

P.S. ART 2008

Celebrating the
Creative Spirit of
NYC Kids



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P. S. Art 2008 Exhibition Schedule:

The Metropolitan Museum of Art

Fifth Avenue and 81st Street

New York, New York

June 2, 2008 – August 3, 2008

Additional exhibition opportunities to be announced.

The New York City Department of Education gratefully acknowledges Bank of America, Studio in a School and The Metropolitan Museum of Art for their generous sponsorship of P.S. Art 2008.



Front cover image: *Ringo Starr*, Devin Cronin, Grade 5, P.S.40, Manhattan

Back cover image: *Self-Portrait*, Atto Kim, Pre-Kindergarten, PS 84, Brooklyn

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Letter from the Mayor and the Chancellor



Dear Friends,

On the following pages, readers will enjoy terrific student artwork that demonstrates the incredible power of our young people's imaginations. Our Administration is dedicated to nurturing their creativity, because we know that arts education is a great way to inspire children and teach new skills and because it helps make going to school something students look forward to doing.

Over the past year, we have taken several important steps to bring these benefits to all New York City public school students through improved arts instruction. Last summer, we launched ArtsCount, an accountability-driven initiative designed to ensure that theater, visual arts, dance, and music really do count in our public education system. As part of that initiative, we recently issued the first "Annual Arts in Schools Report," which provides a comprehensive overview of arts education citywide and detailed information about the arts offerings in each individual school – offerings that we are determined to build on in the years to come.

New York is an international cultural destination. Our students, like all of our residents and visitors, benefit from some 150 museums, 96 orchestras, 330 dance companies, 375 off-Broadway theater companies, and more. Whether they grow up to be artists, curators, critics, and collectors – or leaders in business, technology, and government – they will all benefit from learning fundamental concepts and skills that can be gained only through the arts.

We are grateful to the selection committee that helped to pick the works in the P.S. Art 2008 show, as well as the classroom teachers, art specialists, teaching artists, and families who have worked with our young artists over the past year. You have made this project a resounding success.

Finally – and most importantly – congratulations to all of the young artists whose work is showcased on the following pages. Thanks to you, our City will remain the Arts Capital of the World for years to come!

Sincerely,

Handwritten signature of Michael R. Bloomberg in black ink.

Michael R. Bloomberg, Mayor

Handwritten signature of Joel I. Klein in black ink.

Joel I. Klein, Chancellor

Letter from the Vice Chair, Fund for Public Schools

FUND FOR PUBLIC SCHOOLS

The P.S. Art exhibition celebrates the achievements of our city's public school students in the visual arts. Since 2003, I have had the privilege of serving on the jury for this impressive visual arts exhibition. Each year, I continue to be impressed by the quality of the submissions we receive - our city's students are truly talented!

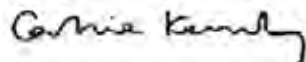
This year for the first time, the P.S. Art celebration will be expanded to include the performing arts - dance, music, and theater. I encourage you to visit the P.S. Arts Week website (www.psartsweek.org) to learn more about the events taking place across the city and the impressive talent in our city's public schools.

I would like to thank the artists who are featured in this exhibit as well as their teachers and principals who work so hard to make quality arts education a reality.

We hope this exhibit will give every New Yorker a chance to experience the creativity of our city's public school students.

This exhibit would not have been possible without the help of many partners and friends: Sharon Dunn and Karen Rosner at the Department of Education; my fellow jurors Tony Bechara, Rena DeSisto, Barbara Gurr, Anne Strauss, and John Welch; Studio in a School, who managed the collection and framing of all this great work; and The Metropolitan Museum of Art for hosting this exhibition. Once again, we are grateful to our generous supporters at Bank of America whose sponsorship of P.S. Arts Week is helping to move arts education in New York City's schools to a new level of excellence.

Sincerely,



Caroline Kennedy
Vice Chair
Fund for Public Schools, May 2008

Celebrating Creative Youth



P.S. Art 2008 features works of art done by talented children and teens in kindergarten through twelfth grade and celebrates the creativity of New York City public school students. As we view the exhibition, we can share in the experiences, memories and ideas of the young artists who created the art. The artworks reveal a mastery of a wide range of methods and media and demonstrate the importance of disciplined, sustained visual arts instruction as part of every child's education.

When students take sequenced art classes they learn to deepen their imaginative capacities, observational and expressive skills and discover ways to solve design problems, explore perspective, scale, and point of view. The art teachers who share their own talents and commitment to visual arts with their students deserve a great deal of credit for this exhibition. Teachers inspire young people and encourage them to "take chances" and discover the joy that art can bring into their lives.

P.S. Art clearly demonstrates the benefits of arts education in the school curriculum as a distinct discipline. It affirms that the *Blueprint for Teaching and Learning in the Arts*, the unique and comprehensive arts curriculum in New York City public schools, provides the necessary tools students need to follow pathways to artistic excellence throughout their school years.

I thank the jurors who had the unenviable job of selecting the art to go on view from the many hundreds of works submitted. It is an honor for Studio in a School to join with the NYC Department of Education, Bank of America, Fund for Public Schools and The Metropolitan Museum of Art in this exceptional collaboration. It is only with the support of such outstanding organizations that P.S. Art can make the strong commitment to bring lasting quality arts education to every student in New York City public schools.



Thomas Cahill
President and CEO
The Studio In A School Association, Inc.
May 2008

A Message from The Metropolitan Museum of Art



The Metropolitan Museum of Art salutes the creativity of New York City's students, as represented by their work in P.S. Art 2008. The public schools and the Metropolitan have long been partners in teaching students of all ages about humankind's greatest achievements in the visual arts. When students master an art form or develop an appreciation and understanding of traditions in the visual arts from across the globe, they gain knowledge and skills that last a lifetime.

We are very pleased to host P.S. Art 2008 in The Metropolitan Museum of Art's new Ruth and Harold D. Uris Center for Education. After three years of renovation, the Uris Center is back in the service of education in New York City, with spaces that graciously welcome students, teachers, and the public. Excellence in teaching and learning is our shared objective.

We congratulate the students on their accomplishments.

Sincerely,

Philippe de Montebello
Director
The Metropolitan Museum of Art

P.S. ART 2008

Student Artwork and
Reflections by Artists and
Teachers

Self-Portrait
Watercolor, Marker
7" X 18"

Atto Kim

Grade: Pre-Kindergarten
Teacher: Frances Wanzie/Rizzo
School: PS 84, Magnet School for the
Visual Arts, Brooklyn

ARTIST: I like to make art because it makes me happy and I want people to feel happy when they see my work.

TEACHER: This self-portrait exercise gave children the opportunity to explore their painting and drawing skills as well as their understanding of size, proportion, and space.





Little Tiny Mouse
Painted (Tempera) Paper
17" x 11"

Nyla Pesantes

Grade: Kindergarten
Teacher: Andrea Shelfo
School: PS/IS 180, The Homewood School, Brooklyn

ARTIST: When I paint and make pictures, it's fun. I want you to think that this is a beautiful mouse.

TEACHER: I appreciated how Nyla overlapped the shapes that create the grass, cloud, and sun. The composition is balanced. The bold shapes give exuberance to the overall feeling.

Ameena Etwaroo

Grade: 1
Teacher: Debbie Rich
School: PS 161, The Arthur Ashe School, Queens

ARTIST: I want viewers to know my animal is a squirrel. I want them to know an animal in art can be any color you want it to be.

TEACHER: Ameena has created a very well-constructed painting that uses line, color, and texture in an imaginative way. The composition of her artwork brings the viewer into the painting.



Loving Squirrel
Tempera
14" X 11"



A Regular Fish
Tempera
17" X 10"

Sofia Carson

Grade: Pre-Kindergarten
Teacher: Ellen Manobla
School: PS 347, A.S.L. and English Lower School, Manhattan

ARTIST: Once upon a time there was a Queen of Fish. And she lived under the sea. I want people to feel very happy when they look at the fish.

TEACHER: For such a young artist Sofia works in a very mature manner. She takes her time, thinks about what her next step will be, and when given a new tool or material, continually improves her technique by experimenting and re-thinking the process.

Queen of the Sea
Tempera
12" x 18"



Asani Springer

Grade: 1
Teacher: Gina Beavers
School: PS/IS 66, Brooklyn

ARTIST: I want people to think my painting is colorful and kind of looks like the sea. I want them to see that I used almost all of the colors of paint. Also, that it took me a long time to paint.

TEACHER: This student achieved the benchmark for painting by showing control of painting media, mixing colors, and experimenting with shape, line, and paint quality.

My First Picasso Painting
Tempera
12" x 18"



Michael Fiumefreddo

Grade: 1
Teacher: Carolyn Corbo
School: PS 50, Frank Hankinson School, Staten Island

ARTIST: When you use your imagination sometimes a picture comes out that you don't even know you're making. I hope people can see the face that I painted. I like painting and I also like to look at art. I'm excited about my class going to the Museum of Modern Art.

TEACHER: We looked at the painting *Electrical Prisms* by Sonia Delaunay and observed the many tints and shades of the primary and secondary colors. Using the primary colors, plus white, the children were instructed to mix secondary colors and tints. Michael focused his energy to create oranges, purples and tints of various colors. The face emerged and he painted eyes and titled it. We never spoke about Picasso in this lesson. This was completely Michael's interpretation.



My Magic Room
Oil Pastel, Marker, Pencil
18" x 12"

Juliette Carbonnier

Grade: 1
Teacher: Melissa Wilson
School: PS 9, The Sarah Anderson School, Manhattan

ARTIST: Doing my artwork makes me feel good about myself and happy. Plus I like how my pencil or paintbrush or sharpie feels on the paper.

TEACHER: Juliette is a dedicated artist who demonstrates a high level of understanding and creativity. She chose to depict her room slightly different than it really is. This conveys awareness that art allows us to experience the world in imaginative ways.

A Good Mood
Collograph Print
9" x 12"

Michael David

Grade: 2
Teacher: Lizzy LeBlanc
School: PS 170, The Lexington School, Brooklyn

ARTIST: I like art because it makes me feel like I'm in another place. Art allows me to imagine. I want people to think about my process, how I created it. I want viewers to enjoy my work, as much as I enjoyed creating it.

TEACHER: Michael's artwork demonstrates good observational skills, attention to details and an expressive quality.



Like Family
Collograph Print
24" x 18"

Carol Cabrera, Ricardo Flores, and Luis Morocho

Grade: 2
Teacher: Laura Williams Keil
School: PS 116, The Elizabeth L. Farrell School, Brooklyn

Carol: It looks like family...like we're brothers and sisters.

Ricardo: I like how the colors move.

Luis: It was a lot of work to print it. We all had to work together to make the picture look good.

TEACHER: I love how the students spoke about this piece. They felt that working together made them like a family. This was reflected in their work.



Texture and Color of a Gloomy Day
Oil Pastel
18" x 12"

Nadia Iqbal

Grade: 2
Teacher: Silvia Huggler
School: PS 35, The Nathaniel Woodhull School, Queens

ARTIST: My teacher helps me to understand art. I don't just draw, but I plan and think. It requires effort to be a good artist.

TEACHER: The big idea of the unit was that artists use a sequential work process. In addition I wanted the students to know that art can be used to express emotion. Nadia really understood the concepts that were taught and applied them in her work. She takes her artwork very seriously.



Cubism Through Life
Watercolor, Crayon, Paper
12" x 18"

Taitu Fedenko

Grade: 3
Teacher: Carol A. Parlato-Rapp
School: PS 295, Studio School for Arts and Culture, Brooklyn

ARTIST: I want my viewers to know that my art has a lot of effort put into it. A challenge that I had in the process of creating my artwork was starting off. I was a little confused about the lesson, until my teacher elaborated more.

TEACHER: Taitu participated in a class discussion of cubism and analyzed several paintings by Cubist artists. She then created her image of the guitar and piano by cutting apart her painting of a keyboard, and collaging it into a painting of a guitar. Taitu demonstrated a strong attention to detail and created a balanced composition. Her exploration of Cubism was innovative.



Aboriginal Dot Painting
Oil Pastel, Tempera
17" X 11"

Still Life with a Skull
Soft Pastel
19" X 24"

Martin Paulino

Grade: 4
Teacher: Felix Portela
School: PS 48, Police Officer Michael J. Buczek School, Manhattan

ARTIST: When I grow up I want to be an artist so that's why I'm starting now. My art teacher has helped me by lending me good books about drawing that teach me how to draw. I want viewers to know that I tried my best creating this still life, and that pastels are very messy.

TEACHER: The class studied still-life painting, focusing on Paul Cézanne. Students were asked to draw a still-life from observation. Throughout the still life unit, Martin drew several pictures and all of them had strength. Martin is a good colorist and has a unique sense of composition.

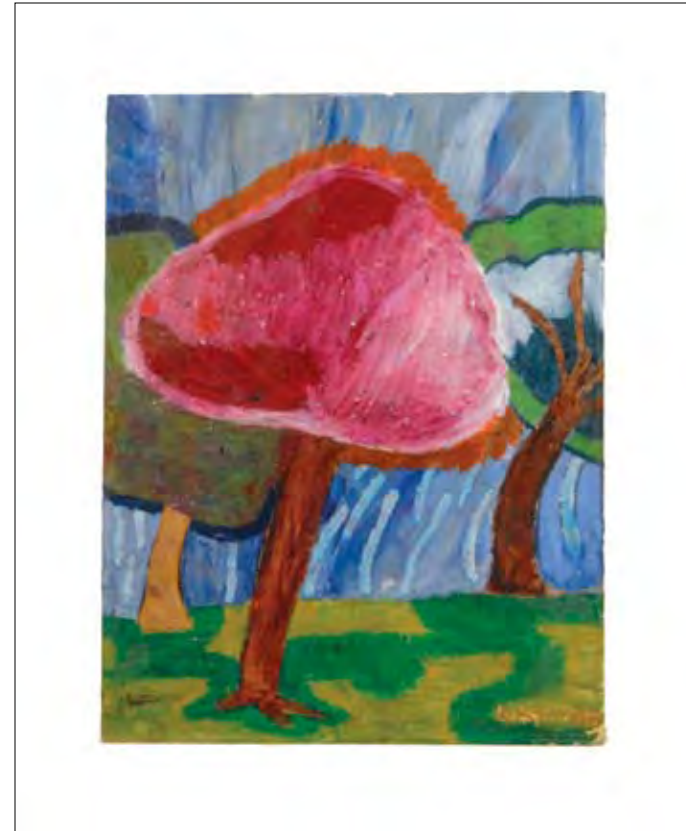


Kiara Alfaro

Grade: 3
Teacher: Roberta Melnick
School: PS 232, Lindenwood School, Queens

ARTIST: Art allows me to express my feelings. When people look at my artwork I want them to feel amazed and excited. I would like viewers of my artwork to know that I put a lot of effort into my work.

TEACHER: My third graders discover the world and its different cultures through art and artists. I work with the classroom teachers to enhance the social studies curriculum of communities around the world. My students love traveling around the world in my classroom.



Trees
Oil Pastel, Tempera
11" x 14"

Ashley Armesto

Grade: 4
Teacher: Wendy Guagenti
School: PS 226, The Nadia J. Pagan School, Bronx

ARTIST: My art teacher helped me learn how to do the basics like mix colors and sketch. She taught me to expand my mind and experiment with things. At first I didn't like it but then I started blending the colors and it became wonderful.

TEACHER: Children explored landscapes in art and incorporated techniques such as color layering, defined brush strokes, and reflected light. Ashley's work demonstrates a playful enthusiasm for the process and technical acuity.



Blue Flowers
Collograph Print
18 "x 24"

Sumaia Rahman

Grade: 4

Teacher: Timothy Roeschlein

School: PS 234, Queens

ARTIST: When people look at my artwork I want them to think the wind is blowing the flowers.

TEACHER: This is a collograph that grew out of a study of floral design. Ideas of color contrast, composition, and printmaking technique are all part of the learning. Sumaia always does excellent artwork and this collograph stands out as an example of her abilities.

Rocky the Man-Eating Alien
Clay, Paint
7" x 6"

Joseph McNally

Grade: 4

Teacher: David Chimoskey

School: PS 32, Samuel Mills Sprole
Elementary School, Brooklyn

ARTIST: I want people to know that this is an alien from the moon. He is friendly with all animals, but not with humans. He finds all people delicious. I want people to laugh and to like what I made.

TEACHER: In this sculpture unit students learned about volume, proportion, the use of armatures and the importance of carefully considering their sculptures from all sides and angles. Through the exploration of clay and sculptural processes students honed their art skills while expressing their personal visions. What makes Joey's artwork so special is his attention to detail. He came up with a wonderfully imaginative creature and took his work to another level by adding subtle details and layers of color. His love of art shines through in his work.





Practicing My Cello
Tempera
24" x 42"

Ethan Brown

Grade: 4
Teacher: Laurie Marcus
School: PS 859, Special Music School,
Manhattan

ARTIST: I want the viewer to feel the flow of music coming out of my cello. I want the viewer to relax because music and playing music makes me feel relaxed. This painting shows me practicing, not performing. If I were performing, I would make myself less relaxed. It took me more than a month to do this painting, but it was worth all the time. I am really proud of the results.

TEACHER: At the end of a painting unit in which color mixing, composition and brushstroke technique were explored, children were asked to portray themselves in one aspect of their musical experience. Ethan had certain fearlessness. He was willing to take on sophisticated relationships between shapes rather than edit his vision into an easier composition.

Looking at Something
Charcoal, Chalk,
Ebony Pencil
9" x 12"



Akvinder Kaur

Grade: 4
Teacher: Virginia Pamboukes
School: PS 107, Thomas A. Dooley School, Queens

ARTIST: I want viewers to know that making art like this is not easy and requires a lot of concentration. I would like people to think and wonder, "What is this person looking at and what is he feeling?" A challenge I faced was getting the lines in the right place, but I didn't give up.

TEACHER: Students learned how to create volume and proportion in portrait drawings. Working with an ebony pencil and white chalk on gray paper, Akvinder demonstrated a wonderful understanding of facial proportions and applied interesting tonal values. This portrait has sharp contrasts and displays strong character.



Ringo Starr
Papier Mache, Tempera,
Tape, and Found Objects
11" x 11"

Devin Cronin

Grade: 5
Teacher: Craig Kane
School: PS 40, Augustus Saint
Gaudens, Manhattan

ARTIST: When people look at my artwork I want them to see a real life version of my favorite band's drummer, Ringo Starr. I want them to find out a lot about Ringo Starr just by looking at my sculpture.

TEACHER: Devin is a special artist. She has the ability to master new materials while at the same time staying open and creative. This piece was all Devin; I showed her the technique. Then as usual, she took off! I look forward to her continued growth as an artist.

Wild Trout Feeding
Pencil, Marker,
Watercolor
24" x 36"



Alina Sarkisyan

Grade: 5
Teacher: Gerry Morehead
School: PS 130, Parkside School, Brooklyn

ARTIST: I used all kinds of art supplies such as markers, watercolors, and pencils and I looked at pictures to find the colors for my painting. I used different colors from different pictures and put them together. I want viewers to know that I worked on my artwork for five or six weeks.

TEACHER: Students engaged in independent work that included a study of Winslow Homer and John James Audubon, observation of detail, use of primary and secondary colors, and an understanding of pictorial composition. Alina had the ability to work over a sustained period of time. She used a variety of media and tools to create an amazing work.

Lillian Xie

Grade: 5
Teacher: Barbara Haar
School: PS 196, The Grand Central Parkway School, Queens

ARTIST: I feel art is a way to express myself. It is like an open range that I can gallop freely in. I want people to enjoy the picture, but at the same time, think about what they're seeing. I want my artwork to give people inspiration to think and to imagine.

TEACHER: The unit on contour drawing included still life, and portraits using classmates as models. Final contour drawings were done in marker and 'painted' using tissue paper. Lillian did a superb job of painting with tissue paper. The juxtaposition of color and line was insightful and beautiful.



The Coral
Pen, Ink, Tissue Paper
12" x 16"



**The Masterpiece of Jesus Christ
(Cross in Window)**
Black and White Photography
11" x 17"

Myalaiah Warren

Grade: 5
Teacher: Lynne Ames
School: PS 156, Waverly School of the Arts, Brooklyn

ARTIST: When people look at my artwork I want them to feel goosebumps on their skin because when people get goosebumps as they look at your artwork, that's a sign that it's good.

TEACHER: Myalaiah visited the Studio Museum in Harlem and a professional photography studio on Broadway. Myalaiah took pictures with a 35mm camera and used a traditional darkroom process for developing film and printing pictures. The whole process just seemed natural for this young artist.

Nibras Choudhury

Grade: 5
Teacher: Borinquen Gallo
School: PS/IS 268, Queens

ARTIST: When people look at my artwork, I want them to think how it would feel if they were in my artwork. I also want them to think about what animals relate to them and to their personalities.

TEACHER: In a lesson inspired by the Native American poster of the Oglala Sioux, students drew self-portraits and included animals relating to their personality. This portrait stands out for its confrontational nature. The clarity of the composition is enhanced by the limited color palette.

Self Portrait with Hawk
Pastel, Charcoal
11" x 17"



A Day at the Lake
Painted Paper, Watercolor, Oil Pastel
19" x 18"

Bryonna Palmer

Grade: 5
Teacher: Barbara Sonek
School: PS 40, Samuel Huntington School, Queens

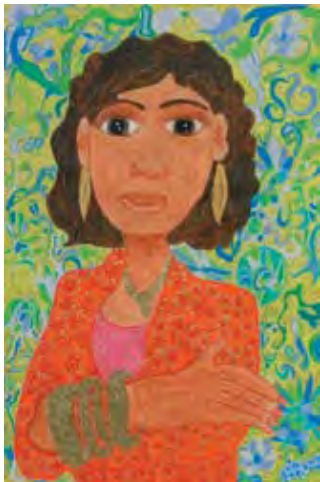
ARTIST: When people look at my artwork I want them to feel like they are at the lake. I want them to see the flowers and feel peaceful the same way they do when they look at Monet's *Water Lilies*.

TEACHER: I chose Bryonna's collage because it captured the essence of a Monet without copying it. I admire her use of perspective as well as her choice of colors. I felt a sense of peace and tranquility when I looked at her work.



Self Portrait
Oil Pastel
9" x 12"

Girl in Orange Patterned Blouse and Turquoise Patterned Background
Mixed Media
12" x 18"



Rodrigo Gaibor

Grade: 6

Teacher: Maria V. Bonilla

School: IS 230, Queens

ARTIST: Being an artist makes me see things in a different way. When I see something cool I try drawing it. I had problems doing the light and dark in my portrait, but my teacher explained it and showed me examples.

TEACHER: The students explored volume and value by creating expressive self-portraits. They were inspired by the portraits of Vincent van Gogh and Rembrandt. The work was created with mirrors and spotlights. Rodrigo has a natural talent for drawing. He applied himself to look carefully for slight changes in value.

Mariam Kere

Grade: 6

Teacher: Ron Klokke

School: IS 392, Waverly School for the Arts, Brooklyn

ARTIST: Art is the way I make my arm and finger muscles move on that single sheet of paper. I draw all the feelings I have bundled up inside. One challenge I faced was drawing the woman as realistically as possible. I learned to blend the skin color using a French smudger. I really had to concentrate and not smear my work. I have a thing for art and art may have a thing for me.

TEACHER: Students studied the artist Gustav Klimt and the use of patterns in his portraits. The portraits they created focused on perspective, observation of detail and a personal view. Mariam captured her essence in her portrait. She is enthusiastic and colorful. Her use of color, pattern, and the scale and proportion of design elements is excellent.



Grant Wood Collage
Magazine, Paper
18" x 24"

Andrea Papanikolaou

Grade: 5

Teacher: Anissa Mendez

School: PS/IS 266, Queens

ARTIST: One challenge that I faced was realizing that the little separate pieces of paper had to become one picture.

TEACHER: I was inspired by Andrea's determination to capture the small details of *Spring in the Country* by Grant Wood. She is the type of young artist who spends as much time as it takes to create a work that satisfies her. As a result of her attention to detail, Andrea recognized the three dimensional space in the painting and successfully re-created it in collage form.



Jing Yi Xiao

Grade: 7

Teacher: Catherine Kramer

School: PS/MS 164, Queens

ARTIST: Ms. Kramer told me, “Imagination is real. Anything can happen when dealing with art. Envision your landscape.” The biggest challenge I faced was deciding which thickness of the strokes I used. After all, each object in the landscape has a separate personality; the grass had to be thin, the palm leaves had to be sturdy, and the water had to be subtle.

TEACHER: We discussed the different ways that artists use line in their work. Students were especially interested in the work of Vincent van Gogh because he used lines to show color and feelings. Jing Yi became very interested in how artists create a mood in a place. Her work demonstrates the use of line and color to create the mood of a perfect place.

Paradise
Oil Pastel
9" x 12"

El Trofeo (The Trophy)
Wood, Acrylic
12" x 28"

Kevin Luciano

Grade: 6

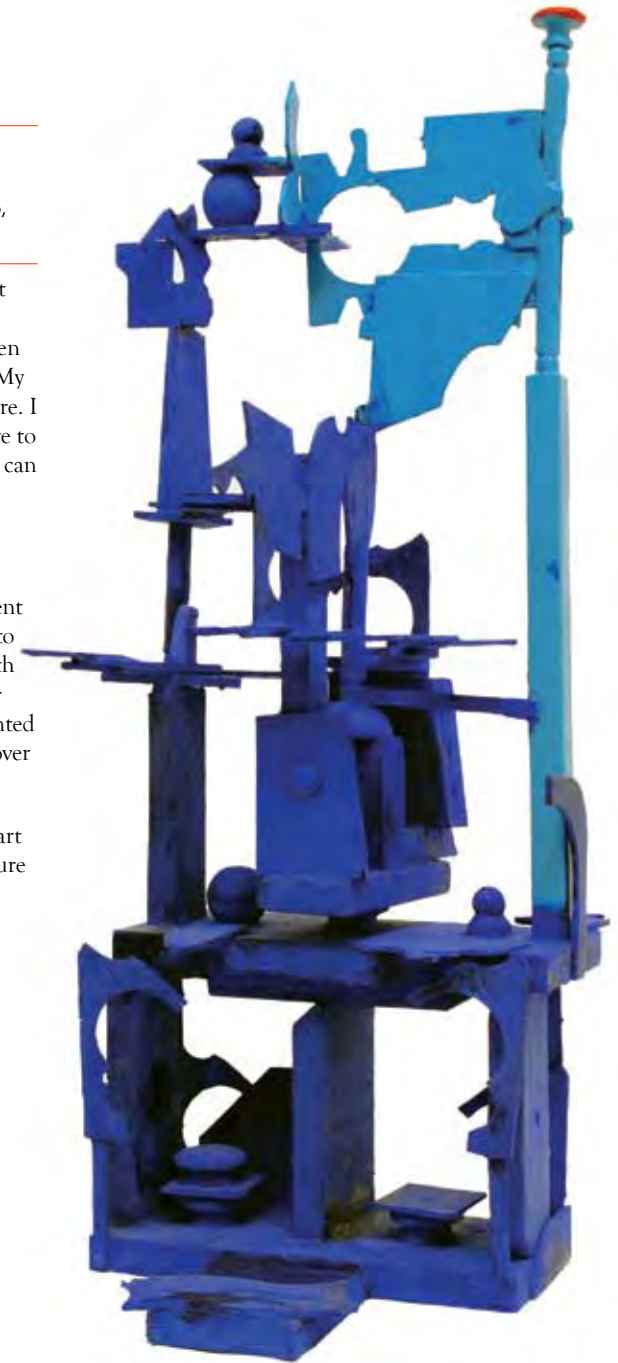
Teacher: Julie Smith

School: MS 821, Sunset Park Prep,
Brooklyn

ARTIST: I’m an artist, but I want people to think of me also as an inventor and be happy when they see what I have created. My favorite thing in art is sculpture. I learned that we don’t just have to paint or draw in art class. Art can be many different things.

TEACHER: Kevin is a quiet, introspective student. In art class he is consistently a diligent worker. Kevin was not afraid to build a towering sculpture with amazing movement. His color choices are distinctive; he wanted the form to take precedence over the palette.

The lesson that inspired this art work was based on the sculpture of Anish Kapoor.





The Gentle Touch
Incised Print
6" x 12"

Portrait of a Brother Remembered
Watercolor, Marker, Fabric
12" X 18"

Sabrina McClarin

Grade: 8
Teacher: Dr. Mandi Patricia Raines
School: MS 53, Brian Piccolo School,
Queens

ARTIST: I faced the challenge of determining what subject would be strong enough to capture the attention of the viewer. I met the challenge by going deep within and remembering a brother I admired on the train.

TEACHER: Sabrina created a portrait strictly from memory. Her use of strong, vibrant colors is complemented by a delicate use of collage.

Chelsea Dock

Grade: 7
Teacher: Laurie Marcus
School: PS 859M, The Special Music School, Manhattan

ARTIST: Being an artist changes the way I look at things; instead of saying, "Oh that's pretty," I might say, "I really like the way that color contrasts with that color." I faced two main challenges, deciding what to make and not slipping as I carved; I thought of something creative for the subject and I was determined to work carefully.

TEACHER: As the lesson progressed I saw Chelsea formulating ideas based on the explorations she had done in printmaking last year. It was extraordinary to see how she more fully utilized the process the second time around. She worked with confidence and awareness of the possibilities of the medium. The colors she chose were both subtle and powerful. Her image, a mannequin being held in a hand, has multiple meanings.



Portrait of a Girl
Oil Pastel
9" x 12"



Mengjie Zheng

Grade: 8
Teacher: Beth Helfant-Goldman
School: Frank Sansivieri Intermediate School 73, Queens

ARTIST: Art's effect of my life is like turning a black and white sketch into a color painting. When I was working with the oil pastel, I was especially challenged with mixing colors for both the clothing and the skin. By looking at reference materials and comparing the colors, I finally solved the problem.

TEACHER: Having successfully worked in a variety of media and genre, I suggested Mengjie try a portrait. It was developing well, yet she seemed to be struggling with skin tone. We examined many portraits and discussed light, shadow, and their effect on skin tone. It was interesting to see Mengjie work it out in pastel.



Paola
Soft Pastel
12" x 18"

Paola I. Pabon

Grade: 8

Teacher: Robert Aviles

School: IS 347, Magnet School of Humanities, Brooklyn

ARTIST: Art has made a difference in my life because it's a way for me to express myself in ways I never thought possible. In creating this artwork I worked on getting the gray scale and shadowing correct. I had to make sure the position of the eyes was right.

TEACHER: This work was the first in a series of expressive portraits on identity. The others convey mood through color, and identity through abstraction using collage materials. Part of this study of portraiture involved lessons in proportion and the examination and interpretation of portraits from different periods in the history of art.



The Dive
Mixed Media (mosaic)
18" x 18"

Jennifer Gersten

Grade: 8

Teacher: Georgia Daskarolis

School: MS 67, The Louis Pasteur School, Queens

ARTIST: Being an artist provides a new mode of expression, allowing me to convey the unique way in which I view the world, hopefully inspiring others to do the same. The idea behind this work was rather simplistic but its assembly was anything but. For the effect I wanted, each piece had to be extremely small, an onerous task for my scissors. I devised my own system of cutting to make the process easier.

TEACHER: *The Dive* is eloquent and mystifying. I watched as Jennifer diligently assembled her mixed media collage design. How wonderful it was to observe her creative process.



Refraction
Black and White Photography
9" x 12"

Genna Scarano

Grade: 8

Teacher: Julie Checkett

School: Mark Twain, IS 239 for the Gifted and Talented, Brooklyn

ARTIST: Rather than just look at things and glance away, I imagine what they would look like in a photograph. I really would like to have a camera with me at all times, so I can capture breathtaking moments. For this photograph the biggest challenge was the printing process. Usually when printing a 35mm negative, part of the image must be cropped out but I did not like how the photograph looked with a missing piece, preferring it in its entirety. I included all aspects of the image and just made a narrower sized print.

TEACHER: After students shared and discussed their independent research on famous photographers, they were given the challenge of trying to shoot in the style of that photographer. Through this process, Genna discovered her own shooting style, Genna exhibits a creative way of viewing the world. She has an uncanny sense of timing and very mature observational skills.



Maya Pruitt

Grade: 8

Teacher: Monica Hopenwasser

School: MS 539, New Explorations in Science Technology and Math, Manhattan

ARTIST: I have always had a pencil, marker or crayon in my hand. Art is my way to get my imagination on paper. A scribble, a detailed pencil drawing, or a brushstroke of crimson red paint, all of them have a purpose, a meaning and a feeling.

The hardest part of creating *Splash* was integrating the sand, ocean and sky. I was constantly asking myself, "How am I going to make this piece one?" Water flows and I wanted my piece to do the same. I met the challenge by painting in areas where the ocean and sand should connect, with a sponge. As a result it became a unified work of art.

TEACHER: Maya is a dedicated and talented student taking her art seriously and always trying new approaches. This collage is amazing in its technique, overall unity and the integration of materials. Maya's analytical skills have helped to create a vibrant collage that expresses a point of view about her passion in life, swimming.

Splash!
Mixed Media
(collage)
17" x 14"



Anthony Mondello

Grade: 10
Teacher: Eric Miles
School: Bronx High School for the Visual Arts

The Writing on the Wall
Digital Collage
 18" x 12"

ARTIST: Mr. Miles encourages me to try different art forms and materials. It was a challenge using the computer because I had never used it to do artwork. I had to experiment with different settings to see which ones worked well. I now am more skilled at using Photoshop.

TEACHER: The City-Self project required students to reflect on their own identity in relationship to that of the community. Using Adobe Photoshop, students combined the photos taken in the community with self-portrait photos and drawings. They adjusted layers, opacity, and color to evoke a mood or message.

Anthony has made an incredible breakthrough this semester and has transformed into an engaged, motivated young artist and diligent student.



Kaidin
Black and White
Photography
 11" x 14"

ways of capturing a picture...angles, lighting, distance, color...it all matters. He showed me the work of many other artists to encourage me to consider these elements in any picture I take.

TEACHER: Photographs were shown to the students and they had to determine which design elements were present in all of them and what elements make a great photograph. When I first saw Brian's work I was struck by the sensitivity and light.

Brian Hinds

Grade: 10
Teacher: David Mahl
School: James Madison High School, Brooklyn

ARTIST: Becoming an artist changed my view of life, giving me a more creative outlook. Art can be found anywhere; you just need to know how to look for it. Mr. Mahl showed me different

Janice Perez

Grade: 9
Teacher: Emily Shu
School: Juan Morel Campos Secondary School, Brooklyn

ARTIST: I have been an artist for as long as I can remember beginning when I was inspired by my father's artwork. I am guided by my art teacher who motivates me, gives me her point of view, contributes ideas, and helps me express my own ideas.

Using a photographic image made it easy for me to visualize the shapes I needed to use. I was very comfortable with the entire process and enjoyed helping other students figure it out.

TEACHER: We explored expressive self-portraits in our introductory art class – the collage work of Romare Bearden and Blue Period paintings of Pablo Picasso – and discussed the ideas artists convey through their work. Janice created with confidence, building up layers of shapes and exaggerating her exuberant pose to make her artwork more expressive.

Simply Me
Painted Paper
 13" x 20"





Puchungo
Incised Print
9" x 12"

Samantha McConnell

Grade: 11
Teacher: Liana Riccardi
School: Bayside High School, Queens

ARTIST: Being an artist allows me to show people the things I dream, visually. I often have things I want to say to the world with no words to explain them; being an artist makes a difference in my communication skills. My teacher has played a role in my creative development. She forces me to think outside the box and encourages me to make my own artistic decisions.

TEACHER: Students were challenged to create a revealing portrait or self-portrait through the medium of printmaking. They identified ways in which artists use line to create a sense of form and mood. Samantha chose to create a portrait of her boyfriend, whom she described as complex and hard to read. In her print, she used line to help describe both form and the complexity of his character.



Nature Impressed and Incised, Tea Set
Ceramic Earthenware
8" x 3" (pot) and 2" x 2" cup

Domenic Ariavdo

Grade: 11
Teacher: Emily Smith
School: Curtis High School, Staten Island

ARTIST: I met challenges in developing the internal structure of the teapot to make it functional. I wanted to generate interesting textures and used coral impressed into the wet clay, and incised branch-like patterns into the piece. A mixture of building methods were employed to develop this piece, including slab, coil, and throwing.

TEACHER: Students visited an online exhibition at the American Museum of Ceramic Art and explored the artists' use of personal themes in their work. The students then designed tea sets based on a theme of their choosing.

The design on Domenic's work reflects his fascination with flora and fauna. On a local beach he found branches eaten away by insects. These became sources of inspiration for patterns that were then impressed, incised, and recreated with glazes. Domenic also was inspired by Asian tea sets.

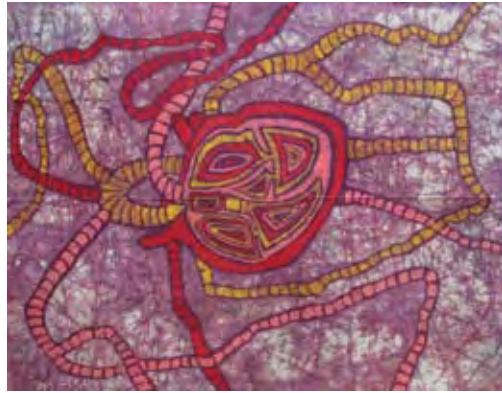
Hannah-Rose Millan Tayo

Grade: 11
Teacher: June Manco
School: Port Richmond High School,
Staten Island

ARTIST: Being an artist has taught me to keep my eyes open. While painting my portrait I faced the challenge of putting down what I saw and felt. I over-analyzed the picture and it kept me from making any progress. Finally, I decided to stop being afraid of the canvas and just paint.

TEACHER: Students investigated portrait painters as diverse as Johannes Vermeer and Alice Neel. Emphasis was placed on proportion, composition, depth, development of oil painting techniques, and sense of style. In Hannah's composition one senses an intimate moment between the artist and the viewer. Her portrait achieved everything I was looking for in this lesson.

An Artist's Reflection
Oil Paint
14" x 18"



The Human Heart
Batik Fabric
40" x 30"

Beatriz Vacacela

Grade: 10
Teacher: Erica Downer
School: Long Island City High School,
Queens

ARTIST: Creating this artwork has made a big difference in my life; I enjoyed making the piece and that makes me want to continue creating art in the future. Ms. Downer has helped me a lot. Her dedication to teaching and love for art has made me realize my artistic potential and given me a greater interest in art making.

TEACHER: The batik lesson followed an intensive unit on color theory. This lesson required students to apply what they learned about color to their own batik design. The layering of colors in the dying process helped them understand how colors affect one another. Students focused on composition, balance, and harmony. I believe Beatriz's work is exceptional.



Mirror World
Oil Pastel
20" x 14"

Ivan Alvarez

Grade: 11
Teacher: Joel Key
School: Bronx High School for the Visual Arts

ARTIST: The most challenging part was to pick out the photographs I wanted and put them together. I looked for dramatically angled pictures and those that were strongly symbolic. When people look at my work I want them to feel there's an opposite to our world, a parallel universe.

Mr. Key has pushed and influenced me. He got me into the Cooper Union Saturday program and the Bronx Museum Docent Studies program. In the museum we learned to give tours and curate exhibitions. It expanded my mind; there are so many different ideas behind one piece of art.

TEACHER: Ivan is the heart and soul of our portfolio class. His persistence and technical skills are demonstrated in this successful image. Students explored the school neighborhood photographing new views of places they see everyday. Using those photographs each student created a digitally manipulated montage in Photoshop and reinterpreted it as a drawing. Ivan was the only one to experiment with oil pastels and to recreate every last detail of this urban landscape.

The Portrait of Ding Li
Charcoal on Paper
18" x 24"

Yue Si

Grade: 12
Teacher: Karen Assel
School: Bayside High School, Queens

ARTIST: Art is a part of my life. It helps me to improve myself by meeting challenges. The challenge that I encountered in this portrait was to catch the personality of the model on paper. When I draw a portrait, I not only want to sketch what the model looks like, but want to show her temperament.

TEACHER: We studied a Leonardo da Vinci three-quarter view portrait and observed how depth was created and how the tonal values define the structure of the skull as light moves across the surface. This unit culminated with a portrait drawn from life using charcoal on toned paper.



Mine
Oil Pastel
25" x 20"



Ying Yi Chen

Grade: 12
Teacher: Michael Stanzione
School: High School of Economics and Finance, Manhattan

ARTIST: I was concerned about the shading and the shadows; I wanted to create a composition that would make a strong impression on the viewer. My art teacher has provided me with an environment to freely express myself and develop my creativity.

TEACHER: Students focused on a still life and enlarged the components. To create complex colors they were encouraged to experiment with different techniques in blending the oil pastels.



Tools of an Artist
Plaster, Gauze, Paint, Wood
32" x 32"

Danny Saavedra

Grade: 12
Teacher: Susan Strande
School: Grace Dodge Career and Technical High School, Bronx

ARTIST: Being an artist allows me to see my surroundings with a different perspective, opens new ways for me to express my ideas, and lets me distort the world around me through my drawings. Ms. Strande has shown me different forms of art, explained them and supplied me with the tools to create in these unique forms. She has shown me her own work, like master to pupil, and for that I thank her.

TEACHER: Students studied groupings of burlap body casts by Magdalena Abakanowicz, and George Segal's Holocaust Memorial. They wrote reflective essays about their own creative processes and visited museums. There they wrote about the works of contemporary sculptors exploring mood, perspective, scale and point of view. They created figurative relief sculpture environments using plaster gauze casts from sections of their bodies, cardboard, and mixed media: acrylic paint, glue, assemblage materials/found objects.

Kiara Herrera

Grade: 12
Teacher: Michael Spencer
School: Discovery High School, Bronx

ARTIST: It was a challenge to create the different values in my artwork. I tried different lighting settings. I also isolated some areas of my photograph. When looking at my work, I want the viewer to think of how modern media has affected young people today.

TEACHER: The assignment was to create, using Adobe Photoshop, a digital self-portrait with a message. Students explored how color helps to convey a message and how composition and placement of the subject need to be considered to make an effective work of art. Kiara completed several digital images and felt that this one should represent her hard work. I was very impressed with her accomplishments.

True Beauty
Digital Photography
11" x 17"



Death of Dee
Color Photography
14" x 11"

Julia Hamann

Grade: 12
Teacher: Tzion Halali
School: Leon M. Goldstein High School for the Sciences, Brooklyn

ARTIST: Being an artist has given me a way to express myself. For a shy person, photography is a great way to share thoughts and feelings with other people. My art teacher Mr. Halali has helped me by always encouraging me. If I didn't feel motivated, he was there to push me along.

TEACHER: Julia is a talented and imaginative art student who excels at creating images that are substantive and have elements of risk in them. This photograph was a result of a unit in my advanced photography class. Julia's photograph was a final piece from the series *Ordinary People Doing Ordinary Things from an Extraordinary Angle*.



Heaven-Leigh Cortez

Grade: 12

Teacher: Michael Solo

School: John Dewey High School, Brooklyn

ARTIST: While sitting in a cement pillbox at Fort Tilden I looked up to see my friend through a hole in the ceiling. I thought of what my teacher had told me about creating a frame for your subject, and the ideas began to flow. It's an indescribable feeling, realizing that I can take whatever is in front of me and make it into a work of art.

TEACHER: My advanced photography students are asked to identify locations within the city that they feel may inspire their creative process. These laboratories of ideas in which I have my students work are the basis for Heaven's work.

Portrait of Danielle
Black and White
Photography
11" x 14"

Oleg Yurchenko

Grade: 12

Teacher: Paul Wortman

School: Leon M. Goldstein High School for the Sciences,
Brooklyn

ARTIST: As an artist I look at my surroundings differently and pay attention to detail. Becoming an artist has broadened my imagination. I make simple art pieces that have strong messages. To do this I sketch out different ideas and pick out the pieces I want in my final product.

TEACHER: Oleg was introduced to the work of Hieronymous Bosch. The result was the introduction of elements of fantasy in his still life of a candy cane and a gourd. This painting demonstrates Oleg's excellent ability to paint from observation as well as from memory and imagination.

Harvest
Acrylic
9" x 12"



Man Balancing Light
Acrylic
30" x 24"

Huang Zhi

Grade: GED-Plus
Teacher: Mark Schwartz
School: The Door Art Access Program, Manhattan

ARTIST: Painting has allowed me to think about myself. I try to use art to explain my experiences as a recent immigrant from China. My teacher pushes me to experiment with materials and be as personal and heart-felt as possible. I have to paint because it's my life.

TEACHER: This work grew out of a discussion of how artists such as Paul Gauguin and Gustave Courbet used their personal history to create narratives in their paintings. We also spoke about dramatic lighting and its use to further emphasize the story of the painting.



Andrew Teoh

Grade: 12
Teacher: Wynter Carnevale
School: Tottenville High School, Staten Island

Down Time
Oil Paint,
Pencil, Digital
Photography
12" x 9"

ARTIST: I want viewers to understand and interpret the ideas behind my drawing. I hope they see that the personalities and characteristics of an individual can be shown through his everyday actions and the objects that surround him. I want viewers to see the idea of materialism through the repetition of objects surrounding the couch.

TEACHER: My students and I discussed that as artists we often can find inspiration in what is right in front of us. We don't have to travel to foreign countries to find that perfect picture.

Andrew chose to look close to home, and because the picture he drew is of his brother, the subject is lovingly portrayed. His heart really went into this.



The City
Incised Print
12" x 12"

Edward Thompson

Grade: 12
Teacher: Joyce Riley
School: Louis D. Brandeis High School, Manhattan

ARTIST: The main challenges I faced with this reduction print were carving the details and inking the plate evenly. I learned to accept the imperfections as good mistakes.

TEACHER: We began a unit on printmaking by reading about the Japanese artist, Hokusai and the European artists influenced by Japanese printmakers. Students were asked to create a design that showed space and texture using at least four colors. Edward's color palette creates a deep feeling of space.

Interpretation of a Cup
Ceramic Earthenware
6" x 6"



Dara Stroude

Grade: 12
Teacher: Michael Solo
School: John Dewey High School, Brooklyn

ARTIST: This is a result of my first experience with clay. My teacher encouraged us to experiment and to explore the material. He told us that the idea for the design will come to us as we worked, and he was right.

I faced an engineering problem; I had to prevent my piece from collapsing. As I became more familiar with how the clay behaved and realized that as clay dries it gains strength, I was able to continue building, using the techniques that I had learned from my teacher.

TEACHER: It is my job as an art educator to create the circumstances under which my students can have satisfying, creative experiences. My goal for this lesson was to guide the students through the creative process so that each one of them would be able to make relevant personal discoveries that would provide the inspiration for the final design of the project.



Mexican Skyline
Tempera
32 "x 28"

Jamilette Duran

Grade: Special Education
Teacher: Lisa Currie
School: The Academy for Career and Living Skills, 811, Bronx

ARTIST: This is about families being together. I liked using my paint to make curvy lines and I like how you can see in the windows.

TEACHER: While brainstorming for this artwork, Jamilette was very clear that she wanted her picture to be about family and how they spend time together at home. Although there are no people depicted, in discussions about her work she specified that the family lives in Mexico and they are happy inside their homes.

Victoria Gillen-Boyle

Grade: Special Ed
Teacher: Kristin McHugh
School: The Richard H. Hungerford School 721, Staten Island

ARTIST: I want people to see the different colors in my work, I like using bright colors. Things with color make me feel good and I want others to feel good when they see my painting. When I have free time I like to draw and paint. When I am finished with my work, I like to help Mrs. McHugh teach other kids about art.

TEACHER: Victoria, affectionately known as Tory, is a student with significant special needs and is an extremely gifted art student. She loves to express herself through her artwork making powerful aesthetic choices in color and materials.



Happiness
Acrylic, Fabric Paint, Beads
14" x 11"

P.S. Art 2008 Project Teams

New York City Department of Education

Office of the Arts and Special Projects

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Karen Rosner, Coordinator of Visual Arts

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Office of Strategic Partnerships

Stephanie Dua, Chief Executive, Fund for Public Schools
Caroline Kennedy, Vice Chair, Fund for Public Schools

For more information about Arts Education in New York City Schools, please visit our website: www.nyc.gov/schools/artseducation

Studio In A School

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Fran Van Horn, Executive Director
Kim Watson, Director of Development
Marisa Beard, Director of Exhibitions
Heather Aderson, Professional Development Coordinator
Jonas Stigh, Associate, Marketing and Communications
Michael Miller, Art Handler

P.S. Art 2008 Selection Panel

Tony Bechara
Artist, Board of Directors, Studio in a School

Rena DeSisto
Arts and Culture Executive, Bank of America

Barbara Gurr
Former Director of Visual Arts, NYC Department of Education

Caroline Kennedy
Vice Chair, Fund for Public Schools, NYC Department of Education

Anne Strauss
Associate Curator, Modern and Contemporary Art, The Metropolitan Museum of Art

John Welch
Museum Educator in Charge of Youth Programs, The Metropolitan Museum of Art

Left to Right:
First Row:
Anne Strauss,
Barbara Gurr,
Caroline Kennedy,
Rena DeSisto
Second Row:
Karen Rosner (Coordinator of Visual Arts),
Tom Cahill (President and CEO of Studio in a School),
Tony Bechara,
John Welch



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About Studio in a School

Studio in a School has worked for over thirty years in New York City to provide and support quality visual arts education. Through its model art programs, **Studio** fosters the creative and intellectual development of young people and collaborates with school communities to provide professional development to those offering arts programming for youth.

Founded in 1977 by Agnes Gund in a handful of New York City public schools, **Studio** has grown to serve over 35,000 students each year throughout all five boroughs. A public charity, **Studio** is supported by contributions from individuals, foundations and corporations, as well as by a sustaining gift from the Wallace Foundation. In addition, **Studio** receives support from the following government agencies: National Endowment for the Arts, New York City Department of Education, New York State Council on the Arts, New York City Department of Cultural Affairs and the New York City Department of Youth and Community Development.

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“I like to make art because it makes me happy and I want people to feel happy when they see my work.”

Atto Kim, Pre-Kindergarten, PS 84, Magnet School for the Visual Arts, Brooklyn



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