

P. S. ART 2007

Celebrating the Creative Spirit of NYC Kids

June 2007

The New York City Department of Education and the Alliance for Young Artists & Writers gratefully acknowledge Bank of America, Scholastic Inc., Tru Vue and the Alliance for Young Artists & Writers Board of Directors' Special Projects Fund for their support of P.S. Art 2007.

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P.S. Art 2007 Exhibition Schedule:

New York City Department of Education
Tweed Courthouse
52 Chambers Street
New York, NY
June 1, 2007 – August 24, 2007

Scholastic Inc.
557 Broadway
New York, NY
January 2008

Additional exhibition opportunities to be announced.

Front cover image: *Self-Portrait*, **Andrew Teoh**, Age 16, Tottenville High School, Staten Island

Back cover image: *Girl Going to the Mall*, **Catherine Perez**, Age 11, P.S. 48 Michael J. Buczek School, Manhattan

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

Dear Friends,

Arts Education is a great way to inspire children, teach new skills, and make the school day something to look forward to. Chancellor Joel Klein and I are dedicated to bringing these benefits to all New York City public school students, and the art in this catalogue gives a sense of the wonderful work already in place at many of our schools.

I am delighted to join you in celebrating our public school students' extraordinary talents. Our students, along with all New Yorkers, benefit from the five boroughs' unparalleled artistic richness, including our 150 museums, 96 orchestras, 330 dance companies, and 375 off-Broadway theater companies. Some of our students will grow up to be artists, curators, critics, and collectors - but all will benefit from learning fundamental concepts and skills that can be gained only through the arts.

I would like to thank the Alliance for Young Artists & Writers for collaborating with the Department of Education on **P.S. Art 2007**. They, as well as the members of the selection committee — and most importantly, the classroom teachers, art specialists, teaching artists, and families who have worked with our young artists over the past year — have helped make this project a resounding success.

On behalf of the City of New York, I congratulate all of the young artists whose work fills the following pages. I hope that they take as much pride in their achievements as we do.

Sincerely,

Michael R. Bloomberg
Mayor



THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, *Chancellor*

OFFICE OF THE CHANCELLOR
52 CHAMBERS STREET - NEW YORK, NY 10007

Welcome to P.S. Art

Each year we see beautiful artwork created by students at all levels from early childhood through high school. Whether their work is the result of shaping materials with their hands or designing digitally on the computer, our students' talent and creative vision are made evident. None of the artwork could reach this level of achievement without the support of school leaders and the hard work and dedication of their art teachers and encouragement of their parents. This exhibition is a tribute to them along with the children who produced it.

It is with great pride that we share these artistic accomplishments with you. Congratulations to all!

Sincerely,

Joel I. Klein
Chancellor



P. S. Art celebrates the arts in New York City's public schools and showcases the tremendous talent of students from every neighborhood across the city. I had the privilege to again serve on the exhibition's jury and I am continually impressed by the quality of the entries. For each of the past four years, the number of submissions to **P. S. Art** has increased, demonstrating a commitment to the arts on behalf of our schools, and the difference that our comprehensive arts curriculum is making.

This exhibition could not have been made possible without the hard work of our students and teachers and I am grateful for the opportunity to display their works for a broader audience.

I would also like to thank Sharon Dunn and Barbara Gurr from the New York City Department of Education, B.J. Adler and Bryan Doerries from the Alliance for Young Artists & Writers, and my fellow jurors Faith Ringgold, Wendy Woon, Tom Cahill, Julio Valdez, and Katie Gass.

I am thankful to each of them and so many New Yorkers who support the arts in the city's schools and provide opportunities for our students. Finally, I am grateful to the Alliance for Young Artists & Writers Board of Directors Special Projects Fund, Bank of America, and Scholastic for their continued sponsorship of this wonderful exhibit.

Sincerely,

A handwritten signature in black ink that reads "Caroline Kennedy".

Caroline Kennedy
Vice Chair
Fund for Public Schools
April 2007

P.S. Art 2007

P.S. Art 2007 celebrates the artistic achievements of creative students, as well as the efforts of gifted art teachers and Regional Arts Supervisors, in New York City Public Schools. By recognizing and showcasing excellence modeled by the young artists whose works are featured within these pages, this vital program affirms the power of sequential arts education to transform the way young people represent the world around and within them. **P.S. Art 2007** demonstrates that the comprehensive New York City arts curriculum, outlined in the Department of Education's *Blueprint for Teaching and Learning in the Arts*, continues to provide pathways to artistic excellence for New York City students.

The striking work within this catalog offers a unique window into the hearts and minds of young artists in New York City Public Schools. These photographs, paintings, sculptures, ceramics, and drawings express a wide range of emotions, thoughts, and perspectives, showing us not just what these students notice, but how and what they see. Rising up from every work—whether created by a kindergartner, a special needs child, or a graduating senior—emerges an artistic vision. **P.S. Art** seeks to recognize this vision as it matures under the guidance of dedicated teachers.

The panel of esteemed jurors who assembled in January 2007 to curate this year's exhibition selected 54 out of over 600 works to represent artistic excellence in New York City Public Schools. The **P.S. Art 2007** exhibition in New York will serve as a compelling advocacy opportunity for sequential arts education, locally and nationally. It is our hope that the **P.S. Art 2007** catalog, which will be distributed to national policy makers and arts educators throughout the country, will serve as a beacon of hope—a vision not only of the present, but of what the future might be.

A handwritten signature in black ink that reads "Bryan Doerries".

Bryan Doerries
Senior Manager, National Programs
Alliance for Young Artists & Writers
March 2007



SELF-PORTRAIT
WATERCOLOR, MARKER, 18" X 12"

KIRA VIERA

AGE 5, KINDERGARTEN
P.S. 137 JOHN L. BERNSTEIN SCHOOL, REGION 9, MANHATTAN

Artist: When people see my painting, they are going to feel good and like it. The colors behind the face mean the colors of morning.

Teacher, Andrew Keefe: I thought Kira's choice to use complementary colors and rainbow teeth made her painting dynamic. I was also impressed with Kira's brushstroke—she has a deliberate way of holding her brush and marking the color on her paper.



SOCCER PRACTICE
MARKER, TISSUE PAPER, 12" X 19"

ANGELINA GARGIULO

AGE 6, GRADE 1
P.S. 128 JUNIPER VALLEY SCHOOL, REGION 4, QUEENS

Artist: I used tissue paper and had a hard time with it. I wanted to make hair but I couldn't cut it. Then I traced the shape on the tissue paper and cut it out that way. I am proud to be an artist.

Teacher, Fadia Tamer: Angelina worked hard and solved problems she thought she could never do.



THE LION
MIXED MEDIA, 14.5" X 17"

JADA HARRISON

AGE 6, GRADE 1
P.S. 255 BARBARA REING SCHOOL, REGION 6, BROOKLYN

Artist: It was hard to glue some of the materials on to my animal. My teacher showed me how to do a better job of gluing. I want people to think: "Wow, what a great lion!"

Teacher, Susan Greenstein: Students used found objects and cardboard to construct an animal. Jada was excited about using these materials. She was inventive, too, especially in such areas as her animal's tail.



THE SMILING GIRAFFE
COLLAGE AND COLORED PENCIL, 9" X 24"

ASHLEY LAM

AGE 6, GRADE 1
P.S. 69 VINCENT D. GRIPPO SCHOOL, REGION 7,
BROOKLYN

Artist: I think my giraffe is tall and pretty, but it was hard for me to tear the circles.

Teacher, Angela Fremont: Ashley's unique selection of colors and organization on the paper was a perfect response to the assignment to "make an animal." The extremely long neck with the fringed mane on the giraffe is pure delight!



CUT PAPER SELF-PORTRAIT
PAPER, 16" X 21.5"

LEMESIS SANTOS

AGE 6, GRADE 1
P.S. 126 DR. MARJORIE H. DUNBAR SCHOOL, REGION 1, BRONX

Artist: I want people to think my work is fabulous and remember it always.

Teacher, Mary O'Callahan: Lemesis is a quiet, serious little girl with a love of art. Her attention to instruction helped her to achieve this wonderful work.



PRETTY CANDY
TEMPERA PAINT, 11" X 17"

SHIVAJIT SINGH

AGE 6, GRADE 1
P.S. 161 ARTHUR ASHE SCHOOL, REGION 3, QUEENS

Artist: When people look at my piece, I hope it makes them want to do their own artwork. I also hope it makes them feel good because I feel good doing it.

Teacher, Debbie Rich: Students drew candy in various sizes, keeping composition in mind. Shivajit went over and above this lesson. He added detail using black markers, added various lines in the candy which makes the painting more interesting. His color choices were also very bold!



EZEKIEL'S MANHATTAN
TEMPERA, CARDBOARD, PAPER, MIXED MEDIA, 24" X 16" X 18"

EZEKIEL CLARE

AGE 7, GRADE 2
P.S. 30 HERNANDEZ L. HUGHES SCHOOL, REGION 10, MANHATTAN

Artist: I want people to feel that they are looking at a real city, New York City, where I live.

Teacher, William Liebeskind: This collage project—to build a city block—involved many materials including found objects, and a study of neighborhood, community and architecture. It allowed Ezekiel to look creatively at the local world he lives in.



STATUE OF LIBERTY
INK AND WATERCOLOR, 18" X 12"

JAVIER FUNG

AGE 8, GRADE 2
P.S. 69 VINCENT D. GRIPPO SCHOOL, REGION 7, BROOKLYN

Artist: It is important for people to come and visit the statue. I think I made her look a little funny!

Teacher, Angela Fremont: Many people appreciated Javier's unique handling of the figure of this symbol. I enjoy the new vision of her crown. More like a hat!



MY NIGHTMARE
PAINTING, 24" X 12"

CRYSTALBEL HERNANDEZ

AGE 6, GRADE 2
P.S.503 THE SCHOOL FOR DISCOVERY AND EXPLORATION,
EMPOWERMENT ZONE, BROOKLYN

Artist: I love making things and feeling creative. I want people to know that I worked hard on this but I had fun, too!

Teacher, Ellen Izzo: It was interesting watching Crystalbel at work. She is very focused and her ability to mix colors on a palette and use them in her paintings went far beyond her classmates. She self-assesses while in process. At one point, she exclaimed, "Oh, look, I outlined it."



MASK
PAPER MÂCHÉ, ACRYLIC PAINT, BEADS, 12" X 12"

JASHTONY RODRIGUEZ

AGE 7, GRADE 2
P.S. 134 GEORGE F. BRISTOW SCHOOL, REGION 2, BRONX

Artist: I want everyone to be able to make a mask like I did, and be happy.

Teacher, Chris Del Coro: Inspired by our exploration of carnival festivals in Puerto Rico and the Dominican Republic, and the masks used in them, Jashtony created his own version of a Vejigante mask. I am continually inspired by Jashtony's focus and commitment to his art, and his ability to take the lesson further through his own skill and ingenuity.



DIVERSITY QUILT
FABRIC, MIXED MEDIA, 25" X 36"

STACEY SOSA ARISTA
AGEEL ASSAIDI
PEDRO CRUZ
AMAZIEN DARBY
JORGE ESPINOZA
ANTHONY FONSECA
JAVIER FUNG
QIAO JUN LU
JESUS MARTINEZ

AXEL MARTINEZ
MATHUSHAN MOHANAROOBAN
KAJETH NALLASEGARAM
LUZ NAVARRO
JOCELINE OLEA
MAJIDAH OWOLABI
VERONICA REYES
KARINA RODRIGUEZ
RAUL SANTOS

GRADE 2
P.S. 16 JOHN J. DRISCOLL SCHOOL, REGION 7, STATEN ISLAND

Artists: We want people to feel proud of us. We want them to enjoy this quilt and feel happy to see it. We worked hard and we sewed it all together!

Teacher, Andrea Luster: This project started as a simple weaving activity. The students had so much fun that it turned into a free form weaving, similar to a folk-art design. Students also learned stitchery and helped sew the quilt together.

SKATEBOARD
CHARCOAL AND PAINT, 15" X 11"

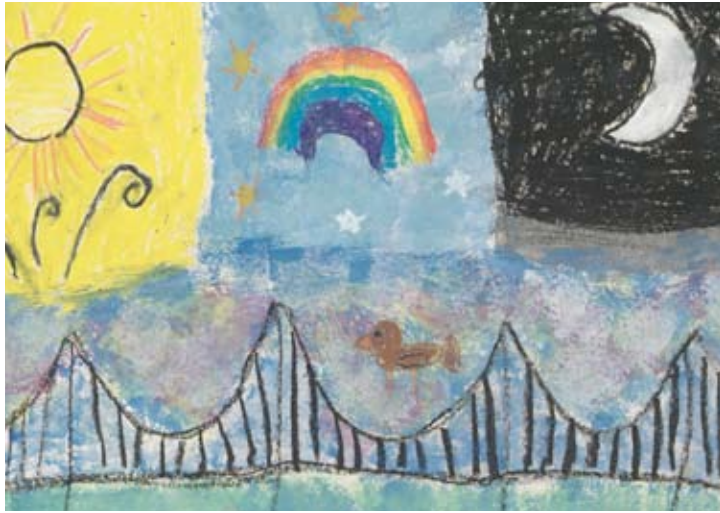
JAMES WELCH

AGE 7, GRADE 2
P.S. 40 AUGUSTUS ST. GAUDENS SCHOOL, REGION 9, MANHATTAN

Artist: I like to make art because it's fun. I also like to skateboard!

Teacher, Craig Kane: James is a thoughtful student and artist. This piece represents a breakthrough of sorts for him, in its careful observation of place and detail. It is a rather remarkable observation of our art studio.





BRIDGE
OIL PASTEL AND WORKSHOP, 12" X 18"

ALAN CHEN

AGE 8, GRADE 3
P.S. 205 CLARION SCHOOL, REGION 7, BROOKLYN

Artist: Bright colors make me feel happy and dark colors make me sad. I like expressing emotions with colors.

Teacher, Pamela Gordon: Alan's bridge is confidently drawn. He also included a lot of color that creates a balanced composition.



DESERT LANDSCAPE
TEMPERA PAINTING, 14" X 24"

CHRISTIAN DIAZ

AGE 8, GRADE 3
P.S. 372 CHILDREN'S SCHOOL, DISTRICT 75, BROOKLYN

Artist: When people look at my artwork, I want them to feel happy. I like to make art because it is fun.

Teachers, Suzanne Cranston and Claudia Grossane: Christian is able to express himself beautifully through his artwork.



THE CRAZIEST SELF-PORTRAIT
OIL PASTELS, 12" X 18"

ADRIANNA JOHNSON

AGE 8, GRADE 3
P.S. 232 LINDENWOOD SCHOOL, REGION 6, QUEENS

Artist: I want people to know that I worked very hard, listened to directions and gave my work a lot of thought.

Teacher, Jennifer Skopp: We looked at paintings by Matisse and I explained to the third-graders that a group of artists who used bold colors earned the name, "The Fauves." Adrianna's self-portrait captures this boldness. She mixed colors and used pattern, and the portrait even resembles her.



RAINBOW DIVINE
OIL PASTELS, 12" X 18"

PATRICIA H. WANG

AGE 8, GRADE 3
P.S. 234, REGION 4, QUEENS

Artist: I like my expressionistic portrait because I like to use my imagination. My art teacher helps my imagination grow bigger.

Teacher, Timothy Roeschlein: This lesson was an exploration in the use of portraiture and color as a powerful tool for expression.



6 FACE GIRL
PEN & OIL PASTEL, 9" X 12"

DANIELLA WILLIAMS

AGE 8, GRADE 3
PS 156 WAVERLY SCHOOL OF THE ARTS, REGION 5, BROOKLYN

Artist: When people look at this work, I want them to feel that the girl is beautiful. I picked the colors because they are very bright.

Teacher, Lynn Ames: I chose this piece because every time I look at it I become mesmerized by the personality reflected in the portrait. Daniella is quiet and reserved. This portrait allowed her to portray the spark that fuels all her artwork!

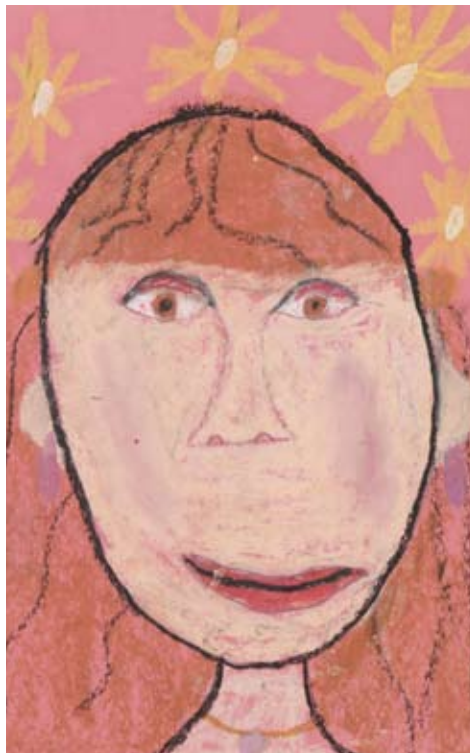
MIRROR
OIL PASTEL, 9" X 12"

JANE HUBER

AGE 9, GRADE 4
P.S. 87 WILLIAM SHERMAN SCHOOL, REGION 10, MANHATTAN

Artist: I want people to feel my artwork's emotion.

Teacher, Cindy Brenholz: Students studied Andy Warhol's portraits and tools such as pastel and pencils, and were encouraged to use color to convey expression.



THE CHRYSLER BUILDING
WATERCOLOR, EBONY PENCIL AND MARKER, 18" X 72"

NIBRAS CHOUDHURY

AGE 9, GRADE 4
P.S./I.S. 268, REGION 3, QUEENS

Artist: I want viewers to know about what is happening in my artwork, where it takes place, real life.

Teacher, Borinquen Gallo: Students created oversized paintings to make a cityscape. I selected Nibras's work for its attention to detail, color and the portrayal of atmosphere.





THE MOVIE THEATER
PAINTING WITH DRAWING, 12" X 18"

KIARA KERINA-REDINA

AGE 9, GRADE 4
P.S. 9 THE RENAISSANCE SCHOOL OF MUSIC & ART, EMPOWERMENT ZONE, MANHATTAN

Artist: I like to make art because it's fun to be creative in my own way, and you can express your emotions on paper.

Teacher, Karin Dando-Haenisch: Kiara's point of view in the painting demonstrates both her uniqueness of vision and understanding of composition. Her control over materials allows her to use them to meet her stylistic and narrative needs.



WE NEED FREEDOM
OIL PASTEL, 17.5" X 23"

TONI M. LYSAITH

AGE 9, GRADE 4
P.S. 256 BENJAMIN BANNEKER SCHOOL, REGION 8, BROOKLYN

Artist: I want people to feel that I put one hundred percent guts and effort into my picture.

Teacher, Elizabeth Zans: We looked at the work of Jacob Lawrence, which inspired this independent project for Martin Luther King, Jr. Day.



THE MYSTERIOUS ARNOLD
WATERCOLOR AND COLLAGE, 8.5" X 11.5"

EDISON SIBRI

AGE 9, GRADE 4
P.S. 51 ELIAS HOWE SCHOOL, REGION 9, MANHATTAN

Artist: When people look at my artwork I want them to think it is brilliant. I want them to be amazed.

Teacher, Maya Puchkoff: Edison was very deliberate in his choices as he created his artwork. He thoughtfully placed collage elements in the face, inspired by Picasso. The result is truly mysterious.

FOR JALO MY SYMBOL OF GOOD LUCK
SELF HARDENING CLAY AND TEMPERA PAINT, 3.5" X 5" X 2"

JALAN GODBOLD

AGE 10, GRADE 4
P.S. 32 SAMUELS MILLS SPROLE SCHOOL, REGION 8, BROOKLYN

Artist: My great-great uncle was an artist and he first taught me how to make art. I made this to bring me good luck and to honor my uncle and my dog, Jalo.

Teacher, David Chimoskey: Students explored sculptural materials and techniques to arrive at pleasing shapes. Jalen wanted to create a good luck symbol for the things he cares about.





THE BIG DANCE
TEXTILE & FABRIC, 20.5" X 10"

ZARCK EAGLETON, ISABEL LÊ, BROOKE NELSON, ALTON STERLING

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

Artists: First we drew the contour of two students who posed for us. Then we filled in the negative space with different pieces of fabric. We like the way it looks together because it's wild. We want people to feel motivated to move and dance like this!

Teacher, Kristi Pfister: Students worked with positive and negative space, and figure drawing.



CITY HARBOR
OIL PASTEL, 9" X 12"

WADE LOFTON

AGE 9, GRADE 4
P.S. 108 PHILIP J. ABINANTI SCHOOL, REGION 2, BRONX

Artist: Being an artist makes me feel proud of myself. It's fun to do something that I'm good at. I want people to know that they can do it, too, if they really try.

Teacher, Robin Miller: Wade is a remarkable student. When he is doing art he is calm, happy, and absolutely brilliant.



GIRL GOING TO THE MALL
MIXED MEDIA SCULPTURE, 41" X 29" X 12"

CATHERINE PEREZ

AGE 11, GRADE 5
P.S. 48 MICHAEL J. BUCZEK SCHOOL, REGION 10, MANHATTAN

Artist: I enjoy making sculptures using different materials. I worked very hard on this, but I enjoyed every minute.

Teacher, Felix Portela: After learning about the sculpture of Marisol Escobar, Catherine decided that she wanted to create a sculpture of a girl. I was particularly impressed with her interest and dedication.

SELF-PORTRAIT
TEMPERA PAINT, 18" X 24"

CARLOS CARRILLO

AGE 11, GRADE 6
JUAN MOREL CAMPOS SECONDARY SCHOOL, REGION 8, BROOKLYN

Artist: Being an artist has made a difference in my life. I see it in the love and pride on my mother's face every time she looks at me.

Teacher, Emily Shu: Carlos is new to the United States. His classroom teacher and I encourage him to express himself in artmaking.





OSARIS
BUTTON MOSAIC, 16" X 72"

MICHAEL CHAN, GARAAD FARMER, KAREEM KINARD

AGE 11, GRADE 6
P53K @ M.S. 88, DISTRICT 75, BROOKLYN

Artists: We like to do button mosaics.

Teacher, Jane Santoro: These students have very different skills. Michael is the spokesman and author, Kareem is the diligent worker, able to follow directions; Garaad can sort and slide tiles and smooth out grout. This mosaic is a tribute to their cooperative and collaborative efforts.



ENJOY LIFE
TEMPERA PAINT, 12" X 17.75"

SIDNEY MATTA

AGE 11, GRADE 6
P.S. 150Q, DISTRICT 4, QUEENS

Artist: I can express myself in art without worrying about what people think because it can be a mystery or it can be a surprise.

Teacher, Edith Litwack: I was impressed by Sidney's use of rhythm through gesture and design.



FAUVE, SELF-PORTRAIT
TEMPERA PAINT, 12" X 9"

BENJAMIN THOMAS

AGE 11, GRADE 6
P.S./M.S. 194, REGION 2, BRONX

Artist: This assignment seemed difficult in the beginning, but I put time and effort into it. I put the mirror in front of me and kept drawing. I did not give up!

Teacher, Helen Serrano: We studied the work of Fauve artists, such as Henri Matisse and André Derain. Students were encouraged to use unusual colors. Thomas worked exceptionally hard on his self-portrait. His attention to detail and effort to be observant is self-evident.



HEAD OF A MAN
WIRE SCULPTURE, 12" X 18"

DECLAN BOYER

AGE 12, GRADE 7
P.S. 721R THE HUNGERFORD SCHOOL, DISTRICT 75, STATEN ISLAND

Artist: The human head I made does not wear glasses, but I do!

Teacher, Lindsey Miller: Students translated 2-D drawings into 3-D forms in space using wire. This lesson promotes the value of individual choice through adaptive and inclusive perspectives. Declan makes powerful aesthetic choices in art materials.



VALUE STUDY
PENCIL ON PAPER, 5" X 32" X 19"

JASMINE PARAGAS

AGE 12, GRADE 7
I.S. 73 FRANK SANSIVIERI SCHOOL, REGION 4, QUEENS

Artist: I find that art is a beneficial way of expressing myself, and I have learned things that I've never thought of before.

Teacher, Beth Helfant-Goldman: I love the way this piece turned out. It began as simple shapes on a white field. With discussion and careful thought, Jasmine resolved the composition in slow, deliberate stages.



PORTRAIT OF FRIDA KAHLO
TORN MAGAZINE COLLAGE, 28" X 20"

EDWARD CEBALLO

AGE 13, GRADE 7
I.S. 229 DR. ROLAND PATTERSON SCHOOL, REGION 1, BRONX

Artist: I never did a collage before. Art gives me a chance to express myself.

Teacher, Gilbert Fletcher: This project took six classes to complete. I watched as Edward selected color swatches from the magazines, and I also noticed how his level of confidence improved as the image began to take shape.



UNTITLED
MIXED MEDIA, 14" X 22"

ANTIGONA HALILI

AGE 13, GRADE 8
M.S. 433, NEW VOICES SCHOOL FOR ACADEMIC & CREATIVE ARTS, REGION 8, BROOKLYN

Artist: I explore different styles of art, and I'm not afraid of taking risks.

Teacher, Beth Riemer: For this project, students had to "put themselves in someone else's shoes," and visually describe how they might feel. This painting provoked many important discussions among the students in our school.

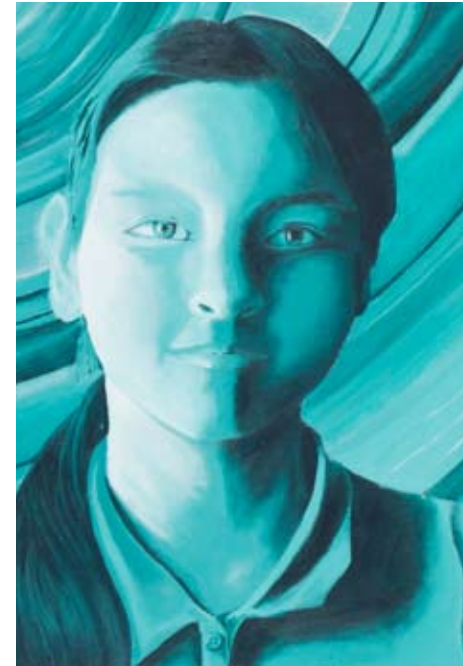
SELF-PORTRAIT
CHARCOAL, 11" X 8"

FELIPE HOYOS

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

Artist: Being an artist has made me look at life in a different light. I can express myself more easily.

Teacher, Maria Bonilla: Felipe used charcoal to create a self-portrait that demonstrates his ability to observe details, use proportion and value to create volume and a likeness of himself.



SELF-PORTRAIT
ACRYLIC PAINT, 18" X 24"

KSENIYA KOPYTKO

AGE 13, GRADE 8
M.S. 74 NATHANIEL HAWTHORNE MIDDLE SCHOOL,
REGION 3, QUEENS

Artist: I have always had a deep passion for art. Mr. Zaben helped open my mind to more possibilities by teaching me new techniques.

Teacher, Andrew Zaben: Kseniya used light and dark value to create a wonderful dichotomy within her self-portrait.



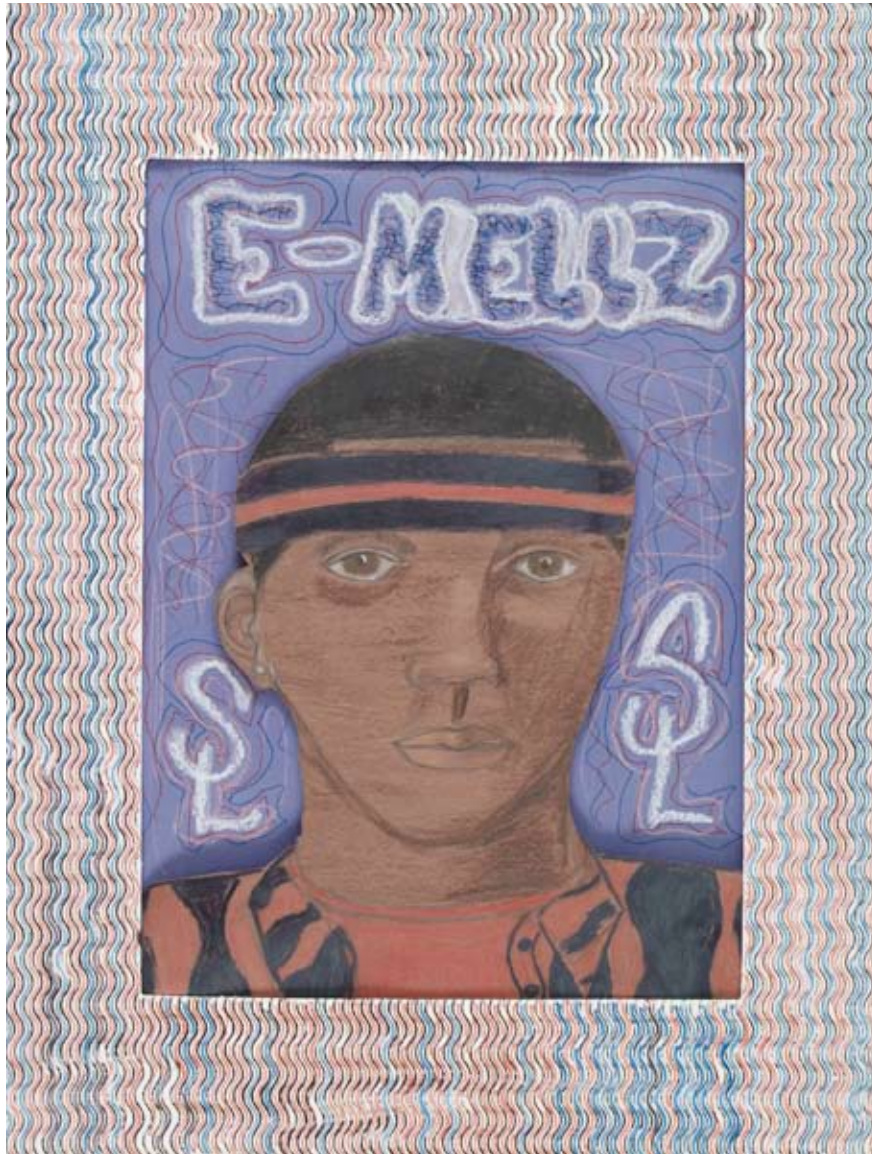
MOUNTAIN SCENE
TEMPERA PAINT, 29" X 12"

CARLA RODRIGUEZ

AGE 13, GRADE 8
P.S./M.S. 194, REGION 2, BRONX

Artist: I wanted the grass to have the right look and texture. My teacher showed me how to use the brush in order to make this effect.

Teacher, Helen Serrano: Carla never shies away from challenges in art. Her painting shows sensitivity and control, and yet is free of the stiffness found in art by students at the same grade level.



GEMINI
COLORED PENCIL AND CUT PAPER, 24" X 18"

SAIKEEM LEWIS

AGE 14, GRADE 9

CLARA BARTON HIGH SCHOOL, REGION 6, BROOKLYN

Artist: When people look at my art, I would like them to see that everyone has a darker side of their personality. That's why my face is slightly turned in this portrait. Gemini has two sides, and so do I.

Teacher, Bettina Magi: Saikem's portrait stood out because of his ability to use tinting and shading to bring out the form of his face. He personalized it with lettering that I felt worked well with the portrait.



COOL SNEAKER
WIRE SCULPTURE, 9" X 16"

SHAWN ACEVEDO

AGE 15, GRADE 10

FORDHAM HIGH SCHOOL FOR THE ARTS, REGION 1, BRONX

Artist: This was my first sculpture. When I was doing this project, I tried my hardest, put my mind into it, and it just came out right.

Teacher, Donna Marie Filomio: I liked the way Shawn solved design problems here, and took this project from a sketch to an interesting 3-D object.



SELF-PORTRAIT
WATERCOLOR, 22" X 15"

STEVEN CORADIN

AGE 15, GRADE 10
BRONX HIGH SCHOOL FOR THE VISUAL ARTS, REGION 2, BRONX

Artist: I worked hard to get the right tone for my face. I added water to take out the dark grey color and mixed more peach colors to make my face look more alive.

Teacher, Joel Key: At every step of the process, Steven not only strove to get colors, features and design right, but also helped other students with their portraits.



NATURE
COPPER FOIL, GLASS BEADS, BAMBOO, WOOD AND WIRE, 48" X 36" X 14"

JESENIA LOPEZ, AGE 15, GRADE 10

JUANITA VASQUES, AGE 17, GRADE 12
GRACE DODGE CAREER AND TECHNICAL HIGH SCHOOL, REGION 1, BRONX

Artists: Ms. Strande made us re-evaluate art and think of it in a whole new way. She opened our eyes to help us see there's art everywhere.

Teacher, Susan Strande: I asked students to create relief sculptures that would be asymmetric balanced abstractions that suggested an environment. Students looked at work by Andy Goldsworthy and Deborah Butterfield. I liked the magical quality of this piece.



SELF-PORTRAIT
LINO CUT, 9.5" X 13"

CHRISTOPHER OLIVERO

AGE 16, GRADE 10
JAMES MADISON HIGH SCHOOL, REGION 6, BROOKLYN

Artist: Not all artwork has to be a drawing or a painting. With this piece, I had to draw everything backwards because that's how a print works!

Teacher, David Mahl: The use of the linocut tool was an initial lesson in the printmaking process, and included registration, inking, lifting and the use of the printing press. In Christopher's work, the patterns created around the portrait add an airy and playful quality to the print.



RETURN TO THE PAST
WOOD, FELT, PAINT, RAFFIA, COLORED GLUE, 19" X 6.5" X 5"

JEFFREY PENA, CHRISTIAN RODRIGUEZ

AGE 16, GRADE 10
HIGH SCHOOL FOR MATH, SCIENCE, & ENGINEERING @CCNY,
EMPOWERMENT ZONE, MANHATTAN

Artists: Art skills will help us not only in our classes now, but also in college and in our careers.

Teacher, Deborah Roessel: Jeffrey and Christian took a very serious and analytical approach in creating this sculpture. Because of their interest in the project, clear objectives, and sustained focus, both were in perfect agreement about when this piece was finished.



STAPLETON
DIGITAL PHOTOGRAPHY, 11" X 14"

DASUN MATTHEW

AGE 15, GRADE 11
H.S. 450 CURTIS HIGH SCHOOL, REGION 7, STATEN ISLAND

Artist: I like to make art and take photos because it is an unrestricted form of expression. I want to give people insight about what goes on in my head.

Teacher, Travis Carter: This image shows a very personal side of a community in Staten Island. The composition and the thought process are excellent.



DECEMBER AT THE STREAM
PHOTOGRAPHY, 12" X 9"

MAYA SHUMILOVA

AGE 15, GRADE 11
H.S. 495 SHEEPSHEAD BAY HIGH SCHOOL, REGION 6, BROOKLYN

Artist: I had to find the right angle and height to take this picture. I took a roll of film of the same subjects so I could select the best one.

Teacher, Christine Cogdell: Students used a digital camera to photograph a setting that inspires feelings and meaning about the environment. This photograph evokes a feeling similar to that in Claude Monet's painting, *Sea Coast at Trouville*.

THE CARNIVAL IS OVER
PHOTOGRAPHY, 11" X 14"

CAITLIN SHEIN

AGE 16, GRADE 11

LEON M. GOLDSTEIN HIGH SCHOOL FOR THE SCIENCES, EMPOWERMENT ZONE, BROOKLYN

Artist: I cannot recall a time when I was not an artist creating things. I could not live in a world lacking art.

Teacher, Tzion Halali: Caitlin pushed the idea of artistic expression and expanded on what a self-portrait can be.



TWO SISTERS
PASTEL, 17.5" X 15.5"

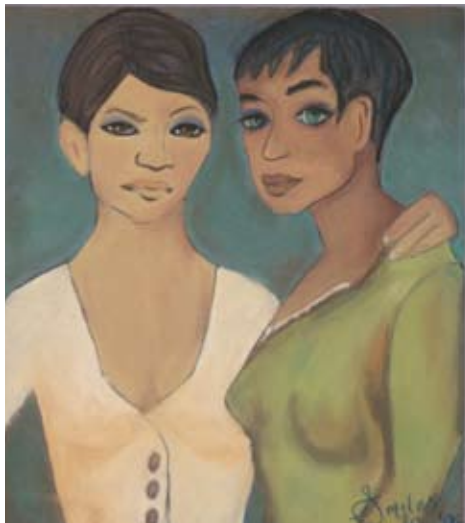
AMANDA ASHLEY TENNANT

AGE 16, GRADE 11

H.S. 575 BEDFORD STUYVESANT PREPARATORY HIGH SCHOOL,
DISTRICT 79, BROOKLYN

Artist: My art teacher taught me the definition of color, and not to be afraid to mix two completely different colors in an art piece. Here I wanted to blend colors to get a specific feel.

Teacher, Lisa Martin: Students began by recreating work by Impressionist and Expressionist artists, then selecting their own images. I think Amanda feels confident enough with these materials and techniques that she may try it again on her own.



SELF-PORTRAIT
DRAWING, 20" X 24"

ANDREW TEOH

AGE 16, GRADE 11

TOTTENVILLE HIGH SCHOOL, REGION 7, STATEN ISLAND

Artist: My art teacher has been very encouraging, pointing out things I have to work on and things I can do to take my work to the next level. Being an artist helps me to explore my own creativity, too.

Teacher, Elvira La Rocca: Students were asked to create a painting using dramatic lighting, a self-portrait drawing from observation. I think that Andrew's piece is a great reflection of the self.



OPEN THE DOOR TO A NEW WORLD
MIXED MEDIA, 20" X 28"

RASHED ALI

AGE 17, GRADE 11
HIGH SCHOOL OF ART & DESIGN, REGION 9, MANHATTAN

Artist: In the beginning I didn't know how to express my feelings about the disaster in New Orleans. I began to throw paint and solid materials on the board; I added money, which they need; and I made a window and drew the world inside it to show the beginning of new life.

Teacher, Donna Lewis: Students researched natural disasters and were asked to create an emotionally inspired piece based on their research.

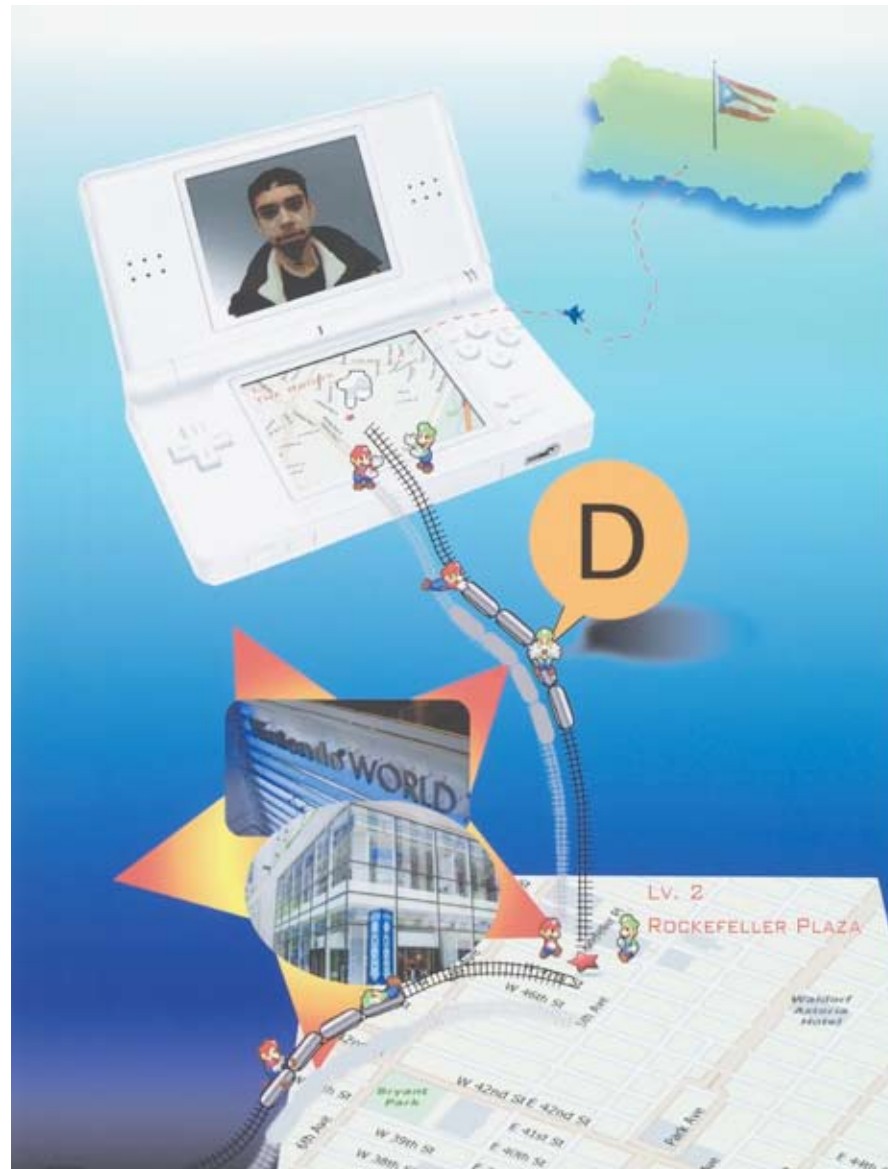
SELF-PORTRAIT
MIXED MEDIA, 11" X 14"

ARIEL COTTON

AGE 17, GRADE 11
FRANK SINATRA SCHOOL OF THE ARTS, EMPOWERMENT ZONE,
QUEENS

Artist: My art is often what makes people gain respect for me.

Teacher, Jane H. Kahn: Ariel can pick up nearly any medium and create work not only of a high aesthetic level, but also imbue it with meaning.



TRACK TO NINTENDO
DIGITAL IMAGE, 18" X 24"

MARK BERRIOS

AGE 17, GRADE 12
BRONX HIGH SCHOOL FOR THE VISUAL ARTS, REGION 2, BRONX

Artist: Ever since I was little I've always wanted to be an artist. I enjoyed watching cartoons on TV and that motivated me to want to make my own cartoons. This piece represents my life from the past to my future.

Teacher, Eric Miles: Mark created a digital illustration that traced aspects of his identity over time. He has the rare ability to internalize and express pop-culture influences in a highly personal and quirky manner.



SELF-PORTRAIT COMPOSITE
PHOTOGRAPHY, 14" X 16"

ANA CASTILLO

AGE 17, GRADE 12
ART & DESIGN HIGH SCHOOL, REGION 9, MANHATTAN

Artist: Through art, I can create unique things that represent me. I want viewers to find these elements and understand my emotions and skills.

Teacher, Ira Merritt: This image really captured Ana's personality. It was fun, it showed her love for music, and it was a little wild.



C TRAIN MADONNA
PHOTOGRAPHY—SILVER PRINT, 9" X 12"

CAMILO DOIG

AGE 17, GRADE 12
STUYVESANT HIGH SCHOOL, REGION 9, MANHATTAN

Artist: Photography gives me a power to express my perspective. I want to show people the grace and dignity of the working class. Most people don't see this. I can show them that there is another side to this, another truth.

Teacher, Jan Juracek: This photograph was a part of Camilo's photojournalism essay, "Faces of Brooklyn." Camilo knows the struggles that make up the lives of the working people of Brooklyn. In his photo of a woman on the subway with a child, the bright light reflected off the glass behind her becomes a halo exalting her to a saint.



SELF-PORTRAIT
ACRYLIC PAINT, 24" X 36"

SOPHIA FIGUERO

AGE 17, GRADE 12
EDWARD R. MURROW HIGH SCHOOL, REGION 7, BROOKLYN

Artist: Being an artist has given me a new attentive perspective about my surroundings. I see paintings everywhere I go.

Teacher, Carlos Rosado: It never ceases to amaze me when students go from learning the basics to creating paintings that are years beyond their age.



JUSTIN
PHOTOGRAPHY, 18.25" X 12.25"

MICHAEL VINEREANU

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

Artist: When I decided to photograph the students in my high school, I realized that it was risky. I feel that I achieved an image that represents Justin.

Teacher, Carlos Molina: The photography projects are tailored to meet and exceed the benchmarks and five strands for arts learning.



PICKNEY
PHOTOGRAPHY, 13" X 19"

SHANIQUA GREEN

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

Artist: I use art as my therapy. When I need to be somewhere that I can just breathe, I grab my camera and go.

Teacher, Carlos Molina: I view this submission as a motivational tool for my students.



TT/ BLACK & WHITE
PEN AND INK, 18" X 36"

DERRICK CLARKE

AGE 19, GED PROGRAM
THE DOOR, DISTRICT 79, MANHATTAN

Artist: After 9/11, I decided to take art seriously. I looked at art as a blessing and a gift.

Teacher, Mark Schwartz: Derrick is in the film program at the Door. He used black and white, and a cinematic approach to communicate his feelings of loss and terror.



SLEEP PERSON
ACRYLIC ON CANVAS, 60" X 60"

ZHI HUANG

AGE 20, GED PROGRAM
THE DOOR, DISTRICT 79, MANHATTAN

Artist: This picture was my first experience using acrylic on canvas. I simply like exploring this way.

Teacher, Mark Schwartz: The problem I gave Zhi was to deal with gesture and scale on a large canvas, and simply respond visually to what was in front of him—me.

P.S. Art 2007 Selection Panel

Thomas Cahill, *President*, Studio in a School
Katherine Gass, *New York Curator*, Corporate Art Program, Bank of America
Caroline Kennedy, *Vice Chair*, Fund for Public Schools, NYC Department of Education
Faith Ringgold, *Artist and Educator*
Julio Valdez, *Artist*
Wendy Woon, *Deputy Director of Education*, Museum of Modern Art



Left to Right:
Barbara Gurr (Director of Visual Arts, NYC Department of Education) with P.S. Art 2007 Panelists: Faith Ringgold, Wendy Woon, Caroline Kennedy, Julio Valdez, Katherine Gass, Thomas Cahill

New York City Department of Education Regional Arts Supervisors

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

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About the Alliance for Young Artists & Writers

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

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; 2005; 2006 and 2007

Kids Reconstruct with Creativity: *Response to Hurricanes of 2005*

Creative Learning Program: *New York City, 2006 and New York City, Chicago, Los Angeles 2007*

Spark: Young Visions and Voices of 2006 and 2007

Young Artists Program: *New York City, 2007*

The Alliance is supported entirely by charitable contributions from foundations, corporations and individuals. Contributions are welcome through our website www.artandwriting.org click on DONATENOW to review our giving options.

Visit www.artandwriting.org for more about the Alliance, including participation for The Scholastic Art & Writing Awards of 2008. Also available on our website are our Virtual Exhibitions & Anthologies, galleries of nationally-recognized work.

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