

P.S. ART 2006

Celebrating the Creative Spirit of NYC Kids

May 2006

The New York City Department of Education and the Alliance for Young Artists & Writers gratefully acknowledge Bank of America, Scholastic Inc. and the Alliance for Young Artists & Writers Board of Directors' Special Projects Fund for their support of P.S. Art 2006.



P.S. Art 2006 Exhibition Schedule:

New York City Department of Education
Tweed Courthouse
52 Chambers Street
New York, NY
June 1, 2006 – September 5, 2006

United States Department of Education
400 Maryland Avenue, SW
Washington, DC
September 15, 2006 – November 30, 2006

Due to security reasons, please contact Jacquelyn Zimmermann at the U.S. Department of Education Headquarters if you plan to visit the exhibition: (202) 401-0762 or jacquelyn.zimmermann@ed.gov

Scholastic Inc.
557 Broadway
New York, NY
January 2007

Additional exhibition opportunities to be announced.

Front cover image: *ZIG ZAG SCHOOL MAKES US RULE*, BRIXHINA HODO, CRISTINA VALENTIN, WENDY WEN, HONG HONG WONG, JEANY ZHAO, XIAN ZHENG, Age 10
P.S. 69, Brooklyn

The P.S. Art 2006 exhibition and catalog were produced by the
Alliance for Young Artists & Writers and
the New York City Department of Education.

Original catalog design by David Kaestle, Inc., David Kaestle and Rick Demonico
Catalog production by Jane Hur, Communications and Production Manager, Alliance for Young Artists & Writers
Catalog edited by Chuck Wentzel, Associate Director, Alliance for Young Artists & Writers

Artwork photographed by Robert Lorenz

Cover printed on Mohawk 50/10 bright white 80lb.
Text printed on Mohawk 50/10 bright white 80lb.

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Published 2006

Printed in the United States of America
For information call: Alliance for Young Artists & Writers at (212) 343-6892

www.artandwriting.org

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THE CITY OF NEW YORK
OFFICE OF THE MAYOR
NEW YORK, NY 10007

June 1, 2006

Dear Friends:

It is a pleasure to join you in celebrating the impressive artistic abilities of New York City's public school students. The young New Yorkers showcased in *P.S. Art* represent the continuation of a rich legacy established by artists such as Roy Lichtenstein, Barnett Newman and Romare Bearden, each of whom attended our City's public schools.

From film to finger-painting, sculpture to stick figures, the art of our students is alive with urban vitality. The great diversity of perspective, experience, and sensibility on display is a wonder to behold, and *P.S. Art* is a terrific way to encourage and honor the talents of tomorrow's artists. On behalf of the City of New York, I commend the Alliance for Young Artists & Writers, the New York City Department of Education, the jury and the dedicated art teachers and parents who are among the City's most influential art patrons.

Pablo Picasso said, "Every child is an artist." Together, we are succeeding in our efforts to bolster our students' inherent sense of wonder and make the arts a central part of their education.

Sincerely,

A handwritten signature in black ink that reads "Michael R. Bloomberg".

Michael R. Bloomberg
Mayor

Congratulations from New York City Schools Chancellor Joel I. Klein

Welcome to **P.S. Art**.

P.S. Art is an annual celebration of the artistic achievements of our public school students, who paint, draw, sculpt, and create in classrooms throughout New York City.

This juried exhibition of student artwork provides a window each year through which we can learn about our students' values, experiences, and beliefs. This year, I am pleased to say, the exhibition also reflects our students' increasing mastery of the skills and knowledge that make great works of art possible.

We created the *Blueprint for Teaching and Learning in Visual Arts* two full years ago. The *Blueprint*, which sets standards for arts education and gives educators examples of model work for different grade levels, has given art teachers the tools they need to help all students—from our kindergarteners through our twelfth-graders—express themselves through the visual arts.

I would like to congratulate each and every student whose work is showcased in this exhibition. I would also like to congratulate the dedicated educators who helped our students achieve at this extraordinary level.

New York City is the arts capital of the world. Our children's artwork demonstrates that they are already valuable contributors to the vibrant cultural life of our City. I look forward to seeing more work from these promising young artists for many years to come.

Joel I. Klein
Chancellor
New York City Department of Education
May 2006

In Appreciation from the Vice Chair of the Fund for Public Schools Caroline Kennedy

P.S. Art is a wonderful celebration of the arts in New York City's public schools. I have had the privilege of serving on the exhibition's jury for the past four years and the quality of entries continues to be outstanding. The student work that we received from every borough and region demonstrate the difference that our comprehensive arts curriculum is making in our schools.

There are many people that worked to make this exhibition possible. I would first like to thank the artists whose work is featured in P.S. Art, as well as their teachers who work so hard everyday to bring the arts alive for their students.

Additionally, this exhibit would not have been possible without the efforts of Sharon Dunn and Barbara Gurr from the New York City Department of Education as well as B.J. Adler and Chuck Wentzel from the Alliance for Young Artists & Writers, or my fellow jurists Thomas Cahill, Sandra Jackson, Stephen Kroninger, Lilian Lambrechts, Deborah Schwartz, Stephen Kroninger and Miguel Luciano.

I am thankful to all of them for their dedication to supporting arts education in New York City's public schools. And finally, I am grateful to the Alliance for Young Artists & Writers Board of Directors Special Projects Fund, Bank of America, and Scholastic for their generous sponsorship of P.S. Art.

Sincerely,



Caroline Kennedy
Vice Chair
Fund for Public Schools
June 2006

FUND
FOR
PUBLIC
SCHOOLS

P.S. Art 2006

“I want to go to France to be an artist.”

ISAAC MATAMOROS, AGE 8, Grade 3, P.S. 100 Issac Classon, Region 2, Bronx

“My architecture teacher tries to get us ready for the real world.”

NAHSHON JAGROOP, AGE 16, Grade 11, Art and Design High School, Region 9, Manhattan

P.S. Art 2006 provides a glimpse into the creative life of New York City's public schools. It reveals some of the challenges and triumphs students face as they find their artistic voice and develop creative skills. Looking at this work reminds us that students need support in these endeavors to be successful. Students in New York City Public Schools are getting more support in the last few years. The Department of Education's *Blueprint for Teaching and Learning in the Arts* establishes a framework for a sequential arts curriculum. Gifted art teachers mentor our City's students. Professional Regional Arts Supervisors advocate for the arts curriculum in our neighborhoods. Additional resources from arts education organizations and cultural institutions amplify the experience for some of our City's students.

P.S. Art chronicles creative journeys. From the early flickers of excitement in a Kindergarten classroom stirred by the discovery that making art is “fun,” to middle school students who realize they can express feelings they could not otherwise articulate through their artwork, to high school students whose artistic skills will translate into careers in the “real” world, the works and words included in P.S. Art 2006 demonstrate the power of engaging—and teaching—students through arts education.

The P.S. Art exhibitions and catalogs have served as ambassadors for visual arts education in New York City since the program's inception four years ago when New York City Department of Education administrators Joan Firestone and Barbara Gurr insisted that our City's students deserved a spotlight. The New York State Museum in Albany has hosted the exhibition. The United States Department of Education has featured highlights from P.S. Art in the lobby of its headquarter in Washington, D.C. The catalog is shared with national education policy makers and arts advocacy organizations. P.S. Art is a model for other urban schools districts for showcasing the impact of sequential art education and for cultivating awareness and support for creative development as an essential part of a good education.

Great work inspires great work, and the work featured in P.S. Art gets stronger every year. Works of art, by pre-kindergarten through 12th grade students, were reviewed by the Department of Education's Regional Arts Supervisors who selected the works from schools in their regions that demonstrated the highest levels of achievement in various grade groups. A panel of distinguished artists and arts educators was convened in January 2006 to curate this year's exhibition from more than 600 works submitted. After careful review and thoughtful discussion, the panel selected the 53 works for P.S. Art 2006.

P.S. Art highlights accomplishment in the visual arts. It is an opportunity to thank a city and the larger arts community that has rallied to support arts education. It validates the implementation of “The Blueprint” and offers a measure for the effectiveness of sequential arts education. It reflects positively on the teachers whose best practices motivate and inspire students and other educators. And most importantly, it reveals the aspirations of New York City students who find a voice through their artwork. Their ideas and innovations—fueled for a lifetime by the creativity nurtured by making art—will define the future of this city, our nation and the global economy. What could be more deserving of our time and attention?

Chuck Wentzel

P.S. Art 2006 Catalog Editor

Associate Director

Alliance for Young Artists & Writers

May 2006



TREES
WATERCOLOR/OIL PASTEL, 11" X 8.5"
ROKIYATOU JANNEH

AGE 5, KINDERGARTEN
P.S. 79 CRESTON, REGION 1, BRONX

Artist, Rokiyatou Janneh: I really love art.

Teacher, Valerie Borock:
This project corresponds with the science curriculum. Students were asked to make careful observations of trees and use details in their artwork.

JASON
CRAYON AND PAINT, 11.25" X 8"
MICHAEL ROMERO

AGE 5, KINDERGARTEN
P.S. 197, REGION 2, BRONX

Artist, Michael Romero: I like to make art for my Mom.

Teacher, Joyce Shih: This multi-step project introduced children to drawing and coloring techniques such as applying various pressures, layering and holding drawing utensils at one time to create different effects. They looked carefully at their own faces and learned to use simple shapes to create facial features.





Artist, Bryan Tan: I want people to know that I am happy when they look at my picture.

Teacher, Susan Castellano: Bryan's rich use of color and exceptional blending of paint creates a very sophisticated self-portrait for a first-time painting experience. The use of space blasts through the entire page and adds excitement to the composition.

SELF-PORTRAIT
TEMPERA, 13.5" X 10.5"

BRYAN TAN

AGE 5, KINDERGARTEN
P.S. 130, REGION 3, QUEENS

“The freshness in the work produced by the younger elementary students was exuberant and distinctive. When I see good work by young people, I know that means they have been given time, materials, space (both mental and physical) and encouragement by their teachers and the administrators in their schools. Even our most creative students need the right conditions to make art. And our students who have never been encouraged to communicate visually may, in this supportive environment, find within themselves, profoundly important ways of expressing their ideas and their intelligence.”

—Deborah Schwartz, President, Brooklyn Historical Society



BOY WITH GLASSES
CRAYPAST, 12" X 9"

CORNELL CAROLINA

AGE 6, GRADE 1
P.S. 38 ROSEDALE, REGION 3, QUEENS

Artist, Cornell Carolina: I like to make art at home and at school. I like art because it is fun.

Teacher, Theodora Zavala: Cornell usually creates his own interpretation of whatever the lesson is. He maintained his individuality within the structure of the lesson and he always knows when the piece is finished.



RICKYAMA THE DINOSAUR
OIL PASTEL, MARKER, AND TEMPERA, 11" X 17"

RHEA MCMEO

AGE 6, GRADE 1
P.S. 251 PAEDERGAT, REGION 6, BROOKLYN

Artist, Rhea McMeo: I like to make art because it is fun and I want people to feel happy when they look at my art.

Teacher, Joanna Bielska: I was excited to see how Rhea applied concepts from earlier lessons. She took time to consider how to make her dinosaur, then repeatedly reviewed and revised. Rhea's joy and passion are evident in her art.

“**P.S. Art** provides a wonderful opportunity to see the imaginative solutions of students, in response to their city and their art lessons. **P.S. Art** is a true celebration of the artistic vision of young people, a must-see for teachers and artists developing program for their students.”

– Tom Cahill, President, Studio in a School



ROSES
TEMPERA, 12" X 18"

ROSAEZELA FERNANDEZ

AGE 7, GRADE 2
P.S. 209, REGION 1, BRONX

Artist, Rosaezela Fernandez: I want them to see the roses in the rainbow.

Teacher, Erica Trestyn: Rosaezela did an excellent job experimenting with the paint. I particularly like the way Rosaezela mixed her colors and really tried to create secondary colors.



WILD THING
OIL PASTEL AND TEMPERA, 18" X 12"
JOSEPH MARTINEZ
AGE 6, GRADE 2
P.S. 35 NATHANIEL WOODHULL, REGION 3, QUEENS

Artist, Joseph Martinez: Before I could paint, I learned about shapes, and how to make a good picture. It is hard work to do art, but I really like it.

Teacher, Silvia Huggler: Joseph understood the concept of creating facial expression. He was able to use the space successfully.

Artist, Antonel Rivas: I like to make art because I learn better when I make things.

Teacher, Laura Williams: Antonel's print demonstrates understanding of the collograph printing technique and a keen eye for detail. The resulting prints really did reflect Antonel's actual expression.



SELF-PORTRAIT
COLLOGRAPH PRINT, 18" X 12"
ANTONEL RIVAS
AGE 9, GRADE 2
P.S. 116 ELIZABETH L FARRELL, REGION 4, BROOKLYN



INTO THE NIGHT
COLLOGRAPH PRINT, 24.5" X 19"

**MIGUEL HERNANDEZ,
 MARIBEL VERGARA**

AGE 7, GRADE 2
 P.S. 112 JOSE CELSO BARBOSA, REGION 9, NEW YORK

Artist, Miguel Hernandez: I like the colors when we paint.

Artist, Maribel Vergara: I want people to feel like that inside the picture.

Teacher, Cathy Ramey: Maribel and Miguel created such interesting, layered details on their buildings. Their use of color is expressive and striking. Their self-expression is beautifully evident.

PORTRAIT
OIL PASTEL, 14" X 9"

BARON BUGARCIC

AGE 7, GRADE 2
 P.S. 163 ALFRED E SMITH, REGION 10, NEW YORK

Artist, Baron Bugarcic: I want people to know I worked very hard. The eyes were very hard, but it got easier and easier the more I worked.

Teacher, Nia Mason: Baron created a portrait with bold and fearless lines, and free application of color that gave the work a beauty and delight of expression.



Artist, Isaac Matamoros: I want to go to France to be an artist.

Teacher, Leslie Concannon: Isaac's work shows a particular vision. He works thoughtfully and industriously. He thoughtfully chose the red moon, which activates the negative space to be a landscape.



THE LION AND THE SUN
COLLAGE, 9" X 12"

ISAAC MATAMOROS

AGE 8, GRADE 3

P.S. 100 ISSAC CLASSON, REGION 2, BRONX



STILL LIFE
COLORED PENCIL, 10.5" X 12.25"

ANDREA CALABRIA

AGE 8, GRADE 3

P.S. 232 LINDENWOOD, REGION 5, QUEENS

Artist, Andrea Calabria: Everything I do in art has special touches of the real thing and how I see it in my mind.

Teacher, Robert Sentnor: Andrea was able to achieve the desired effect: a very realistic-looking product used by many working artists.

“The work presented in **P.S. Art 2006** reflects the unquestionable reality that art is integral to the learning experience. I was delighted to see the range of ideas, interests and artistic expression displayed by the student work this year.”

—Sandra Jackson-Dumont, Director of Education, Studio Museum in Harlem



MY DANCE RECITAL
OIL PASTEL, 12" X 18"

MICHELLE WEBER

AGE 8, GRADE 3

PS 312 BERGEN BEACH, REGION 6, BROOKLYN

Artist, Michelle Weber: I want people to get excited about my artwork and admire it.

Teacher, Jennifer Skopp: Michelle literally set the stage for this picture. She made herself the ballerina. The limited palette gave a lot of emphasis to the dancer and I love the way she put the spotlight on herself, the ballerina.



WHAT I SEE ACROSS FROM MY BALCONY
OIL PASTEL ON COLORED PAPER, 15.25" X 21.75"

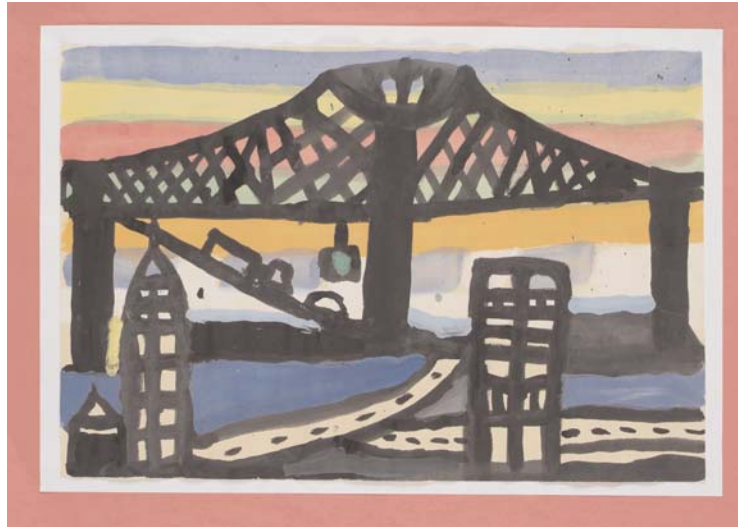
KATHRYN RETTING

AGE 8, GRADE 3

P.S. 154 WINDSOR TERRACE, REGION 8, BROOKLYN

Artist, Kathryn Retting: I like to make art because sometimes I get messy!
I worked really hard on this piece, and though it is not my best, I like it!

Teacher, Susan Greenstein: Students were encouraged to explore ways of
mixing, blending and smearing the oil pastels. Kathryn demonstrated a
deeper ability to explore and experiment with this material.



CITY BRIDGE
TEMPERA, 12" X 18"

JOHN FLOMO

AGE 9, GRADE 3

P.S. 153 ADAM CLAYTON POWELL, REGION 10, NEW YORK

Artist, John Flomo: I want to be an artist so I can show people how I can see.

Teacher, Sherry A. Hall: John achieved a complex and detailed city/bridge-scape. The background colors somehow influenced the ramps coming off the bridge. I also like how he chose to use the color of the paper in the buildings.

“P.S. Art is a wonderful glimpse at the future. You can tell these students are getting so much from their teachers—and are responding in kind with terrific ideas and work.”

– Stephen Kroninger, Graphic Designer



MARTIN LUTHER KING JR. IN BLACK AND WHITE
PAINTING

SHANIEL SPENCE

AGE 10, GRADE 5
P.S. 103 HECTOR FONTANEZ, REGION 2, BRONX

Artist, Shaniel Spence: I like to make art because people tell me I am excellent. I feel good getting compliments for my art.

Teacher, Bob Zaslow: Shaniel has shown a real aptitude for painting. She loves it with all her heart.



BIRD IN FLIGHT
 PAINTED CARDBOARD, 25" X 20" X 18"

MOHAMMED ABID
 CHRISTINA ALBELA
 GEOVANNA CANDO
 LUCAS GONZALEZ CARDOZO
 ANGEL CHEN
 JOHN CUZCO
 YEE SZE EACY TANG
 ALEX FLORES
 ALLEN FUNG

LUIS A. HERNANDEZ
 EMRAN HOSSAIN
 JIAN GUO (JIMMY) HUANG
 JISU KIM
 REGIN LAWRENCE SALONGO
 ZEHU LIU
 LEIDY LOPEZ
 CHRISTIAN PALACIOS
 PHANJAPOL PHUNHIRUN

TIFFANY RODRIGUEZ
 BRYAN A. ROJAS-ROMERO
 YIREILY SANTANA GONZÁLEZ
 NAUPREÉT SING
 MARKARIT SINGH
 MARISA SUBERLAN
 MARIBEL TAPIN
 MUHAMMAD RASHID

AGE 10, GRADE 5

P.S. 877 51ST AVENUE ACADEMY, REGION 4, QUEENS

Artist, Christina Albela: This was a challenging picture and Ms. Izzo showed us how to fix things.

Artist, John Cuzco: I want people to feel like they are in a dimension that's peaceful.

Artist, Jian Guo (Jimmy) Huang: I want people to know we are all creative and artistic.

Artist, Zehao Liu: I want people to feel the experience of flying.

Artist, Phanjapol Phunhirun: I love art because it is amazing and fascinating and exciting and fantastic..

Teacher, Kathleen Izzo: The use of shape, color, lines and dimensions were all taken into consideration by these students to create a successful piece



MAD MAN
CHALK PASTEL, 18" X 12"

MUHAMMAD RASHID

AGE 10, GRADE 5
P.S. 234, REGION 4, QUEENS

Artist, Muhammad Rashid: If you make a mistake, you can always change it, and that mistake can help you with new ideas.

Teachers, Timothy Roeschlein: Muhammed is a young artist who is able to find a wonderful solution to any visual problem I put before him. In this portrait, he successfully combines an aggressive/loose approach to drawing with a very clear structure. The result is a powerfully expressive portrait.



Artist, Karla Castillo:
I like art because it
makes me feel good
about myself.

Teacher, Andrea Luster:
This photo is an excellent
example of observation
and interpretation of
Karla's world.

THE BEAUTIFUL SHADOWS
DIGITAL PHOTOGRAPH

KARLA CASTILLO

AGE 10, GRADE 5
P.S. 16 JOHN J DRISCOLL, REGION 7, STATEN ISLAND

Artist, Elvis Dutan: When you look extremely closely at the picture, you can see a clown. This picture popped right into my head and when I was done, I saw a clown!

Teacher, Ann Therese Patrone:
Elvis' work was particularly interesting to me because of the playful and imaginative quality in his art. He handled and approached the project with a very original style.



SHAPE CLOUD
CONTE CRAYON, 12" X 12"

ELVIS DUTAN

AGE 10, GRADE 5
P.S. 180 HOMEWOOD, REGION 7, BROOKLYN

ZIG ZAG SCHOOL MAKES US RULE
PHOTO COLLAGE

**BRIXHINA HODO,
CRISTINA VALENTIN,
WENDY WEN, HONG
HONG WONG, JEANY
ZHAO, XIAN ZHENG**

AGE 10, GRADE 5
P.S. 69, REGION 7, BROOKLYN



Artist, Brixhana Hodo: Whenever I get to use a new material, I get excited.

Artist, Cristina Valentin: Making art makes me calm and relaxed.

Teacher, Angela Fremont: Because the students appear in their uniforms in the collages, I realized we needed to include their school to tell the whole story. I was inspired me to share David Hockney's photo montages with the students.



SELF-PORTRAIT WITH THE ROACH
PRISMACOLOR MARKERS AND SHARPIE, 12" X 9"

ERIC WU

AGE 10, GRADE 5
P.S. 169 SUNSET PARK, REGION 8, BROOKLYN

Artist, Eric Wu: Art fills up my time and makes my life more exciting.

Teacher, P. Srouf: Class discussion concentrated on the focal point, composition, positive/negative space, contrast, the mood and use of color. Students were encouraged to tell a story about their lives.

“The diversity of the media and range of the content made this year's work especially exciting. This exhibition is a testament to the profound talent and creativity that resides in our young people city-wide. The Arts empower us all to dream, imaging, learn and explore. We must continue to make the Arts a priority in every public school.”

—Miguel Luciano, Artist and Educator



BATMAN SAVES THE DAY
TEMPERA, 11" X 8.5"

SHAQUAN ROBINSON

AGE 11, GRADE 5

P.S. 370, REGION 75, BROOKLYN

Artist, Shaquan Robinson: I like to make art because it is fun. But it is also hard work.

Teacher, Amie Robinson: I was inspired by Shaquan's use of composition in this work and by his creativity in choosing a fictional character-Batman-and placing him in an everyday location.



THE BECKONING
CERAMICS, 10" X 4" X 3"

FRITZ GERALD JEAN BAPTISTE

AGE 16, GRADE 9

P.S. 370 (K370), REGION 75, BROOKLYN

Artist, Fritz Gerald Jean Baptiste: As an artist, I can show feeling that I may not be able to say.

Teacher, Paul Fisher: In the years I've been teaching ceramics, this work stands out as one of the top pieces created by one of my students.



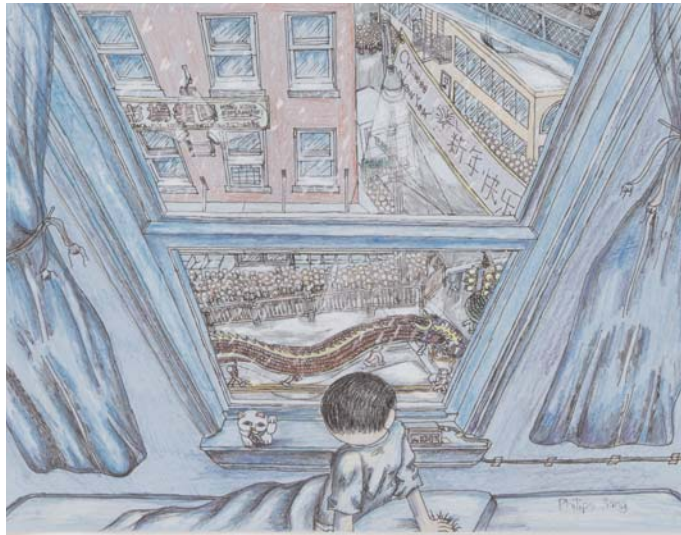
NUTCRACKER
MARKER, 18" X 12"

JOSHUA STEWART

AGE 6, GRADE 2
P.S. 226M @ P.S. 76, REGION 75, NEW YORK

Artist, Joshua Stewart: When people look at my drawing, I want them to think of "The Nutcracker" ballet

Teacher, Judy Knafo: After reading "The Nutcracker", the students did a drawing as a response to the story. With minimal detail, Joshua conveyed the essence of the story of "The Nutcracker".



RED DRAGON
CHARCOAL PENCIL, COLORED PENCILS, AND MARKERS, 8.5" X 11"

PHILIPS JIANG

AGE 12, GRADE 7
J.H.S. 259 WILLIAM MCKINLEY, REGION 7, BROOKLYN

Artist, Philips Jiang: I see things, then I draw what I saw to remember that place.

Teacher, Roma Karas: Philips craftsmanship and execution of monochromatic palette is exceptional. His perspective angle and a subtle, peaceful mood gives his drawing a sensitive quality.



SELF-PORTRAIT
WATERCOLOR PENCIL, 18" X 12"
DANIEL KADYROV

AGE 12, GRADE 7
M.S. 255 SALK SCHOOL OF SCIENCE, REGION 9, NEW YORK

Artist, Daniel Kadyrov: Art gave me a new perspective on life. I look at things differently than some of my friends.

Barbara, after repeated attempts to contact the teacher for a statement, we still have not received any statement. Teacher is Paula Walters.



EXTINCT
UMBRELLA FRAME, WIRE, TAPE, 5" X 32" X 19"

WESLEY MARTINEZ

AGE 14, GRADE 7
P.S. 31 WILLIAM L GARRISON, REGION 9, BRONX

Artist, Wesley Martinez: I started making art as a hobby, when I was bored or sad. I like taking things apart and building with them.

Teacher, Alyssa Sinclair: Wesley is extremely creative. His work inspires many other students.

“P.S. Art gave me the chance to see work by students venturing out for the first time in a new direction, regardless of age. I would see work and just say—to myself or unknowingly out loud—WOW!”

—Lillian Lambrechts, Senior Vice President,
Director of Corporate Art Program, Bank of America



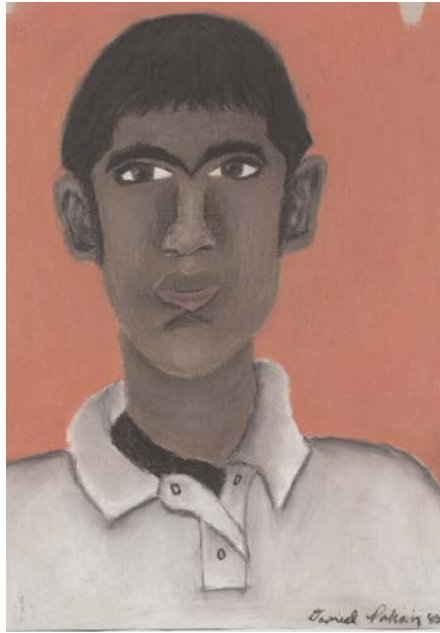
COUNTRY SIDE
WATERCOLOR, 9" X 12"

NABILA ANWARA

AGE 13, GRADE 8
I.S. 230, REGION 4, QUEENS

Nabila Anwara: Being an artist changed the way I view objects because I can see all different shades and objects in totally different ways.

Teacher, Maria Bonilla: Nabila has a great understanding of color and has developed a style all her own which is evident in this painting and in all her artistic endeavors.



IT'S ME - DANIEL
CHALK PASTEL, 17" X 12"
DANIEL POKAN

AGE 13, GRADE 8
M.S. 137 AMERICA'S SCHOOL OF HEROES, REGION 5, QUEENS

Artist, Daniel Pokan: Being an artist has made me think and made me more creative.

Teacher, Rose Lorusso: A well-done self-portrait captures the artist's personality and essence, which, if you know Daniel, has been achieved in this work.

Artist, Ariel Zorilla: Ms. Mumford has played a major role in my development. She never, ever settles for less than my best and always expects 110% of my effort. Ms. Mumford has taught me that art is a discipline, a language and my lifestyle. I have grown as an artist from my teacher's experience and I have learned to enjoy the freedom of creativity.

Teacher, Cathy Mumford: This project stems from an independent assignment that I'd given a few students who I felt were ready for an advanced challenge.



SELF MOSAIC
MAGAZINE PHOTOS, 11" X 8"
ARIEL ZORILLA

AGE 13, GRADE 8
P.S. 332 CHARLES H HOUSTON, REGION 5, BROOKLYN

Artist, Christina Piscopia: I now see things in more of an artistic point of view. I used to see as just a rock or a tree. I now see a great picture.

Teacher, Julie Checkett: I found this piece of Christine's to be visually stimulating. This focus and composition really gives a sense of vertigo and height.



DON'T JUMP!
PHOTOGRAPHY/35MM, 11" X 14"

CHRISTINA PISCOPIA

AGE 13, GRADE 8
I.S. 239 MARK TWAIN, REGION 7, BROOKLYN



SELF-PORTRAIT
EBONY PENCIL, 24" X 18"

JOEY RESTO

AGE 13, GRADE 8
J.H.S. 33 MARK HOPKINS, REGION 8, BROOKLYN

Artist, Joey Resto: Art puts me in a world where I can do whatever I want to do, where I can be free.

Teacher, Tracey Atkinson: Joey has worked hard on this piece and learned a lot about value, which was previously missing from his work.



LOVE
WATERCOLOR, 22" X 30"

HA YOUNG KIM

AGE 15, GRADE 9
J.H.S. 067 LOUIS PASTEUR, REGION 3, QUEENS

Artist, Ha Young Kim: I like to make art because it makes me different from other people. At first, art was my hobby. It developed into my dream.

Teacher, Karen Goulet: This painting demonstrates a rich and skillful use of watercolor paint. Ha Young exhibits awareness of light, value and contrast within her rendering.



BUTTERFLY AT WORK
DIGITAL PHOTOGRAPHY, 10.5" X 14"

TASSAN SIMON

AGE 16, GRADE 10
BRONX HIGH SCHOOL FOR THE VISUAL ARTS, REGION 2, BRONX

Artist, Tassan Simon: Art makes me think better and makes me creative.

Teacher, Linda Stern: Tassan had been to Wave Hill, a public garden and cultural center in the Bronx, before and was initially not excited about the field trip. Putting a camera in his hands changed his whole perspective. Tassan was persistent in capturing a photography that included not only a butterfly but the character and beauty of Wave Hill.



UNTITLED
PHOTOGRAPHY, 14" X 11"

AMANDA BROWN

AGE 15, GRADE 10

EDWARD R. MURROW HIGH SCHOOL, REGION 7, BROOKLYN

Artist, Amanda Brown: Photography makes me pay attention to all the small details of what I see. Things that weren't nice to look at before are suddenly beautiful.

Teacher, Spy Kontarinis: Amanda's photograph demonstrates an eye for detail highlighting the simplicity of the subject.



VAN GOGH'S ROOM 3-D
CORRUGATED BOARD, 24" X 18" X 7"

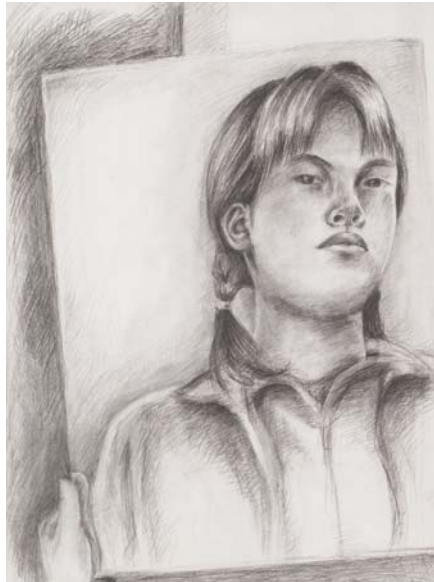
POLINA MINCHUK

AGE 15, GRADE 10

EDWARD R. MURROW HIGH SCHOOL, REGION 7, BROOKLYN

Artist, Polina Minchuk: Being an artist is being different in general. It's creating something that looks alive or puts my imagination to use.

Teacher, Allison Galker: Polina's work was incredibly well thought out. Her use of various planes truly creates a sense of space and depth. Her attention to detail brings the viewer into the space.

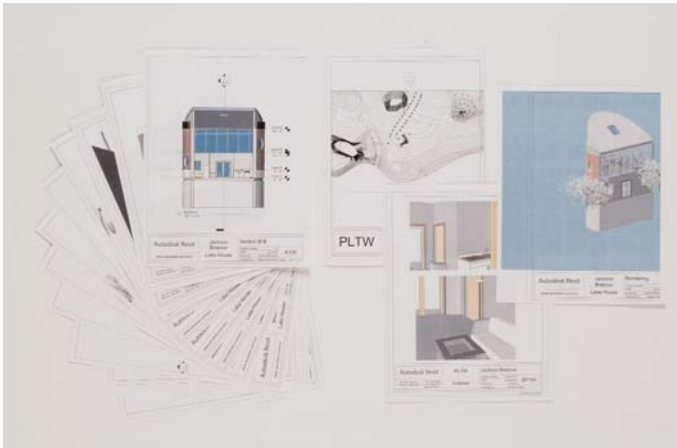


SELF PORTRAIT
CHARCOAL WITH DETAIL
CHENG YU

AGE 15, GRADE 10
EDWARD R. MURROW HIGH SCHOOL, REGION 7, BROOKLYN

Artist, Cheng Yu: Being an artist opened up my imagination and helped me to look at ordinary objects from a different point of view.

Teacher, Carlos Rosado: The determination and integrity of my students inspires me.



LAKE HOUSE STRUCTURE

JACKSON BREBNOR

AGE 15, GRADE 10
HIGH SCHOOL FOR MATH, SCIENCE, & ENGINEERING @CCNY,
REGION 10, MANHATTAN

Artist, Jackson Brebnor: Our school's art/architecture teacher seems to know how different design combinations affect the human psyche. This inspired me and now in all of my art, architecture and even speech, I modify my originals to amplify my meaning.

Teacher, Neptali Castro: Jackson's solution was simple yet beautiful. His unique approach made it special His design fulfills his clients' requirements



UNTITLED SHOE
FLOWERS, 7" X 10"

MELISSA I. ROMERO

AGE 15, GRADE 11
HERBERT LEHMAN HIGH SCHOOL, REGION 2, BRONX

Artist, Melissa I. Romero: Mrs. Velasquez pushes me to bring my art to new levels. And has challenged me to go further and express more of myself in my art.

Teacher, Janet Velasquez: Students were asked to create “shoes” completely out of non-traditional materials and demonstrate an understanding of balance and a foundational structure. Melissa's piece also shows a sense of unity through the use of color, shape and pattern..



TRAINS ON THE BRAIN
COLORED PENCIL, 12" X 9"

SHAMAR GARCIA

AGE 16, GRADE 11
JHS 265 SUSAN S MCKINNEY, REGION 8, BROOKLYN

Artist, Shamar Garcia: Being an artist has earned me a lot of respect.

Teacher, Damon Wiggins: This project helped the students understand the benefit of preparation of creating an artwork. It also helped with future projects by teaching students there are no limitations when creating an artwork.

HARD DAY AT SCHOOL
MIXED MEDIA, 20" X 19.5"

ANTOINE THOMAS

AGE 16, GRADE 11
BROOKLYN HIGH SCHOOL OF THE ARTS, REGION 8,
BROOKLYN



Artist, Antoine Thomas: Ms. Hill has helped me with raw ideas and helps me perfect my technique. She also pushes me to enter contests and attend outside art classes that are preparing me for a future in the arts.

Teacher, Lara Hill: Antoine's picture has an intense mood that was reflected in the expressive use of line and color. His original image was greatly transformed by the incorporation of various media.



SELF PORTRAIT
WATERCOLOR

JESSICA COLAS

AGE 16, GRADE 11
HIGH SCHOOL OF GRAPHIC COMMUNICATION ARTS, REGION 9,
MANHATTAN

Artist, Jessica Colas: All of my art teachers have played major roles in my artwork, because they encourage me to strive harder. They never stop believing in me, even if at times it may seem like I have.

Teacher, James Harrington: This portrait represents a technical as well as an expressive triumph.



INDUSTRIAL DIMENSIONS
<<MEDIUM>>, 7.5" X 15" X 15"

NAHSHON JAGROOP

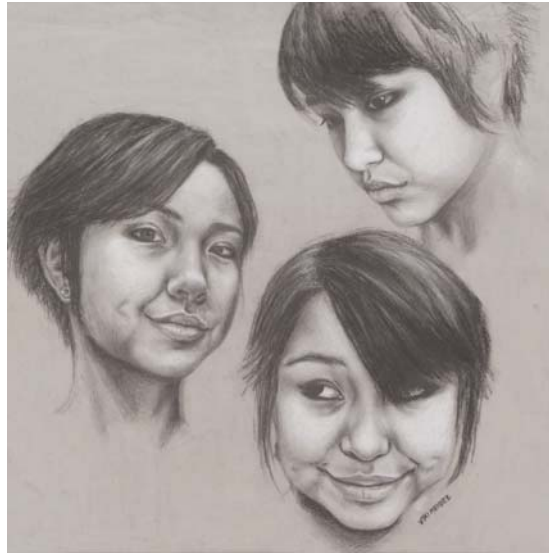
AGE 16, GRADE 11

ART AND DESIGN HIGH SCHOOL, REGION 9, MANHATTAN

Artist, Nahshon Jagroop: My architecture teacher gives us the feeling of working for an architecture firm and tries to get us ready for the real world in our presentations and workmanship.

Teacher, Donna Lewis: The principal asked that this model sit in his office for a few months. Nahshon is very proud, as am I.

UNTITLED
CHARCOAL, 19" X 19"
VICTORIA MENDEZ
AGE 16, GRADE 12
BAYSIDE HIGH SCHOOL, REGION 3, QUEENS



Artist, Victoria Mendez: I turn to art when I need time to think and put myself in another state of mind and be “alone.” I use art as an outlet to deal with the real world. Art is my escape and my voice.

Teacher, Doreen Braun: Victoria (Viki) is a gifted student who has not had the opportunity to exhibit her work in prior grades. In the face of adversity, she has triumphed, and with this particular self-portrait drawing, she has far exceeded her own expectation as well as mine.



YOUNG/OLD FACE
ACRYLIC PAINT, 18" X 15"
HYUNHEE JEONG
AGE 19, GRADE 12
NEWCOMERS HIGH SCHOOL, REGION 4, QUEENS

Artist, Hyunhee Jeong: I learned so many skills by drawing this woman, and started to love art even more than before. I hope the viewers see the beauty of age with this work. I don't think people lose their beauty as they grow old.

Teacher, Mark Ruff: Of all the compositions created for this lessons, Jeong's stood out for its realistic attention to detail. She really studied and applied the concepts presented in class. She demonstrates a clear understanding of anatomy, morphology and the effects of personal habits on the body (such as long-term exposure to the sun over a lifetime) and created a unique and powerful image.



LIFE'S ORDER
PHOTOGRAPH, 10" X 8"

ALEXIA ARTHURS

AGE 17, GRADE 12

JOHN DEWEY HIGH SCHOOL, REGION 7, BROOKLYN

Artist, Alexia Arthurs: Art is the only aspect of my life that allows me to have complete control. When I am making art, I can express myself for the whole world to see, there are no limits.

Teacher, Michael Solo: To make this image, it was necessary for Alexia to engage in the creative process: initial inspiration; development of an idea; decision making; and the ability to illustrate an understanding of the elements of design and the principals of art.



BOY BY THE WELL
PHOTOGRAPHY

FAHEEM MUFLAHI

AGE 17, GRADE 12
ABRAHAM LINCOLN HIGH SCHOOL, REGION 7, BROOKLYN

Artist, Faheem Mufahi: Photography is not just a hobby. It empowers me to document my surroundings and look at the world from a different perspective—emotionally, physically and psychologically.

Teacher, Carlos Molina: Faheem has been my student for three years and in that time as expressed a guarded interest in photography. We would agonize over what kind of pictures he should be making. That all changed over the summer during a trip to the Middle East to visit family. He let his guard down and just followed his instincts without reservation.



UNTYING THE KNOTS
ACRYLIC, 18" X 24"

KIMBERLY SALT

AGE 17, GRADE 12
CURTIS HIGH SCHOOL, REGION 7, STATEN ISLAND

Artist, Kimberly Salt: Creating art helps me untangle the knots inside my head.

Teacher, Jennifer Korten: I use digital photography as a motivational tool. The students' ability to see the image immediately and change the pose or tone of the photography gave them much more control over the image. Many artists used photography in some way. From photorealism to projecting images, working artists are using technology.

AMERICAN MEDIA
OIL ON CANVAS

KAR KAY HO

AGE 17, GRADE 12
LAGUARDIA HIGH SCHOOL OF MUSIC AND ART,
REGION 10, MANHATTAN



Artist, Kar Kay Ho: Art is the focal point of my life. My appreciation for the aesthetics for the world has also helped me grow as a person and as an artist.

Teacher, Ronnie Moss: Kar Kay is able to handle the medium of oil paint in a way that is both impressive and engaging. It is obvious that this student uses his knowledge of the medium, design and especially color to create the impact he desires.

Artist, Seth Becker: Like all artists, I am my own worst critic. Everything I do is fit for the trash unless someone who I think has a good understanding of art says otherwise, like my art teacher.

Teacher, Mark Schwartz: Seth created this work, drawing from observation, after reviewing the works of deKoonig, Emil Noble, Giacometti and other artists.



FIGURE
CHARCOAL, CHALK, INK
SETH BECKER
AGE 18, GED PROGRAM
OES/THE DOOR, REGION 79, MANHATTAN



POINT OF VIEW
PAPER, 8.5" X 11"

ZENA GREY

AGE 17, GED PROGRAM
OES/THE DOOR, REGION 79, MANHATTAN

Artist, Zena Grey: In a world where it can be so easy to blend in, my art is one of the things that has set me apart.

Teacher, Mark Schwartz: Zena is inspired by her father and mother, who are both artists.



THE PIT OF FINANCE
MARKER ON PAPER

GABRIEL VIGOR

AGE 19, GED PROGRAM
OES/THE DOOR, REGION 79, MANHATTAN

Artist, Gabriel Vigor: Every work is a challenge to succeed in creating the concept in my mind. I tackle these challenges by trying. There is no other way to meet those challenges.

Teacher, Mark Schwartz: Gabriel created this piece after a discussion about political cartoons, the purpose of art making and what art does/can communicate.

P.S. Art 2006 Selection Panel

Thomas Cahill, President, Studio in a School

Sandra Jackson, Director of Education, Studio Museum in Harlem

Caroline Kennedy, Vice Chair of the Fund for Public Schools, New York City Department of Education

Stephen Kroninger, Graphic Designer

Lillian Lambrechts, Senior Vice President, Director of Corporate Art Program, Bank of America

Miguel Luciano, Artist and Educator

Deborah Schwartz, President, Brooklyn Historical Society



Front row, left to right:
Lillian Lambrechts, Deborah Schwartz
and Caroline Kennedy

Back row, left to right:
Miguel Luciano, Sandra Jackson,
Thomas Cahill and Stephen
Kroninger

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Thanks to the following Regional Arts Supervisors whose support of **P.S. Art** made it a success:

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Region 2—Doris Cordero

Region 3—Dr. Eva Pataki

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Region 5—Edward Morgano

Region 6—Tamar Laks

Region 7—Maria E. Palma

Region 8—Andrew Buck

Region 9—Eileen Goldblatt

Region 10—Karen Abramovitz

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For more information about Art Education in New York City Schools, please visit our website:
www.nycenet.edu/projectarts

Alliance for Young Artists & Writers

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Acknowledgements

The New York City Department of Education and the Alliance for Young Artists & Writers and gratefully acknowledge the following donors who provided goods and services for the P.S. Art 2006 Exhibition:

Binney & Smith, Barbara Ann Benton
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About the Alliance for Young Artists & Writers

The Alliance for Young Artists & Writers, a not-for-profit organization, was formed in 1994 to support aspiring young artists and writers through The Scholastic Art & Writing Awards program. The Alliance brings outstanding visual arts and writing created by teenagers to a national audience by showcasing their remarkable work and encouraging their creative journey and career development. The Alliance bestows scholarships for outstanding portfolios submitted by high school seniors, and collaborates with colleges across the country to leverage an additional \$1.5 million in financial aid for award recipients who demonstrate exceptional promise. The Alliance not only seeks to identify emerging artists for college scholarship consideration, but also invests in the critical role of creative development for students by offering six years of eligibility beginning in seventh grade.

Special projects of the Alliance include:

ARTifacts: Kids Respond to a World in Crisis

Hands and Minds: The Art and Writing of Young People in 20th Century America

The Scholastic Art Awards Annual National Exhibitions

Urban Blend: Pathways to Success for Young Writers in New York City

You Are Here, This Is Now and *Where We Are, What We See* (PUSH anthologies of the best young writers and artists in America, published by Scholastic Inc.)

P.S. Art 2003, 2004 and 2005

The Best Teen Writing of 2003, 2004 and 2005

Kids Reconstruct with Creativity: Response to Hurricanes of 2005

Creative Learning Program, New York City, 2006

The Alliance is supported entirely by charitable contributions from foundations, corporations and individuals. Contributions may be processed through our web site: www.artandwriting.org

For more information about the Alliance and to visit the Virtual Gallery: www.artandwriting.org

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