časa, ki ga živimo, a je mladostnik v vsakdanjem življenju odraslim pogosto ni pripravljen izpovedati na tako neposreden način. Nasprotno, pogosto jo skuša celo prikriti.

V risbah, ki jih opazujemo v kolekciji bienala pa se ta vendarle priplazi v njihove risarske izpovedi in je ni mogoče prezreti ali zanikati. Prav to pa predstavlja tudi neizmerno zakladnico informacij, ki bi morala zanimati slehernega odraslega, ki se srečuje z mlado populacijo. Zato kakovostni likovni natečaji ne predstavljajo zgolj prezentacije likovnih izdelkov otrok različne starosti ali izraznih variacij znotraj posameznega izraznega medija, pač pa nudijo specifično možnost vpogleda v razmišljanje, sklepanje, občutenje mladih avtorjev.

With the latter, we monitor the subjective perception of the environment and the time we live in, but in everyday life the young person is often not ready to confess it to adults in such a direct way. On the contrary, he often even tries to hide it.

In the drawings that we observe in the collection of the biennale, however, this creeps into their drawing confessions and cannot be ignored or denied. This, however, also represents an immense treasure trove of information that should be of interest to every adult dealing with the young population.

Therefore, high-quality art competitions do not merely represent the presentation of art products of children of different ages or expressive variations within an individual expressive medium, but offer a specific opportunity to gain insight into the thinking, reasoning, and feelings of young authors.





// ● *triada 4th - 6th grade*

Ob tem si velja priznati, da subtilna likovna govorica ni vselej najlažje berljiva (Podobnik, Jerman in Selan, 2021) in vendar lahko predstavlja izhodiščno točko oz. člen za vzpostavitev dialoga med avtorjem in opazovalcem.

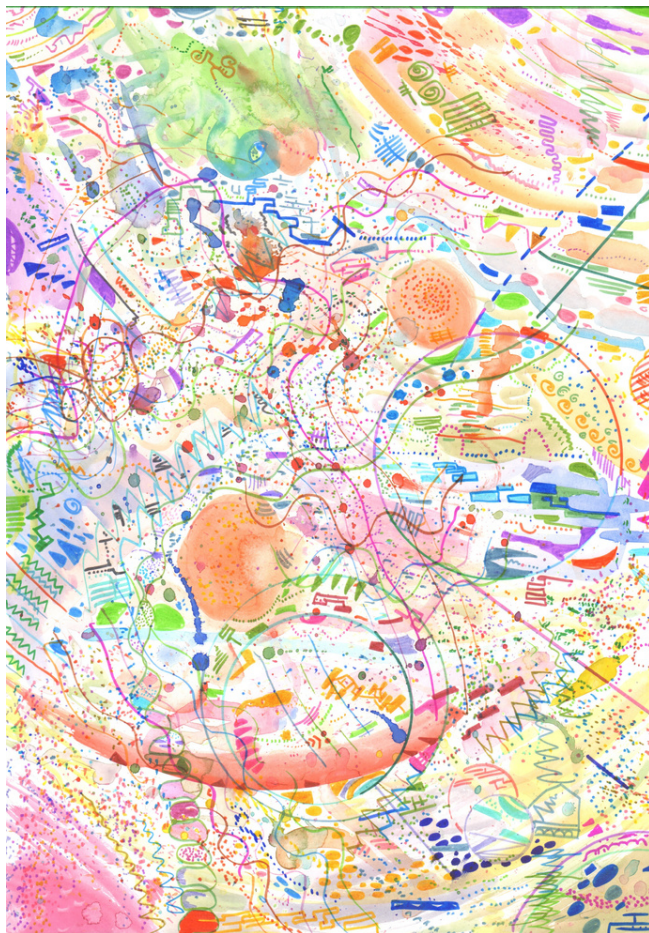
Natečaj OŠ Božidarja Jakca že tradicionalno nudi kakovosten vpogled v likovno delovanje tako bodočim mladim avtorjem kot njihovim odraslim sopotnikom. Zlasti učitelje pa spodbuja k razmisleku o možnostih uporabe likovnih medijev za vzpostavljanje stika z generacijami, katerih komunikacija pogosto teče na drugačen način in po drugih kanalih, ter jih nagovori k oblikovanju novih zamisli za lastno pedagoško delo.

Dr. Uršula Podobnik, višja predavateljica za področje likovne didaktike na UL PEF Ljubljana

At the same time, it should be recognized that subtle artistic language is not always the easiest to read (Podobnik, Jerman and Selan, 2021) and yet it can represent a starting point or article to establish a dialogue between the author and the observer.

The competition of the Božidar Jakac Elementary School has traditionally offered a quality insight into the art of both future young authors and their adult companions. In particular, he encourages teachers to think about the possibilities of using art media to establish contact with generations whose communication often flows in a different way and through other channels, and encourages them to formulate new ideas for their own pedagogical work.

Dr. Uršula Podobnik, senior lecturer in the field of art didactics at UL PEF Ljubljana



1. nagrada 1st award

"Pomladni veter
Spring wind"

Julio E. Lopez

10 let

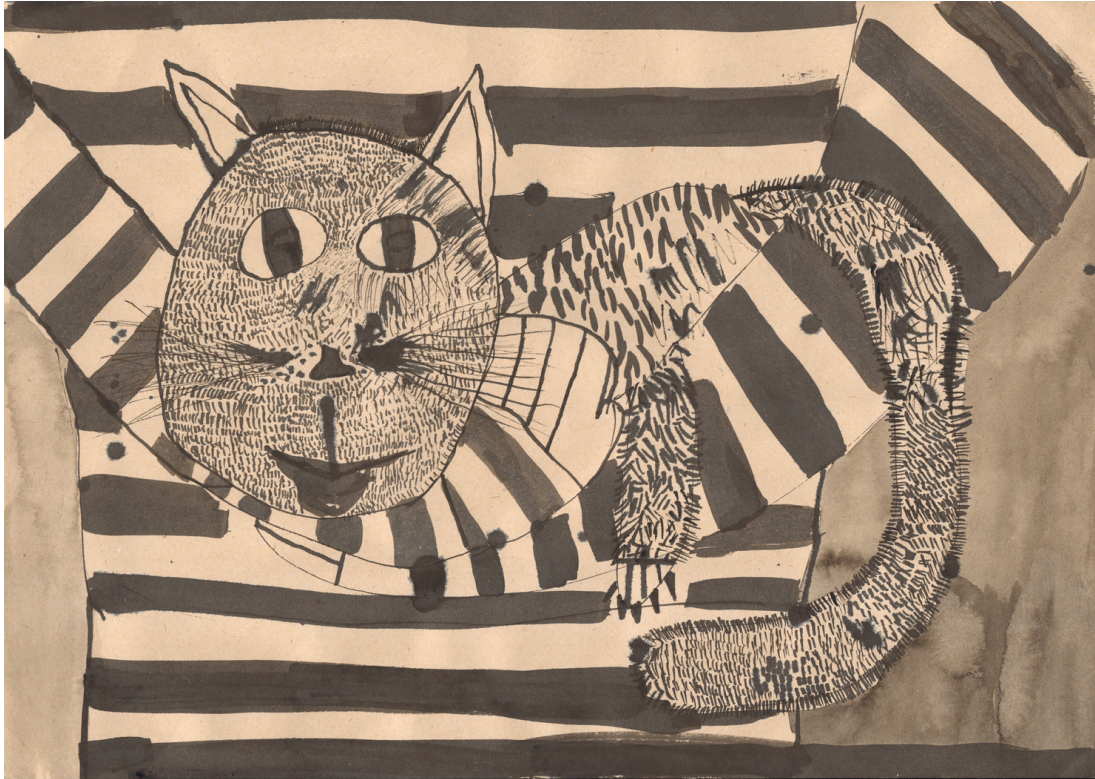
10 years

Colegio C.E.D.E.S., Albacete, Španija

Colegio C.E.D.E.S., Albacete, Spain

mentor mentor:

Carmen Euentes Gascon



1. nagrada **1st award**

"Mijav-mijav
Meaow-meaw"

Nejc Vaupotič

6. razred

6th grade

OŠ Franca Lešnika Vuka,
Slivnica pri Mariboru, Slovenija

PS Franca Lešnika Vuka,
Slivnica pri Mariboru, Slovenia

mentor **mentor:**

Sarita Zupanc

// ● triada 4th - 6th grade

Kaj lahko danes risba ponudi mladim?

Kot trdita Joanna Black in Kathy Browning (2011) se je svet spremenil in tudi učenci, ki prihajajo danes k pouku likovne umetnosti, so drugačni od otrok izpred tridesetih let. Ti učenci so del digitalnega sveta, ne le njegovi uporabniki, temveč tudi kreatorji digitalnih vsebin. Zato si je že v začetku smiselno zastaviti vprašanje, kaj lahko risba v vse bolj digitaliziranem okolju, nasičenim z brezmejnimi vizualnimi sporočili, še lahko ponudi mladim.

Risba spremlja otroka že od najzgodnejših let, kjer je primarni stik z risalom namenjen raziskovanju sveta. Kmalu postane risalo orodje za zapisovanje opazovanega okolja. Otrok svet, z risalom, ki pušča sled, opisuje intuitivno. V primerjavi z govorom, ki se ga otrok nauči kasneje s posnemanjem, je risanje kot izraz v otroka že vgrajeno.

What can a drawing offer to young people today?

According to Joanna Black and Kathy Browning (2011), the world has changed and the students who come to art classes today are also different from the children from 30 years ago. These students are part of the digital world, not only as its users, but also as creators of digital content. Therefore, it makes sense to ask the question what can drawing still offer to young people in an increasingly digitized environment, saturated with limitless visual messages.

Drawing accompanies a child from the earliest years, where the primary contact with drawing is aimed at exploring the world. Soon, a drawing becomes a tool for recording the observed environment. A child describes the world intuitively with a drawing. Compared to speech, which the child learns later through imitation, drawing as a form of expression is already embedded in the child.

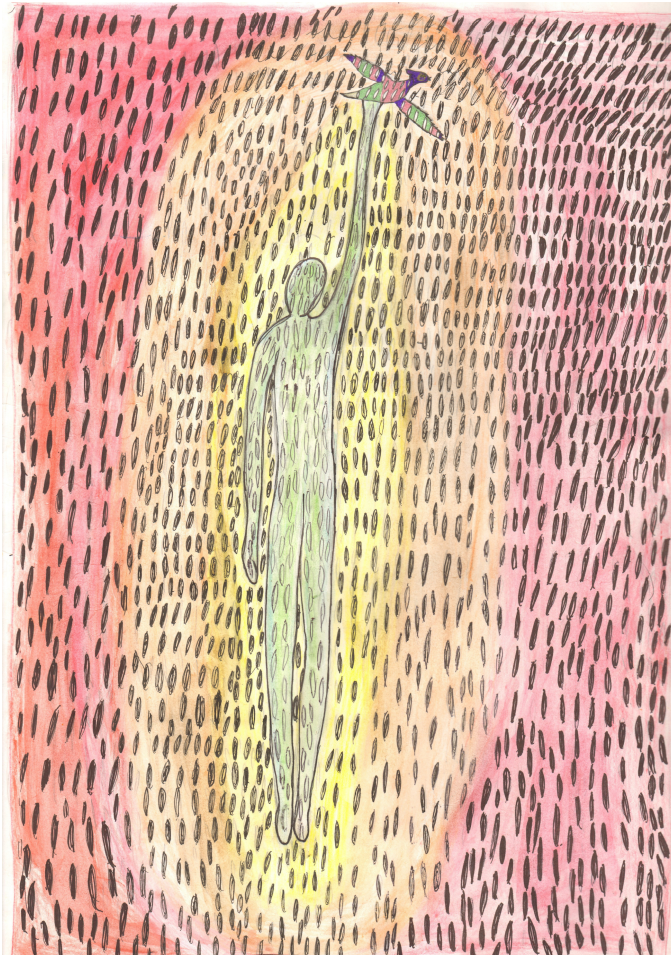




// ● *triada 4th - 6th grade*

Z leti in razvojem otroka postane govor enakovreden element otroški risbi, s katerima tako v sozvočju komunicira s svetom. Tudi ko otroci odrastejo v mladostnike, ostaja risba še vedno pomemben element njihovega sveta. S puberteto mladi velikokrat razvijejo kritičen odnos do svojega dela, še posebej do svojih risb. Popačena razmerja in nerodno narisani detajli odtujijo nekatere mlade od nadaljnega raziskovanja svojega risarskega sveta. V tem obdobju nekateri tako izgubijo pomembno orodje za razumevanje samega sebe, saj lahko prav risba velikokrat prevaja in zariše notranje odzive na zunanje dražljaje. V zadnjih letih je digitalna tehnologija prodrla v številne plasti naše družbe. Vprašati se je potrebno, kakšen vpliv bo pustila digitalna tehnologija tudi na področju likovne umetnosti in s tem risbi. Številni mladi v prostem času opuščajo risanje s klasičnimi risarskimi materiali, ki jih nadomestijo z risanjem na tablice.

Over the years and the development of the child, speech becomes an element equal to the child's drawing, with which he communicates with the world. Even when children grow into teenagers, drawings remain an important element of their world. With puberty, young people often develop a critical attitude towards their work, especially towards their drawings. Distorted proportions and clumsily drawn details alienate some young people from further exploring their world of drawing. During this period, some lose an important tool for self-understanding, since drawing can often translate and outline internal responses to external stimuli. In recent years, digital technology has penetrated many layers of our society. It is necessary to ask what kind of impact digital technology will leave in the field of fine art and thus drawing. Many young people give up drawing with classic drawing materials in their free time and replace them with drawing on tablets.



3. nagrada 3rd award

"Reševanje ptice pred dežjem
Saving a bird from the rain"

Viktorya Pribilskaya

10 let

10 years

Državni center za estetiko, Yerevan, Armenija
State Aesthetic Center, Yerevan, Armenia

mentor mentor:

Gayane Mikayelyan



1. nagrada **1st award**

"Slabe sanje
A bad dream"

Elena Les

9. razred

9th grade

II. OŠ Celje, Celje, Slovenija

II. PS Celje, Celje, Slovenia

mentor **mentor:**

Urh Kodre

///● triada 6th - 9th grade

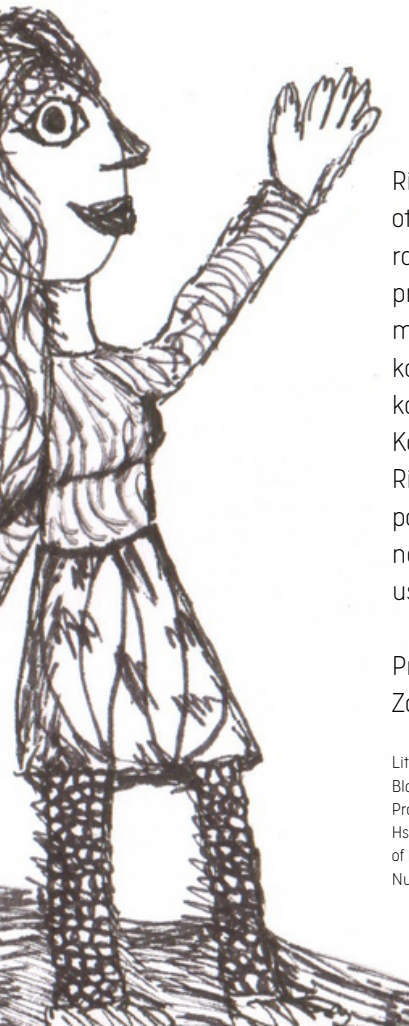
A kljub vsem sodobnim tehnologijam, ki so nam na voljo, risanje s svinčnikom po papirju mlade še vedno navdušuje. Stik z materialom, njegova odzivnost, neposrednost zapisa svojih opazovanj ter odprt ustvarjalni pristop ponujajo mladim priložnost za iskanje lastnega risarskega izraza. Zanimariti pa ne smemo tudi vloge likovnega pedagoga, katerega ključna naloga je spodbujanje učencev k aktivnemu raziskovanju vizualne kulture (Hsiao-Cheng, Wright, Martinyuk in Ott, 2017), med katero sodi tudi risba.

Likovni natečaji v tem oziru prinašajo priložnosti za razvoj, izmenjavo primerov dobre prakse in sodelovalno učenje. Mednarodni bienale otroške risbe, ki poteka letos že petič v organizaciji Osnovne šole Božidarja Jakca v Ljubljani, poudarja prav pomen izvirne otroške risbe in ustvarjalnosti za razvoj mladega človeka.

But despite all the modern technologies at our disposal, drawing with a pencil on paper still fascinates young people. Contact with the material, its responsiveness, the immediacy of recording one's observations and an open creative approach offer young people the opportunity to find their own drawing expression. We should not neglect the role of the art teacher, whose key task is to encourage students to actively explore visual culture (Hsiao-Cheng, Wright, Martinyuk and Ott, 2017), which includes drawing.

In this regard, art competitions bring opportunities for development, exchange of examples of good practice and collaborative learning. The International Biennale of Children's Drawings, which is being held this year for the fifth time in the organization of the Božidar Jakac Elementary School in Ljubljana, emphasizes the importance of original children's drawings and creativity for the development of a young person.





///● triada 4th - 6th grade

Risbe, prispele na natečaj, poudarjajo pristen otroški likovni izraz, kjer je mogoče opaziti raziskovanje lastnega okolja, poustvarjalne risarske prakse ter kombinacijo različnih risarskih materialov. Kljub temu da prihajajo dela z različnih koncev sveta, jih povezuje pogled mladih na svet, kot ga zaznavajo in kakršnega si želijo. Kaj torej lahko danes risba ponudi mladim? Risanje lahko mladim s svojo neposrednostjo ponuja predvsem konstruktivno priložnost odziva na izzive okolja in s tem iskanje lastnega ustvarjalnega izraza.

Primož Krašna,
Zavod RS za šolstvo

Literatura:

Black, J. in Browning, K. (2011). Creativity in Digital Art Education Teaching Practices. *Art Education*, Vol. 64, No. 5, 19–24 in 33–34.
Hsiao-Cheng, H., Wright, J., Martinyuk, S. in Ott. B. (2017). Art Education in the Era of Digital Visual Culture. *The International Journal of Arts Education*, Volume 15, Number 2, 79–90.

The drawings submitted to the competition highlight a child's genuine artistic expression, making it possible to observe the exploration of one's own environment, re-creative drawing practices and the combination of different drawing materials. Despite the fact that the works come from different parts of the world, they are united by the young people's view of the world, as they perceive it and as they want it to be. So what can drawing offer young people today? With its immediacy, drawing can primarily offer young people a constructive opportunity to respond to the challenges of the environment and thus find their own creative expression.

Primož Krašna, Board of Education of Slovenia

References:

Black, J. and Browning, K. (2011). Creativity in Digital Art Education Teaching Practices. *Art Education*, Vol. 64, No. 5, 19–24 in 33–34.
Hsiao-Cheng, H., Wright, J., Martinyuk, S. and Ott. B. (2017). Art Education in the Era of Digital Visual Culture. *The International Journal of Arts Education*, Volume 15, Number 2, 79–90.



2. nagrada 2nd award

"Mesečina nad jezerom
Moonlight over the lake"

Anaja Grudnik

8. razred

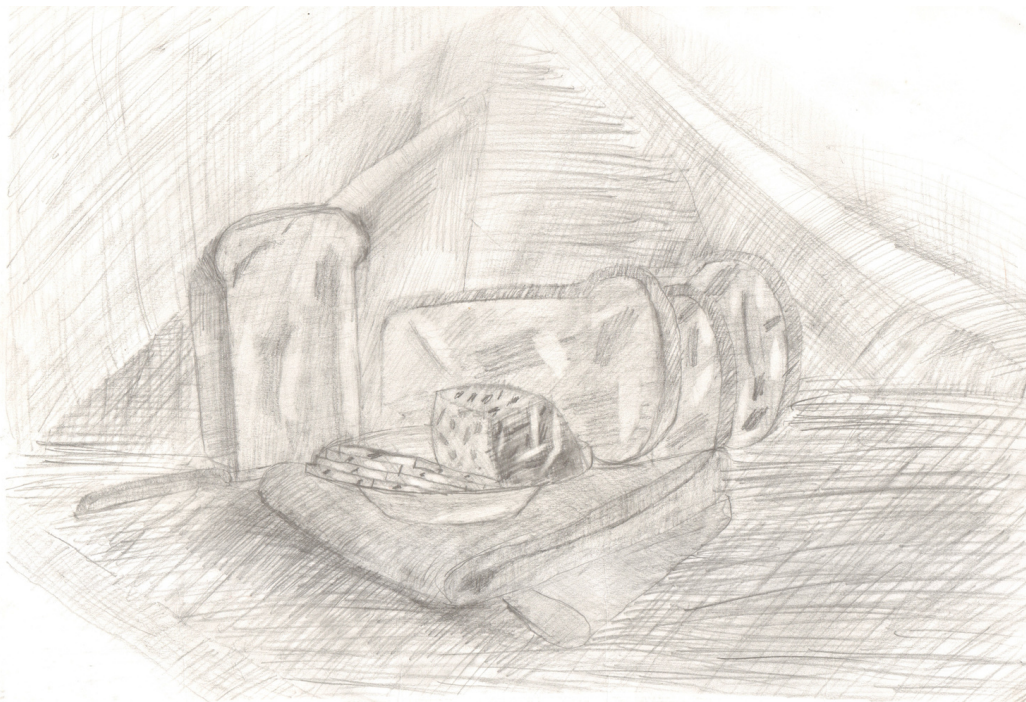
8th grade

OŠ Dragomelj, Domžale, Slovenija

PS Dragomelj, Domžale, Slovenia

mentor mentor:

Saša Žust



3. nagrada 3rd award

"Tihožitje s kruhom
Still life with bread"

Hakobyan Sargis

12 let

12 years

Zeytun Cultural centre, Yerevan, Armenija

Zeytun Cultural centre, Yerevan, Armenia

mentor mentor:

Hripsime Ghazaryan

///● triada 6th - 9th grade

Izjemno cenim dragocena prizadevanja za spodbujanje nove generacije umetnikov. Raznovrsten talent, ki sem mu bila priča, je dokaz, da je potreba po prelivanju občutkov, čustev in vtisov na papir, stran od digitalnega sveta, še vedno globoko zakoreninjena.

Risbe in grafike so ena najbolj izvirnih oblik likovnega izražanja, presenetila me je raznolikost in kreativnost del.

Zahvaljujem se vsem zaposlenim na tem projektu za njihovo izjemno predanost in odlično organizacijo. V veselje mi je bilo biti del tega likovnega natečaja!

Margaretha Maria Bauer
Podpredsednica strokovnega združenja
vizualnih umetnikov iz Avstrije

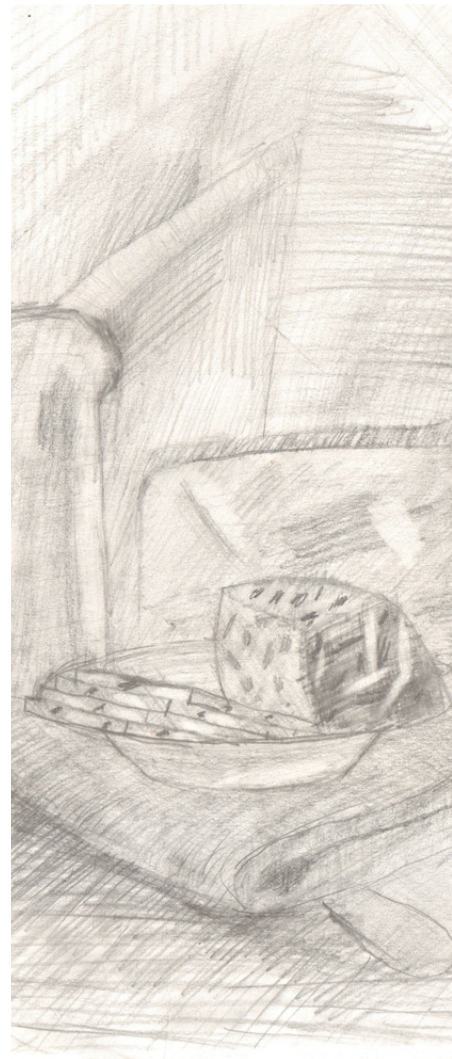
The extraordinarily valuable efforts to promote a new generation of artists cannot be appreciated enough!

The diverse talent that has become visible is a proof that the need to put feelings, emotions and impressions on paper, away from the digital world, is still deeply rooted.

Drawings and graphics are one of the most original forms of expression in art, and I was struck by the diversity and creativity of the works.

My thanks go to all the employees of this project for their great commitment and the perfect organization. It was my pleasure to be a part of this art competition!

Margaretha Bauer





Ob zaključku Conclusion

Kaj mi pomeni risba in risanje? **What drawing means to me?**

Rada imam risanje, ker lahko narišem karkoli hočem in si zamislim. Ni važno, če rišeš lepo ali grdo, saj narediš to kar sam hočeš in pri tem ti dela domišljija. **I like drawing because I can draw whatever I want and imagine. It doesn't matter if your drawings are nice or not, because you do what you want and imagine.** – Marija Doberšek Kiralj, 7. c

Rad rišem risbe za sošolce, ko imajo rojstni dan. Nekoč si želim narisati svoj strip. **I like to draw pictures for my classmates for their birthdays. I want to draw my own comic someday.** – Jacky Zilin Zhu, 4. b

Včasih rišem svoje sanje, najraje pa rišem živali. Včasih samo za hec, včasih pa se zavzamem in osredotočim. **Sometimes I draw what I see in my dreams, but I like to draw animals the most. Sometimes just for fun, and sometimes I focus.** – Lana Becele, 7. c

Ko vzamem papir, lahko ustvarim karkoli. **When I pick up paper, I can create anything.** – Julija Pečar, 6. b

Rada rišem, ker me sprošča. Z risanjem izražam svoja čustva in občutke. **I like to draw because it relaxes me. I express my emotions and feelings through drawing.** – Alja Lah, 5. a

Ko rišem, si zamislim, da sem v tem narisanim svetu. **When I draw, I imagine that I am in that drawn world.** – Filip Marčič, 4. b

Risanje mi pomeni veliko, ker mi tako mine dolgčas. Rada rišem morsko dno. **Drawing means a lot to me because it helps me to get away from boredom. I like to draw the seabed.** – Klara Puškarič, 4. a





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