

# P.S. Art | 2011

Celebrating the Creative Spirit of NYC Kids



**P.S. Art 2011 Exhibition Schedule:**

**The Metropolitan Museum of Art**

The Ruth and Harold D. Uris Center for Education  
Fifth Avenue and 81st Street  
New York, New York  
**June 14 – August 7, 2011**

The Tweed Courthouse  
52 Chambers Street  
New York, New York  
**August 9 – October 14, 2011**

**The New York City Department of Education gratefully acknowledges Studio in a School for its generous sponsorship of PS Art 2011, and The Metropolitan Museum of Art for its generous commitment of time and energy in the development and creation of this exhibition.**

**We also wish to thank The Metropolitan Museum of Art for providing students with artist passes granting them free admission to the Museum for the duration of the exhibition.**



Front cover image: *Early Morning in Manhattan*, by Catherine La Barca, Grade 8, JHS 67, Queens  
Back cover image: *Ostrich*, by Alex Chu, Grade 3, PS 503, Brooklyn

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## Letter from the Chancellor

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Dear Friends,

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A handwritten signature in black ink that reads "Dennis M. Walcott". The signature is written in a cursive, flowing style.

Dennis M. Walcott  
Chancellor  
New York City Department of Education  
May 2011



Each year I look forward to this wonderful opportunity to honor our students' artistic accomplishments. This year marks my ninth as a juror for the P.S. Art selection panel, and I continue to be impressed by the outstanding talent in New York City's public schools.

For me, reviewing the submissions is a special chance to see how children of all ages, from neighborhoods across the five boroughs, interpret and learn from their unique experiences, their communities, and their aspirations. The tireless effort, innovation, attention to detail, careful observation, and boundless imagination that go into creating these works is compelling evidence of how critical the arts are to a well-rounded education. I know that these students are well-equipped to excel in whatever future pathways they choose to take.

For the budding artists, there is nothing like the thrill of having their work displayed at The Metropolitan Museum of Art, which attracts millions of visitors from around the world. To the students featured in this catalogue, I commend you on your exceptional pieces and wish you continued success.

I would also like to congratulate the dedicated principals, teachers, and parents of our students. Together, you are providing New York City's children with a rich arts education and encouraging them to express themselves confidently and imaginatively.

Finally, P.S. Art is made possible by the steadfast support of our partners, Paul King and Karen Rosner of the New York City Department of Education, Tom Cahill of Studio in a School, my fellow jurors Agnes Gund, Barbara Gurr, Paul King, Denia Lara, Anne Strauss, and John Welch, and The Metropolitan Museum of Art. Your passion for helping our students achieve their highest potential – in art, and in life – is an inspiring example to all New Yorkers and I am so grateful for the time, expertise, and energy that you bring to this exhibition every year.

Sincerely,

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

Caroline Kennedy  
Vice-Chair  
Fund for Public Schools  
May 2011



What do young people see? What inspires them? P.S. Art gives us an opportunity to see how children and teenagers perceive the world, interpret their experiences, and communicate their ideas. The artwork exhibited here marks a point on their lifelong journey of discovery and creativity.

From the youngest artists engaged in expressive explorations to high school seniors who demonstrate a mastery of materials and techniques, all recognize that art-making has enriched their lives. It is evident that their art teachers have encouraged them and delivered a rich sequential curriculum based on *The Blueprint for Teaching and Learning in Visual Arts*. It is also clear that school leaders and parents appreciate the value of a visual arts education— as a unique discipline and as a pathway to connect many kinds of learning.

Studio in a School recognizes that nurturing young talent requires enrichment programs and financial support. We provide free after-school intensive art workshops throughout the year to motivated high school students. And we award scholarships to P.S. Art 2011 graduating seniors so they may continue their art studies in college.

Studio in a School is proud to partner with the New York City Department of Education, Fund for Public Schools, and The Metropolitan Museum of Art to present P.S. Art 2011.

Sincerely,

A handwritten signature in black ink that reads "Thomas Cahill".

Thomas Cahill  
President and CEO  
The Studio in a School Association, Inc.  
May 2011

## A Message from The Metropolitan Museum of Art

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Education has always been essential to The Metropolitan Museum of Art's mission. We are dedicated to inspiring imagination and inquiry in visitors of all ages, and are especially committed to forging connections with students. With extensive collections that represent all corners of the globe and cover the breadth of history, as well as a broad range of programs that engage visitors with works of art, the Met is uniquely positioned to serve as a haven for learning, growth, and pleasure throughout students' lives.

The Metropolitan Museum and New York City's Department of Education have a long-standing relationship, which is particularly evident in the areas of student group visits and professional development for teachers. One of the highlights of this partnership in recent years has been our close collaboration in mounting the P.S. Art exhibition. This is the fourth consecutive year the Museum has hosted this annual juried installation of work by K-12 students throughout the city's public school system. As an institution that focuses on the best in artistic achievement, we are pleased indeed to offer this opportunity to showcase their remarkable accomplishments.

We heartily congratulate the students and celebrate their talents and creativity. Their work inspires us all.

Sincerely,

Thomas P. Campbell  
Director  
The Metropolitan Museum of Art

*A Picture of Me*  
Marker, oil pastel, and  
watercolor on paper  
9 x 12



**Karen  
Garcia**

**Grade:** Kindergarten  
**School:** PS 330, Queens  
**Art Teacher:** Laurie Marcus

**Artist:** I like to paint and make flowers and trees. I know how to mix purple. When people look at my artwork, I want them to know that I looked in the mirror to see my face and my face color. I traced my glasses on my picture.

**Teacher:** In this self-portrait unit students learn to make the transition between the three dimensional world and the two dimensional paper. The unit emphasizes exploration of materials: pencils, permanent markers, oil pastels, and watercolor. Students

experimented with wax resist techniques, and a variety of tools, mixed color, organized space on the page, and controlled the paint media.

Karen's self-portrait has a sense of liveliness. She is a thoughtful problem-solver. She creatively added mixed-media to her drawing without compromising the underlying portrait, an impressive achievement for such a young artist. Karen is an English Language Learner and her artwork has helped me get to know her.



*Jungle*  
Tempera on paper  
12 x 18

## Daniel Najera

**Grade:** Kindergarten  
**School:** PS 28, Queens  
**Art Teacher:** Sandra Feirman

**Artist:** Art is fun and we get to paint. The blue looks like fire out of the back of a car and the red looks like hot fire. The green looks like zombie blood. I can see a butterfly. When people look at this, I want them to know that this is a jungle.

**Teacher:** Two lessons were combined to create Daniel's artwork. The first lesson teaches basic printmaking techniques as outlined in the *Blueprint* Grade 2 performance indicators for printing. The second lesson introduces students to the primary colors and experimentation with color mixing. Daniel created a

painting that demonstrates close observation, control of paint media using several brushes of varying sizes, and wonderful organization of space.

I submitted Daniel's painting because of its strong composition and unique balance that he seemed to achieve effortlessly. I saw a variation of this lesson in a session that I attended at the National Art Education Association (NAEA) conference. I feel it is important for art teachers to continue their professional development through art conferences and workshops.

## Tonny Chan

**Grade:** Kindergarten  
**School:** PS 215, Brooklyn  
**Art Teacher:** Carolyn Martin

**Artist:** It makes me feel good to make art so I want people to feel good when they see my artwork. I want people to think my portrait really looks nice.

**Teacher:** We discussed the features on a face and their proportions in relationship to the head. I

am particularly impressed with Tonny's desire to use the entire picture plane, and his use of color. This student achieved the benchmark for drawing by experimenting with oil pastels and pencils and by using varied lines and colors to convey expression.

*Self-Portrait*  
Oil pastel and pencil  
on paper  
9 x 12



## Yasmin Zabrano

**Grade:** Kindergarten  
**School:** Girls Preparatory Charter School of the Bronx  
**Art Teacher:** Katharine Hopkins

**Artist:** I like to paint and make prints because I like to use all the different materials. My artwork is unique, and this one is my favorite. I added the braid that my mommy always puts in my hair.

I hope people will think my picture is exciting and feel happy.

**Teacher:** Kindergarten students are beginning to discover how each is special in his or her own way. For this project they learned that self-portraits express who they are. They discovered that making self-portraits celebrates what makes each of them unique. Printmaking was our medium. The *Blueprint* performance indicators were addressed in our discussions of simple shapes, textures and colors. After creating the print, the students hand-colored the image, carefully selecting colors to better illustrate themselves. Through this process, we discussed how printing creates a surface with a unique texture unlike collage, painting or drawing. This was the first time I tried an elaborate printmaking process with Kindergarten students. I discovered that the materials and multiple steps were not overwhelming. To the contrary, the students were quite comfortable transferring their drawing skills into printmaking.



**Kindergarten Self-Portrait**  
Styrofoam plate line 'etch', with colored pencil hand-coloring  
7 x 9



**Lion**  
Painted paper collage  
12 x 18

## Kyrelle Laygo

**Grade:** 1  
**School:** PS 253, Brooklyn  
**Art Teacher:** Josephine Stanfa

**Artist:** Art making is fun and it's okay when it gets messy. I liked painting paper and using different tools to create texture on my painted paper. I worked hard on my artwork and had a great time making it.

**Teacher:** Students observed and discussed the works of Eric Carle and Henri Matisse and then experimented with painted paper. They created patterns on their painted paper using a variety of tools. Students sketched their favorite animals and then using the painted paper, they created a collage of their animal. Students demonstrated use of texture, layering and placement of paper to create their composition. Kyrelle is a shy quiet young lady who shines through her art. She carefully selected her painted paper to create her collage. I loved the way she captured the expression of the lion.



## Nauroz Farhan

**Grade:** 1  
**School:** PS/IS 268, Queens  
**Art Teacher:** Borinquen Gallo

**Artist:** Art is my favorite subject. I like to draw with pencils and Cray-Pas, and I like to paint. I even like to make stamps and do printmaking. I would like people to describe my artwork to me so I can learn what they see in my work.

**Teacher:** Students were asked to look at their faces in the mirrors and scrutinize their features carefully. They were asked to break

down their complex features into simple lines and shapes and to create backgrounds of their choosing. I was very interested in Nauroz's ability to capture a sense of movement and gesture through the inclusion of his arms in this portrait. His control of the tools is evident in his elaborate pattern work on the building and the sophistication of his color scheme reminiscent of Indian miniature painting.

**Self-Portrait**  
 Oil pastel and ebony pencil on paper  
 12 x 18



**Fall Leaves**  
 Tempera and pre-cut shapes on paper  
 9 x 12

## Michael Diprima

**Grade:** 2  
**School:** PS 37, District 75, Staten Island  
**Art Teacher:** Rebecca Kaufman

**Artist:** When people look at my artwork, I want them to know that this is a tree painting about the fall. I also want them to know that I like to paint.

**Teacher:** In this unit students were experimenting with painting the colors of fall. We had a leaf puncher and students who wanted them were given punched leaves

to add to their tree paintings. Michael's use of the placement of leaves demonstrates his understanding of the importance of layering in the creation of a collage. Michael's placement of the solid form of the leaves against the soft fall colors resulted in a lovely expression of autumn. He was pleased with the end results.

**Bird Looking Down  
At Me**  
Collograph Print  
9 x 9



## Nicole Nigro

**Grade:** 2  
**School:** PS 52, Staten Island  
**Art Teacher:** Linda Gerecitano

**Artist:** Art makes sad people feel happy, and I want to make people feel happy! I want them to think about what they would look like to a bird flying above them. When I began this artwork, I didn't know how it would turn out. I just started cutting out pieces and gluing them down until they made a bird. I was very happy with the way it came out!

**Teacher:** We went from a collage unit to a printing unit. It seemed like a natural progression; many of the skills students learn in a collage unit can be applied to creating collograph plates.

Students created sketches and, after a discussion of some of the challenges of print making, interpreted their drawing into parts and shapes being careful not to have too many details. Plates were created and practice crayon rubbings were made to see if they wanted to make any changes to the printing plate. Students were given the opportunity to create several prints using different colors. This unit reflects the Grade 2 *Blueprint* Benchmark; students extended their knowledge by applying what they learned in one medium to their work in another.

I was impressed by Nicole's ability to capture the feeling of flight. She created some lovely details to show how small things look from the bird's view.



**Bugs**  
Colored pencil on  
paper  
9 x 12

## Madison O'Brien

**Grade:** 2  
**School:** PS 36, Staten Island  
**Art Teacher:** Michele Sherer

**Artist:** When people look at this, I want them to think of me as an artist and think that this is a great work of art. I hope they want to learn how to draw when they see this.

**Teacher:** This lesson is part of a 2nd grade drawing unit. The students learned that showing variety in their work adds to its interest. The students read the book *There was an Old Lady Who Swallowed a*

*Fly* by Simms Taback. This work demonstrates experimentation with drawing tools and use of varied lines and colors to show expression. Thus it addresses the Grade 2 performance indicators for drawing.

Madison added details to the artwork that helped it look much more interesting. This student worked very carefully with colored pencils.



**The Big Construction Site**  
Oil pastel on paper  
12 x 18

## Damian Akhuentic

**Grade:** 2  
**School:** PS 115, Brooklyn  
**Art Teacher:** Wendy Newman

**Artist:** I like to draw because I can express a feeling in my head. I had to think a lot about a construction site, draw it, and then color it with oil pastels. I want people to feel like they are looking at a real construction site.

**Teacher:** Students studied community workers in their social studies curriculum. They explored the work of artists, such as Jacob Lawrence, who painted working people. They listened to several stories about community workers,

including *Dr. De Soto* by William Steig. Students made a list of community workers and then sketched four different workers. They each enlarged a favorite sketch. Working in oil pastels the students developed their techniques for mixing colors and layering.

Damian is a very quiet, methodical worker. He chose a construction worker and created a construction site that shows detail, attention to color and personal expression.

## Daniel Berlinsky

**Grade:** 2  
**School:** PS 199, Manhattan  
**Art Teacher:** Mila Dau

**Artist:** I'm really a good artist. I close my eyes and see things in my head and draw them. I like to paint the most. My grandma gave me an art suitcase with art materials: colored pencils, markers, paint, and paintbrushes.

When people look at this, I want them to feel curious about the animal, about me, and about the airplane. The airplane is taking people to other countries. I do not want people to feel scared. It's a good story.

**Teacher:** In this lesson, part of a drawing unit on self-portraits, students looked at works by Vincent van Gogh and Elizabeth Vigee-Lebrun. They examined the physical features of the sitters and looked at the narrative details contained in the backgrounds, clothing and objects displayed in the artwork. They experimented with various drawing tools and various lines and colors to convey expression, and skillfully used oil pastels. They incorporated interesting details, used expressive colors and created a sense of place. The results were narratives as well as psychological portrait of themselves. Finally, students created frames using handmade paper and construction paper, and mounted their portraits inside of them.



**Me in the Forest**  
Oil pastel and cut paper collage  
18 x 24



## Isabella Delvalle

**Grade:** 2  
**School:** PS 250, Brooklyn  
**Art Teacher:** Linnea Westerberg

**Artist:** This is me, my dog, and my Dad. My Dad lives in Florida, so when I get to see him I'm really happy...so happy that I cry. I want other people to feel how happy I feel when I'm with my father.

I started my drawing by making the faces, then I added the bodies, and then the background. To make my drawing look real, I worked very hard to smudge colors, especially in my Dad's face and in the sun. I'm really proud of this and can't wait to show my Dad when I see him next.

**Teacher:** This artwork was part of a second grade drawing unit. Students looked at the work of Mexican artist Frida Kahlo, particularly her portraits of people

she loved. We discussed what might be included in portraits of ourselves and loved ones. Students worked with ebony pencils and oil pastels. Isabella used a variety of lines to create her portraits. Using a mirror she worked from observation to draw her face, but she used her imagination to create her father and dog. Isabella excelled at showing individuality and personal expression. She did an excellent job of exploring and manipulating the materials in a controlled and advanced way. Isabella exceeded the *Blueprint* performance indicators for drawing; she experimented with various drawing tools and used a variety of lines and colors to communicate expression. Her ability to blend colors is remarkable, especially in her treatment of her father's skin tone and the details of his face.

*My Family In The Garden*  
 Oil pastel and ebony pencil on paper  
 12 x 18

## Maurice Georges

**Grade:** 3  
**School:** PS 132, Brooklyn  
**Art Teacher:** Heather DeKoning-Foley

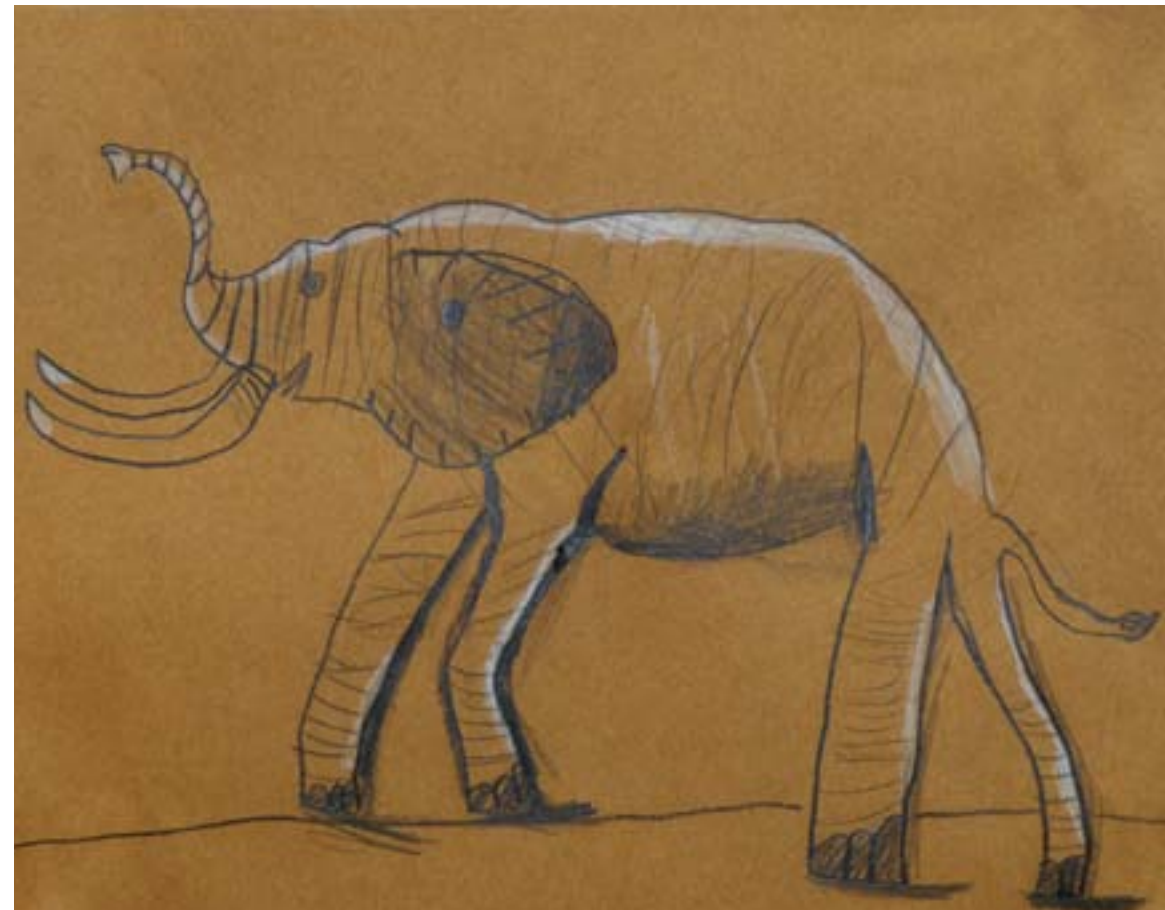
**Artist:** I am funny and creative. I like to make art to improve my imagination. I also like to make art to show and inspire people so they will like art more. I am curious to know what you think of my work.

**Teacher:** This work was the result of a unit on drawing. Students did an in depth study of drawing animals. They experimented with various tools such as soft pencil and conte crayons. They created

a drawing from observation using scale, proportion, gesture and control of media. They also looked at shading and highlighting. Before starting their final drawings, students went to the zoo to observe animals.

Mori's elephant embodies all of the skills touched on in the lesson. His use of line adds to the expressiveness of the drawing and creates an energy that I enjoy.

*Elephant*  
 Pencil on paper  
 9 x 12



## Alex Chu

**Grade:** 3  
**School:** PS 503, Brooklyn  
**Art Teacher:** Ellen Izzo

**Artist:** When people see my work, I want them to think and ask questions. “What does it look like to me?” “How does it make me feel?”

Art making is fun because you use different materials and you learn to use them in many ways. When I was thinking about painting the ostrich, I thought of the colors I wanted to use. He’s wearing walking shoes so he won’t get cold while he’s walking outside.

**Teacher:** Third grade artists honed their observational skills through a series of drawings. The subject was a pair of shoes. They focused on the shoes from different viewpoints using a variety of drawing media (pencil, pen, ink, graphite, conte, marker) observing shape, detail and texture.

Artists then faced the challenge of drawing the foot of an imagined creature. Using their understanding of shoe design, they stepped up to create customized shoes for their creatures. Then they imagined and built the rest of the creature on successive sheets of paper, putting them together like a puzzle. Each panel of the creature is considered to be part of a series. It has been amazing watching Alex work with such focus and determination to create this large piece.



**Ostrich**  
India ink and  
watercolor on paper  
30 x 65

**The Amazing  
Painting of Karla**  
Acrylic on  
chipboard  
15.5 x 24



## Karla Contreras

**Grade:** 4  
**School:** PS 226, Bronx  
**Art Teacher:** Wendy Guagenti

**Artist:** Art comes into my mind easily. It entertains me in a way that makes me happy. When I make art I feel proud about what I am capable of doing. I express my feelings in my artwork because it’s about me. I want the viewers to think for themselves because I do art for myself.

**Teacher:** Students were inspired by modern artists who used symbolism. They created self-portraits, incorporating symbols

and focusing on conveying feelings about themselves in relationship to the world around them. Initial sketches led to final paintings.

Karla has a unique way of expressing the heart of herself. Her work is always a surprise to me. She incorporates color and design in a way that expresses her spirit while maintaining technical control. There is a good sense of balance and unity in her work.



**Winter Birch Trees**  
Tempera and  
watercolor on paper  
9 x 12



**My Elephant**  
Marker, acrylic, and  
watercolor on paper  
9 x 12

## Myrka Diaz

**Grade:** 4  
**School:** PS 214, Queens  
**Art Teacher:** Susan Hoch

**Artist:** Art is anything you want it to be. In art you could draw anything you wish. I wanted people to look at my picture and feel like they were in a forest filled with snow, trying to find out who made those footprints.

At first I didn't know if I would accomplish what I wanted, but I did it! I put a lot of patience into this artwork, and I enjoyed doing this project.

**Teacher:** This work is from a cross-curriculum art and poetry unit. Students read *Birch Trees* by Robert Frost and interpreted the poem through the medium of paint. The artwork reflects instruction based on the 5th grade painting performance indicators: observation of detail, use of tints and shades, and creation of a balanced composition. Myrka spent a lot of time getting her values just right. She also experimented with different watercolor techniques: wet on wet and dry brush.

## Jonathon Cameron

**Grade:** 4  
**School:** PS 18, Bronx  
**Art Teacher:** Omayra Rivera-Filardi

**Artist:** Art helps me express myself. I love it! I think this is the best artwork ever, but when people look at it I want them to decide for themselves if they like it.

**Teacher:** We were working on the third strand of the *Blueprint*, Making Connections. Through the introduction of Indian artwork, we discussed Indian history and its representation in art. Jonathon is a wonderful student who is extremely talented and responded well to this lesson. He was very interested and asked a lot of questions.

**Olivia, Olivia,  
Brush Your Hair**  
Acrylic on paper  
12 x 18



## Tait Berwick

**Grade:** 4  
**School:** PS 58, Brooklyn  
**Art Teacher:** Megan Kimball

**Artist:** I like to make art. I also think it's cool to look at art. In this work I wanted to show the viewer that Olivia has really long hair and brushing really long hair can take a thousand years and it hurts for millions of years.

**Teacher:** This painting was created for a fourth grade unit on portraits that tell stories about their subjects. Students studied Hans Holbein's *Henry VIII*, Alex Katz's *The Red Band* and *Sneeze* by Dana Schutz. Students considered how the artists' color choices,

composition, paint application and the subjects' dress and gaze gave the viewer insights into the person being painted. Students were then asked to create portraits of someone important to them.

I selected this portrait for consideration for P.S. Art 2011 because of Tait's use of facial expression and detail to tell a story about her subject. Her piece also relies on a composition of curved and swirling lines to convey her subject's difficulty brushing her hair.

**Autumn Trout**  
Pencil, watercolor,  
pen, and pastel on  
paper  
12 x 18



## Julia Nowak

**Grade:** 4  
**School:** PS 130, Brooklyn  
**Art Teacher:** Gerry Morehead

**Artist:** It makes me feel good to just draw what's in my head. I want viewers to think that my painting is fascinating and that it looks cool. I also want them to know that I worked very hard on my painting and that I had lots of fun.

**Teacher:** As part of a unit on pictorial expression we considered watercolor as a medium. The students looked at watercolorists for technique and at pictures of fish for realistic detail. Julia is a very sensitive, intelligent and thoughtful artist. This is an extraordinary example of how her playful abilities resulted in an exciting work of art.



## Reuben Levine

**Grade:** 5  
**School:** The Anderson School, Manhattan  
**Art Teacher:** Vahan Nahabedian

**Artist:** I'd like the viewer to understand the work it took to assemble the objects and to say, "Holy cow!" I love art because we make things instead of sitting around listening to a teacher lecture us the whole period. Every day in art, I can be sure that we'll get right to work making objects that we can touch, feel, and keep.

An ELA unit on science fiction inspired our art teacher, Mr. Nahabedian, to create a new unit, Steam-punk. For our assignment we went home, and found old appliances, phones, radios, even alarm clocks! In art class we took them apart, turned them inside out, and reassembled them into science fiction-inspired sculptures. This creation twists eyesight when put on. The X-ray vision zooms in and out and classifies people and things. The glasses can pinpoint objects and send a small sound into the ear if it senses danger.

**Teacher:** When the students showed interest in Victorian writer H.G. Wells, I decided to base a sculpture unit on 19th century science fiction. Students were fascinated by the steam-punk movement which utilizes steam-era technology to invent gadgets from an alternate reality. Each student designed, wrote about and constructed a fantasy-based object that would serve a functional purpose in an 'alternate world'.

Reuben's artwork combined a pair of glasses, a cell phone and parts of different mechanical objects to construct an x-ray ocular device. His design and execution is inventive, original and in the spirit of 19th century science fiction. Furthermore, his explanation propels viewers into a possible futuristic alternate reality.

*Spec Alpha Bio-Graft  
 Energy Spectacles*  
 Assemblage  
 3 x 7 x 6

## Mayumi Tan

**Grade:** 5  
**School:** PS 102, Queens  
**Art Teacher:** Sarah Holden

**Artist:** Art is fun and exciting and I want people to feel excited when they see my sculpture. In art class you get to use your imagination and make things that are not real. I made an interesting animal and I want viewers to try and figure out what kind of animal I made.

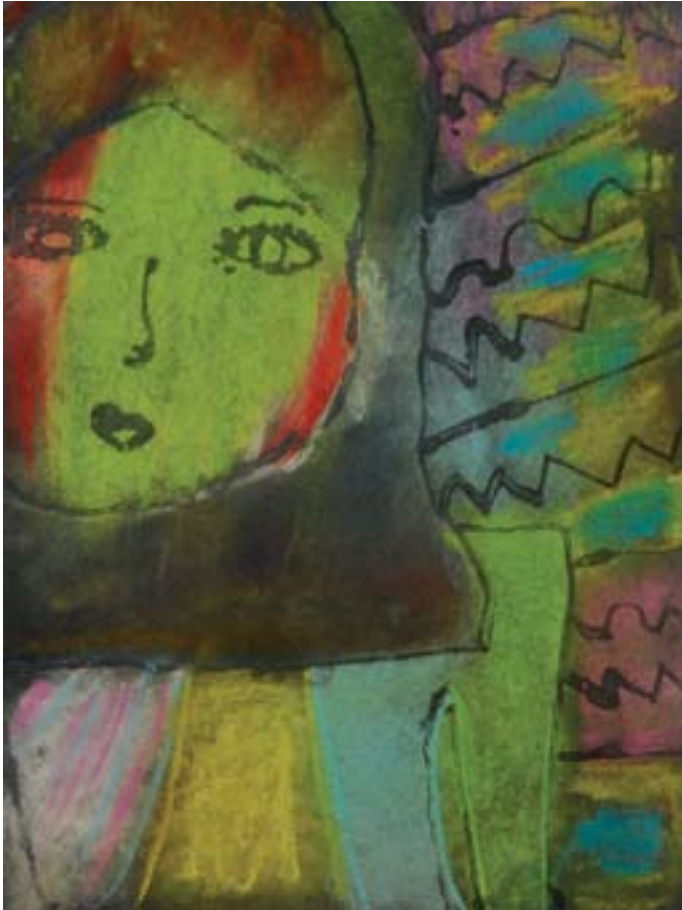
**Teacher:** This work is the result of a sculpture unit focusing on imagination. After discussing the unique qualities of various animals, students created sketches of imaginary animals by combining at least 3 different types. Students were excited to use recycled items such as paper towel rolls, boxes, and newspapers to create art.

Mayumi sketched a few different ideas and finally decided on an animal that combines the qualities of a lion, fish and wolf. She thought carefully about each material she chose. Mayumi is a talented sculptor who takes her work seriously but brings a sense of humor into her work.



*The Worried King*  
 Cardboard, papier mache, acrylic paint  
 16 x 33 x 12

**Colorful Me (Self-Portrait)**  
Chalk pastel and glue  
on paper  
9 x 12



## Kadijah Coppin

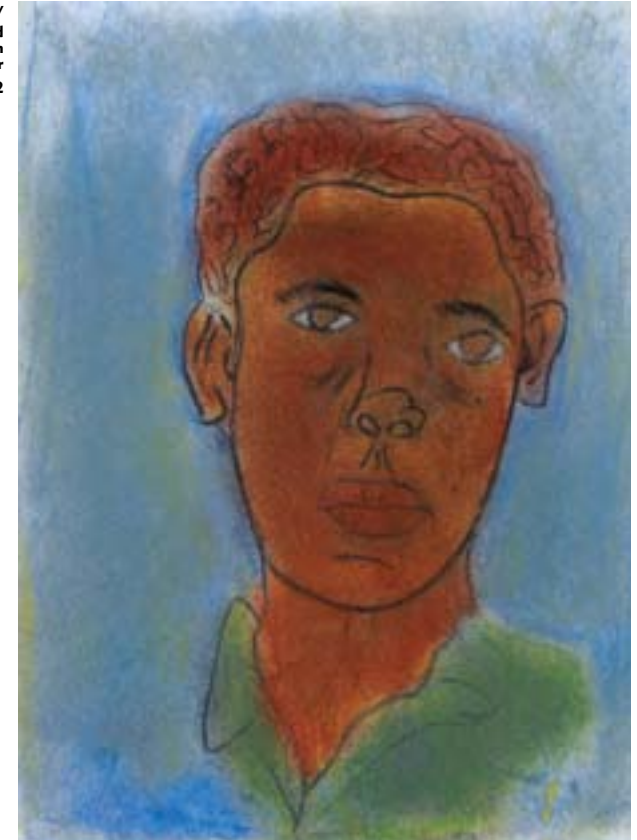
**Grade:** 5  
**School:** PS 173, Queens  
**Art Teacher:** Deborah Passik

**Artist:** I want viewers to see the power of the picture. I want them to enjoy the colors and notice the flow of these colors in my artwork. My work sometimes shows happiness, sadness, or anger. I hope people see feelings in my artwork.

**Teacher:** This work was produced in an extended drawing unit on self-portraits. Students looked at ways to express emotion through facial expressions and color choice. Looking at examples of portraits by artists throughout history, we discussed color and composition. From our sketches we created glue drawings and then applied chalk pastels in creative ways. We experimented with blended colors to create mood.

Kadijah is a thoughtful artist who was eager to explore use of color, and absence of color, to create this dynamic portrait.

**A Boy**  
Chalk pastel and  
ebony pencil on  
paper  
9 x 12



## Benhur Fortes

**Grade:** 5  
**School:** PS 69, Brooklyn  
**Art Teacher:** Angela Fremont-Appel

**Artist:** My family and I all like to make art. I like my drawing because I dirtied my hands but I drew my face very nicely and with much care. I especially like the eyes.

**Teacher:** Fifth graders began the year with a three-week long drawing unit. Students studied portraits by Henri Matisse, Mary Cassatt, Leonardo da Vinci and Alice Neel. They concentrated on developing control of the chalk

pastel, creating a sense of volume with lights and darks and, using mirrors, capturing close likenesses of themselves.

Benhur arrived from the Cape Verde Islands just days before he began this portrait. Surrounded by incomprehensible sounds, Benhur demonstrated serious concentration while he worked on his self-portrait. It closely resembles the artist.



## George Jordan Matthews

**Grade:** 5  
**School:** P17@PS43, District 75, Bronx  
**Art Teacher:** Tany'A P. Wells-Vasquez

**Artist:** When people ask me why I make art I say, "That's an easy question. I like to make art because I like to draw and paint. It's what I know. I feel free when I draw and paint. It's exciting."

It's all a part of pretending. When I draw, I use my imagination and it's fun. I draw all the time. Then the world looks happy. When people see my artwork I want them to laugh and smile.

**Teacher:** This lesson was part of a unit that included observational

drawing of the neighborhood to deepen the students' imaginative capacities, a Grade 5 benchmark. Students learned how to use proportion and volume to create their homes and neighborhoods. George combined technical proficiency with fanciful personal style and imagination to create a unique story in his artwork.

George demonstrated skill in the creation of what he imagined could happen between his high rise buildings. I love his sense of play and use of primary and secondary colors.

**Hero**  
 Acrylic on paper  
 9 x 12

## Lisa Sakai

**Grade:** 5  
**School:** PS 196, Queens  
**Art Teacher:** Barbara Haar

**Artist:** It takes a lot of thought, effort, and patience when doing a detailed piece of art. I like when people look at and admire my artwork and I want people to say, "Wow! Look at all those details!" I want them to think about the summer when the weather is warm and people go on boats and

ships. Art allows me to express myself in different media. I am happy when I am being creative.

**Teacher:** I was teaching a lesson on silhouettes and asked students to create a piece of artwork that reflected a personal theme. The class had done a previous lesson on 3-D winter silhouettes. This inspired Lisa to create a 2-D piece but on a larger scale. The student captured a detailed image in black and white.

**Anchor's Away**  
 Cut paper collage  
 18 x 24





**Dancing**  
Chalk pastel on paper  
12 x 18

## Elizabeth Browne Seungjun Eom

**Grade:** 6  
**School:** World Journalism Preparatory, Queens  
**Art Teacher:** Doreen Braun

**Artist:** Ms. Braun gave us the opportunity to work with partners, encouraged us to stick to our ideas, and was always available when we got stuck. She showed us how to create a foreground, middle ground, and background, and also how to shade.

We faced a few challenges. A major one was working with oil pastels; at first they were hard to control and very messy, but then we got the hang of it. Creating the overall composition of the scene was a challenge, but guidance from our art teacher helped us gain the confidence we needed.

**Teacher:** This unit was designed in collaboration with the sixth grade social studies teacher who was teaching students about prehistory and early human beings. In the art room students were introduced to the cave painters of Lascaux, France and they discovered that cave painters documented what was important in their world.

Elizabeth and Seungjun imagined they were cave artists who were charged with painting on rocks deep in a cave. They successfully applied what they had learned to their cave paintings.



**The Exploding Sun**  
Oil and chalk pastel on paper  
21 x 32

## Rosalinda Grisanti

**Grade:** 5  
**School:** PS 312, Brooklyn  
**Art Teacher:** Jennifer Skopp

**Artist:** Art is a great thing to do in life. It's relaxing and helps you think. I want the viewer to see that in art anything is possible and you can do whatever you want, but you have to have patience, be smart, and do the right things. It will help you later on.

**Teacher:** Assignments involving composition encourage students to think about ways to design the page in a more interesting way. Fifth graders looked at these works by Jim Dine: *Four Hearts*, *Dine Clinton Robe* and *Five Feet of Colorful Tools*. The students observed similarities and

differences and explored how Dine gave personality to the objects and mood to the piece. They observed that Dine repeated colors, lines and shapes, and this helped to unify each piece. They saw that the artist at times added pattern to activate the negative space.

I love the way Rosalinda's tap shoes occupy so much of the page. The large scale of the shoes contrasts nicely with the small figure of the dancer in the background. The tap shoes are black, but Rosalinda added blues and purples, giving them a life of their own.

## Katherine Mamouzellos

**Grade:** 7  
**School:** JHS 201, Brooklyn  
**Art Teacher:** Dorothy Serposs

**Artist:** Art is something I am really great at. I was given a great gift and someday in life I plan to use it. My art teacher is an awesome artist herself. In class when we do certain activities, she shows the class her work first. Then she asks us to come up with our own ideas.

I took a lot of time deciding which details would be a good fit for the the theme of the picture. I went home, and with extra time I had left in my day, I thought about the picture. Finally, it came to me and I started filling in all of the details.

**Teacher:** Students first worked with pencil creating observational sketches of tree branches. They then worked on watercolor paper using Sharpies. After the details of trees were drawn they chose watercolors to add to their work. Katherine's observational skills and use of perspective and point of view come through in her artwork. The vibrancy of the colors and Katherine's close attention to visual texture inspired me to submit this artwork for P.S. Art 2011.



**Trees**  
Watercolor and  
marker on paper  
12 x 18

## Matthew Guishard

**Grade:** 7  
**School:** MS 45, Bronx  
**Art Teacher:** Christina Berretta

**Artist:** Being an artist has made a difference in my life. I learned that I am good at something unique, and I am having fun as an artist. It was a challenge to render my portrait to look like me. Ms. Berretta showed me self-portraits done by other artists. That caught my interest and gave me some ideas about my own portrait.

**Teacher:** My unit was designed to teach students how to draw themselves from life. They were given large mirrors, oil pastels, and colored pencils with which to work. The students chose any pose they wanted. I showed them several types of self-portraits by Peter Max, Vincent van Gogh, Henri Matisse, Pablo Picasso, Rembrandt van Rijn, Auguste Renior and Andy Warhol. After looking at the master works the students had many ideas for their own self-portraits.



**Self-Portrait**  
Ink and colored  
pencil on paper  
12 x 18



**Summer Trees**  
Acrylic on canvas  
16 x 20

## Manhbuba Chowdhury

**Grade:** 8  
**School:** PS/MS 194, Bronx  
**Art Teacher:** Helen Serrano

**Artist:** My art teacher has taught me a lot. Her words and techniques didn't just teach me something new, but helped me to continue to improve.

Finding the right shade for the trees and making the leaves and branches were challenging. I met these challenges by mixing different paints until I found the right colors, limiting the number of leaves and using a thinner brush to add more branches. I believe there's always a way to fix a work of art and make it better.

**Teacher:** Students in our Art Enrichment Class were charged with creating a landscape painting that incorporated the techniques of the impressionist and post-impressionist artists of the late

19th century. Students looked at the works of Monet, Renoir, van Gogh and Cézanne. They were given demonstrations of painting techniques, the proper use of acrylic paint and the use of a variety of brush types. This lesson reflects the 8th Grade benchmark; students used close observation and sustained investigation as they developed individual perspectives on art, solved compositional problems, and explored perspective, scale and point of view.

Manhbuba has always shown a great interest in painting. She is eager to learn new techniques. I enjoyed watching her work, making discoveries as her painting came to life. While she worked she also gave her classmates advice on how to solve color mixing problems and on painting techniques. I admire her enthusiasm as an artist and her willingness to share the knowledge she has acquired.

## Tiffany Lora

**Grade:** 8  
**School:** IS 229, Bronx  
**Art Teacher:** Gilbert Fletcher

**Artist:** My art teacher suggests that I try out different things to become a more well-rounded artist. He is there to give me all the necessary materials I need to support my work. I feel I am a somewhat good artist and I keep striving to make my work better.

I had this one major challenge as I worked on *The Matisse House*. My hands are unsteady; I don't have a very good painting hand, so I had to make sure my hand was as steady as possible. I had to take my time and move the house all around to the best position as I painted it.

**Teacher:** This sculpture unit was centered on creating an artist's house. Students researched their chosen artists to have a better idea of the type of work their artist created.

Tiffany's *The Matisse House* successfully represented the artist she selected. Her take on *Icarus* by Matisse was used to transform the house. The figure of Icarus wrapped around three sides of the constructed house gave the figure movement as if falling through the clouds.



**The Matisse House**  
Foamcore and acrylic paint  
10 x 9 x 9

**Self-Portrait**  
Soft pastel on paper  
12 x 18



## Kiyami Omotayo

**Grade:** 8  
**School:** IS 392, Brooklyn  
**Art Teacher:** Joan Esposito

**Artist:** As an artist I have learned to be more creative and trust my instincts. My art teacher forces me to challenge myself and do things outside of what I would normally do. She likes complicated, weird, out-of-the-box things.

In this artwork I had to make sure that I represented all the degrees of lights, mediums, and darks in my face. I blended colors to get as close to my skin color as I could get. By taking my time to add the highlights and the dark tones, as slight as they may be, I made sure that the artwork was as close to reality as possible.

**Teacher:** This unit included learning the technique of enlarging through drawing grids over

photos, drawing rough drafts and final sketches on black paper, and using chalk pastels to color self-portraits. Students paying careful attention to the changes in values, used blending techniques to achieve their likenesses. This unit reflects *Blueprint* performance indicators for drawing including the rich use of a specific medium, an awareness of light, value, and contrast and use of strategies to depict the illusion of depth. Kiyami engaged in this project with the intense focus and ambition that I have seen her bring to all of her art projects over the last few years. She was extremely observant and precise in her observation of color, value, and shape.

## Christian Rivera

**Grade:** 8  
**School:** IS 239, Brooklyn  
**Art Teacher:** Julie Checkett

**Artist:** My grandfather and my uncle are photographers. Being an artist, especially a photographer, has had a very big impact on my life. Ever since I began photography, my view of the world has changed; I now see things through an artist's perspective.

Even when I don't have my camera with me, I imagine what would make a good photograph. I took this photograph with the traditional film SLR camera. I actually came across this angle by accident. I was skating in a park and ran over a very big crack which threw me off my board. While getting up I saw my board rolling away and thought to myself, "What a cool angle!" I quickly grabbed my camera and took the shot.

**Teacher:** Christian is a senior photographer in my Media Talent program at Mark Twain. Throughout the year he has been building his professional portfolio of images. *Concrete Wave* was created for a project assigned after a class discussion and lesson on advertising. I am delighted to witness, and encourage, his developing artistic style.

Christian's approach is refreshing. The importance of long-boarding in his life is evident by his unique perspective and the personal interpretation he brought to the assignment.

**Concrete Wave**  
35mm black and white photography  
11 x 14





**Color Fusion**  
Watercolor on paper  
12 x 18

## Saarah Baaksh

**Grade:** 8  
**School:** MS 172, Queens  
**Art Teacher:** Megan Mcallister

**Artist:** Art gives me the ability to experiment with drawing and with new colors. My art teacher has taught me new techniques to make my art amazing.

When I was planning the composition, I was trying to include movement and rhythm with the lines separating the triangles and the circles. I wanted the lines to look like heartbeats and it was a challenge to give the pattern this feeling of movement.

**Teacher:** This work was from a watercolor unit on non-representational art. Over the past two years, I have seen growth in Saarah's sense of color and composition. This particular piece exemplifies her development as an artist.

I chose this artwork because of how successful Saarah was at creating a well composed non-representational piece using the principles of design. The artwork also shows her successful use of materials.

## Catherine La Barca

**Grade:** 8  
**School:** JHS 67, Queens  
**Art Teacher:** Georgia Daskarolis

**Artist:** Being an artist has given me a future to look forward to. It has taught me to develop patience and has made me calmer because I know I have a place to let out my inner feelings.

Ms. Daskarolis taught me techniques for drawing and painting realistically. I also learned to draw from my imagination. I chose a very detailed architectural photograph of Manhattan as my reference. First I thought that my painting was supposed to look the same as the photograph, but in time I realized that I could paint an interpretation or an impression of what I see.

**Teacher:** Students chose photographs as references for cityscape paintings. They scaled the photograph image to a 12" x 18" format. They were given the choice of painting in a realistic or impressionistic style.

*Early Morning in Manhattan* is a realistic depiction of New York City in the early morning, with its beautiful architecture, blue tones, and early morning flickers of light and movement...all transforming the city into a bustling and exciting metropolis.

Catherine's quiet demeanor reminds me of New York City in the early morning.

**Early Morning in Manhattan**  
Acrylic on paper  
12 x 18



*Self-Portrait*  
Mixed media collage  
12 x 18



## Angel Gajraj

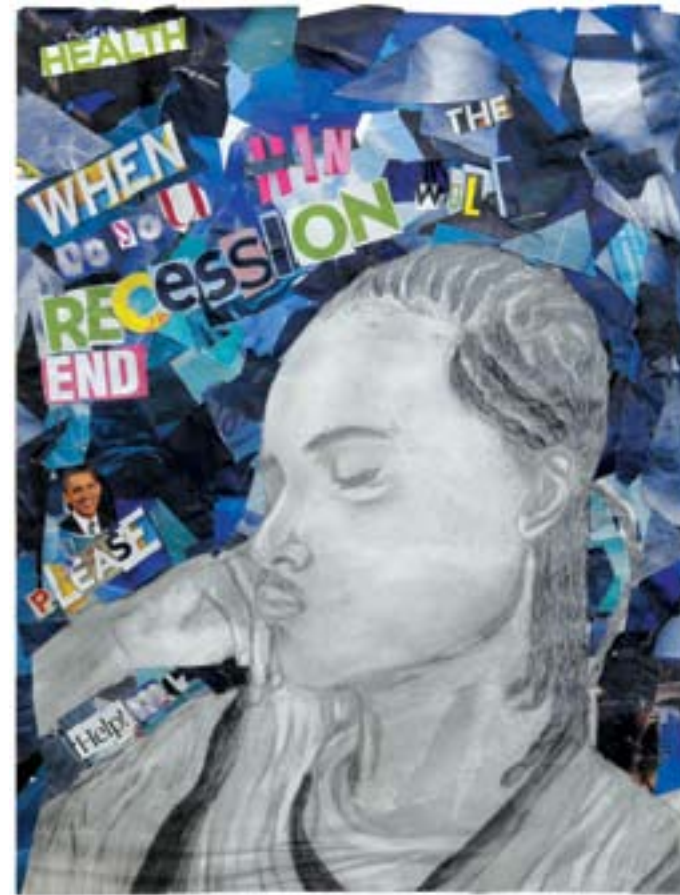
**Grade:** 8  
**School:** IS 230, Queens  
**Art Teacher:** Maria Bonilla

**Artist:** I would never be able to express myself without art. As an artist I can communicate my feelings on paper so viewers can understand me as they look at my artwork.

In creating this piece I had to decide what I wanted to say and then how I could convey it. I felt awkward and that I stuck out, and that other people were judging me. I felt alone as if people's eyes were watching me. I needed to express that on paper. My art teacher encouraged me to keep finding interesting things to include in my self-portrait.

**Teacher:** Students explored shape and expressive color by studying van Gogh's landscapes and portraits. Through close observation students solved proportional problems, created color schemes and designed expressive backgrounds.

Angel brings the unexpected into this work in a very painterly way. His ability to comprehend and critique is clear in this very successful mixed media collage.



*Blue Tude*  
Mixed media collage  
18 x 24

## Tanyka Massiah

**Grade:** 8  
**School:** IS 285, Brooklyn  
**Art Teacher:** Cathy Mumford

**Artist:** Sometimes I let my art speak for me; it tells people who I am and what I think. Ms. Mumford taught me to go beyond the limits I set for myself and challenged me to come out of my comfort zone. It was difficult to find all the blues with similar values and when I wanted to give up, I knew my teacher would never accept that, so I didn't.

**Teacher:** Tanyka was assigned the task of creating a mixed media piece that served as social commentary. This piece is relevant to the concerns of many teens like Tanyka. It expresses a mood as well as invites viewers to ask their own questions regarding the state of our economy and its future. In my opinion, she 'hit this one out of the park'.

## Rasheed Kujenya

**Grade:** 8  
**School:** The Richard H. Hungerford School, District 75, Staten Island  
**Art Teacher:** Tiffany Diaz

**Artist:** Although the students are chronologically eighth graders, their abilities cover a wide range, and instruction is differentiated to suit their individual needs. When given a choice of responses to the artwork, Rasheed chose “I was happy to be an artist.” This artist enjoyed looking at various collages, learning new cutting techniques, and painting the background for the collage.

**Teacher:** Rasheed, an 8th grader from one site of The Richard H. Hungerford School, has severe cognitive challenges and autism spectrum disorders (ASD). Children with autism generally have difficulties with verbal communication and socialization but are typically visual and tactile. Art has been used in the classroom as therapy to allow students to explore their inner feelings. When art is on the schedule the students are more focused and attentive. Through art the students have increased their communication and socialization skills, and improved their imaginative thinking skills. I was inspired by the pride Rasheed took in this artwork. All students who took part in this project worked hard on each process and enjoyed the freedom of expressing their feelings on paper. As Rasheed’s teacher, I am proud of the hard work, dedication and patience it took to complete this work.



**Rasheetah**  
Mixed media collage  
9 x 12



**A Strange Man**  
Watercolor on paper  
9 x 12

## Darlin Gonzalez

**Grade:** 8  
**School:** MS 326, Manhattan  
**Art Teacher:** Nicole Zernone

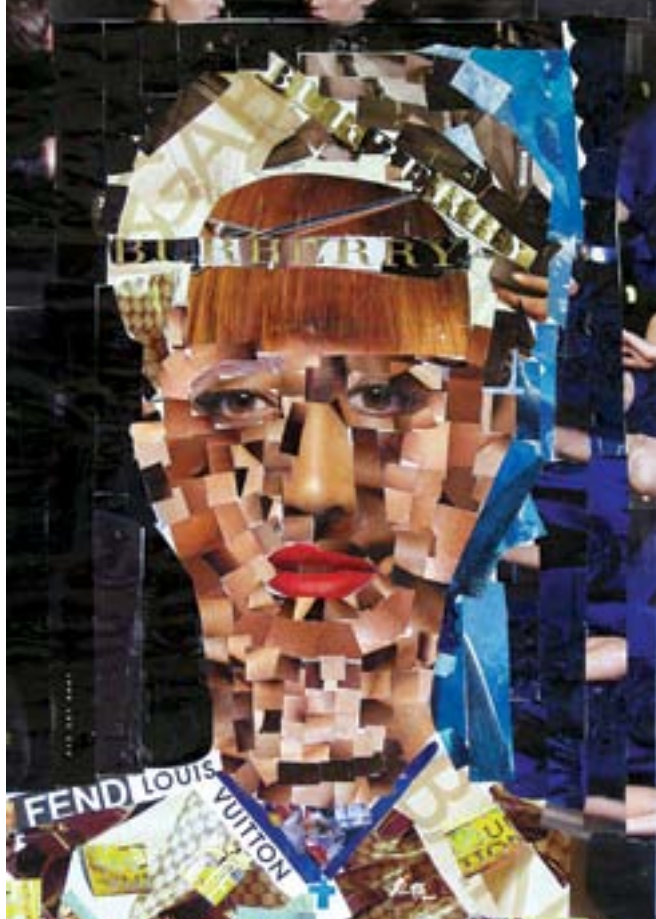
**Artist:** Art classes have made a difference in my life because I learned in the art studio that I could paint. I feel that I’m good at something and now I feel special. Ms. Zernone taught me how to use colors and how to create shadows; I like the way she takes time to explain.

**Teacher:** I started a portfolio development class at MS 326 for students interested in applying to art-focused high schools. In this assignment students were to draw self-portraits using mirrors. The unit stressed

close observation, sustained investigation, and point of view. They really struggled with this.

After Darlin completed his self-portrait he asked if he could just draw a portrait. He has an appreciation of art as a source of enjoyment and lifelong learning and spent many of his lunch periods in the art room mastering color and composition. He is in a bi-lingual class. This year is Darlin’s first experience with formal art education.

*In the Eyes of a Fashionista*  
Magazine paper collage  
11 x 16



## Ebony Bibby

**Grade:** 9  
**School:** Clara Barton High School, Brooklyn  
**Art Teacher:** Karen Beckhardt

**Artist:** As an artist, thinking visually has helped me to express myself when I am making art as well as when I am writing.

Considering the challenges I faced with this artwork, I would have to say that they were color selection and blending. This project took a lot of time. I used the skills that Ms. Beckhardt has taught me, and I learned that by being patient and working through difficulties, I could succeed.

**Teacher:** In this unit students learned to use texture, color, distortion and symbols to convey the personality of their subjects. They viewed the collage work of contemporary African-American artist, Jon Tomlinson, whose work reflects collage artists before him such as Hanna Hoch and Romare Bearden. Students drew their own portraits and covered the drawings with collage media.

A project works best when students are given a wide range of options. This project gave each student a voice. Once they understood the proportions of the face, they were free to execute the collage as they wished. In Ebony's fractured image she uses a variety of color, tones, and textures with confidence.



*Free*  
Digital Photography  
8 x 11

## Grace Lozano

**Grade:** 10  
**School:** Cascades High School, Manhattan  
**Art Teacher:** Adriana Santiago

**Artist:** As an artist, I connect to nature and have a broad view of the world. Through Mrs. Santiago's instruction, I learned how to enhance my photos by using digital imaging software and added deeper levels to my work.

Learning to use Adobe Photoshop and not being afraid to mess up my images were my greatest challenges. I learned to save different versions with the history palette and that helped to ease my fears.

**Teacher:** The lesson introduced students to camera basics including the enhancement of photos using digital imaging software. Students were charged with creating a computer-generated image that demonstrates the application of the principles of design (balance, contrast, emphasis, unity, rhythm, pattern, and movement) and the successful application of an appropriate software program.

**Self-Portrait**  
Acrylic on paper  
12 x 16



## Miosoty Santos

**Grade:** 10  
**School:** Richmond Hill High School, Queens  
**Art Teacher:** Kimberly Sheridan

**Artist:** Art has made me feel secure when I needed it. It has kept me out of trouble and away from bad influences, letting me express myself and become fearless through my art.

My teacher has been a great help, pushing me to do more quality work than I ever thought I could, showing me new techniques, and offering me many programs to expand and develop my ability. I had to get the essence of me into the painting to convey who I am: not only the outside person, but also the bright person I am inside. I took a very detailed approach to my face, trying to get all the shading down and using bright colors for the entire painting. This shows my happy-go-lucky personality.

**Teacher:** Miosoty was studying gesture drawing prior to this painting. A photograph of Miosoty was taken in a pose of her choosing. She enlarged it proportionately. Miosoty created a confident contour line that captured her pose in a successful composition that filled the rectangle. She used a variety of tonal values to create the forms of her face and clothes. In addition, Miosoty emphasized herself by using a tinted color for the negative space.

Miosoty is an excellent student. She attends to the tasks of drawing and painting and through hardwork her skills have improved tremendously. Her work is worthy of being displayed in the P.S. Art 2011 exhibition.

## James Sharpe

**Grade:** 10  
**School:** Wadleigh Secondary School for the Performing and Visual Arts, Manhattan  
**Art Teacher:** Gretchen Gibbs

**Artist:** I enjoy making things and putting things together. I worked with about 200 photos to create this larger picture. Although I had to make some guesses, and it did not come together as I first thought it would, I learned from the process.

**Teacher:** Intrigued by Cubist painters and the photo-collages of British artist David Hockney, James created multiple viewpoints of a single subject. This collage demonstrates the use of a variety of materials and unity of composition and balance. The digital stills do not do justice to the actual image. In person the image seems to vibrate.

**The Building Next to the School**  
Photographic collage  
13 x 19





## Adonis Vargas

**Grade:** 11  
**School:** The Marie Curie School for Medicine, Nursing, and Health Professions, Bronx  
**Art Teacher:** Sanders Watson

**Artist:** Some people can't express themselves through art, but I can. I am able to draw and paint whatever comes to my mind, no matter what mood I am in.

My art teacher is great. Mr. Watson's assignments allow us to be creative whether or not we believe we are artistic. In this work, the challenge was painting the background because it has such detail.

**Teacher:** Students were asked to paint a portrait or self-portrait using the grid method. They were limited to one color, and black and white. Students learned

how to observe varying tints and shades, then blend and mix paints to achieve them. This assignment was done over an extended period of time without a specific deadline, allowing Adonis to work at the pace he needed to finish his painting. He began to understand himself as an artist, understand the materials and figure out how he could control them to suit his needs. Adonis has a tremendous work ethic. He challenges himself and pushes his work to a higher level. I admire his diligence. He is someone who will continue to grow as an artist.

**Giles Plane**  
 Tempera on cardboard  
 15 x 18



## Delaun Albino

**Grade:** 11  
**School:** Leadership and Public Service High School, Manhattan  
**Art Teacher:** Joyce Riley

**Artist:** Art is an expression of my creativity. And while I worked very hard all during the year, I enjoyed the projects Mrs. Riley presented to me. At first I thought that this work was not coming out right, but I was persistent.

**Teacher:** Our unit on printmaking began with looking at Japanese artists including Hokusai, famous

for his woodcut prints. We also looked at the ways artists portray themselves in self-portraits. Students were limited to the use of not more than six colors. I enjoy teaching printmaking because the outcome does not rely on drawing ability as much as on following the process and using problem solving skills.

Delaun worked very hard to get the preliminary drawing just how he wanted it and the result was an excellent print. The contrast of blues and reds create a mixture of moods.

**Blue**  
 Reduction block print  
 12 x 12



## Phui Man Lo

**Grade:** 11  
**School:** Newtown High School, Queens  
**Art Teacher:** Jay Feigelis

**Artist:** My art teacher, Mr. Feigelis, gave us the assignment to draw a self-portrait or any object that symbolizes us on a linoleum block and print it on a Delaney Card. I was given a 1 ½ by 3 inch linoleum block, the exact size of a Delaney Card, to create my self-portrait. I chose to draw a sign that represents my culture and my beliefs, which is the symbol 'Om,' written in Bengali.

**Teacher:** The Delaney Card is unique to New York City public high schools, and filling it in is a common experience to all

students on their first day of class. The card records the last name, first name, official class and the student's attendance history.

Phui Man studied the work of Hokusai and the art of Japanese printmaking. She assumed the awesome task of drawing, cutting and printing her self-portrait on a small linoleum block. While students were required to print only 5 to 10 variations on Delaney Cards, Phui Man decided to challenge herself and create her own 16"x 20" self-portrait panel, exploring 54 variations of Delaney Card prints.

**Om**  
 Linoleum print on  
 Delaney Cards  
 16 x 20

## Leeat Osadon

**Grade:** 11  
**School:** Bard High School Early College, Queens  
**Art Teacher:** Jennifer Merdjan

**Artist:** Being an artist has allowed me to express myself in many ways. I am able to convey my ideas about controversial subjects through a creative form of expression, and it has changed my life. My art teacher's guidance, caring, and artistic abilities have led me to uncover my creative side.

The tree in this print represents nature's inability to grow wildly; it is fenced in and left to grow in a confined area, unable to reach its full potential. As New Yorkers, we see this scene everyday and we are accustomed to it. After seeing one of Ms. Merdjan's photos from China, I thought about the contrast between rural and urban areas. In the photograph, the forest surrounding a small house is untouched; there is an effort to sustain nature. Yet in many parts of NYC, such as Long Island City where my school is, the environ-

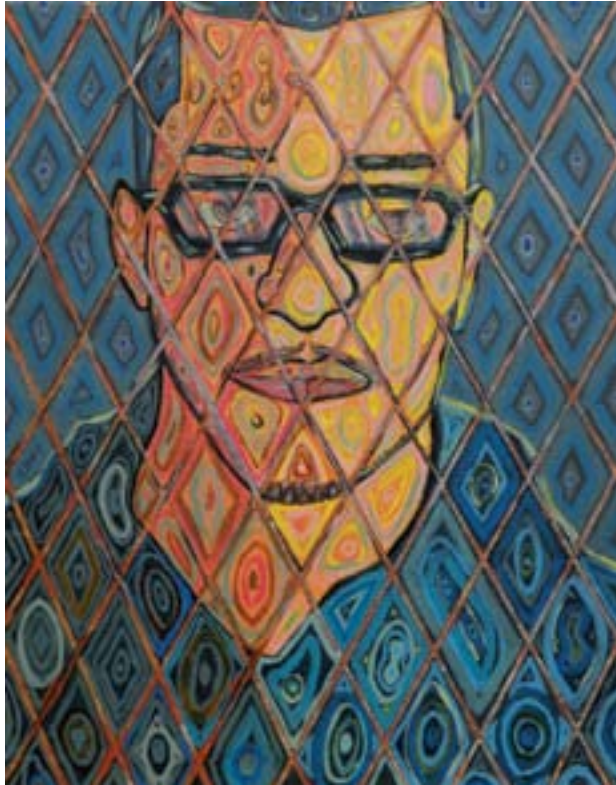
ment is one where man-made buildings and nature don't co-exist.

**Teacher:** A curriculum for this unit was developed after traveling throughout China for three weeks. This opportunity was made possible with grants from The Freeman Foundation and The China Institute. My school provided additional professional development support. While abroad I collected recycled materials for the lessons and took photographs to share with students. The artwork for this project is based on the photographs and class discussions on sustainable development and cross-cultural perspectives. It has been wonderful sharing my experiences abroad; students are thinking critically, and through their art, are commenting on global and environmental issues.

**Little Greenery**  
 Printmaking and  
 recycled materials  
 18 x 24



**Resurfacing**  
Acrylic on canvas  
14 x 18



## Rainey Ovalle

**Grade:** 12  
**School:** Dreamyard Preparatory Academy, Bronx  
**Art Teacher:** Jeremy Nadel

**Artist:** I use art as words to project my thoughts and emotions. Being an artist saved me from inevitable demise and perpetual sorrow. Art gives me purpose, direction, and hope. Mr. Nadel is the reason I haven't lost faith in myself. He helps me put my heart and soul into every piece. When I am apathetic and pessimistic, he doesn't give up.

It was a challenge to be abstract without losing a certain realism in the painting. It was difficult to incorporate colors, not actually in my face, into the painting without

making it unbelievable; I wanted to exaggerate warm and cool colors while keeping my face recognizable and with a sense of realism. The most challenging was trying to convey my emotion and making every brushstroke of color count.

**Teacher:** This painting unit centered on the creation of empathetic self-portraits. Students were guided by the question: How can a self-portrait incorporate empathy for a trapped Chilean miner? We focused on the development of the artistic voice as noted in the *Blueprint's* 12th Grade benchmark.

This was a cross-curriculum unit; art making, written narrative and discussions of current events were all components.

## Kenneth Fitzpatrick

**Grade:** 12  
**School:** High School of Art and Design, Manhattan  
**Art Teacher:** James Harrington

**Artist:** I've always felt alone, so I wrapped myself in a bubble and focused on my work. My companion was my sketchbook. I have always loved art. My teacher is a role model; since freshman year I have respected him, watching over his shoulder as he paints.

It was challenging to achieve the detailed finish and to capture the illusion of light shining into the darkness. The whole piece is dark; achieving luminosity was hard. The door was added later to give a cool area as contrast to the dominant warmth of the colors and to expand the architectural space. The difficulties are always fun. I enjoy the study phase so much; it's when I do all the learning.

**Teacher:** Kenneth is part of my Advanced Placement Studio Art class. Ken has chosen to work with multi-figured compositions. He is forging his personal style as he investigates compositional design. Ken was inspired by Caravaggio's tenebrism. He wondered how to deal with the candlelight in the dark so I had him research the paintings of George de la Tour. Despite these Baroque influences Ken has managed to create a very modern look, a sort of gothic Edward Hopper. His sketchbook is a marvel. Ken produces more art in a month in his sketchbooks than most students produce in a year.

Ken sketches throughout all of his classes; it helps him focus. This piece represents a real success for Ken. He was able to create a distinct mood within an environment completely constructed with multiple reference sources. He had a concept and was able to bring it to life.

**Night Fright**  
Oil on canvas  
36 x 48



**Adam and Eve**  
Oil on canvas  
18 x 24



## Man La

**Grade:** 12  
**School:** Edward R. Murrow High School, Brooklyn  
**Art Teacher:** Spy Kontarinis

**Artist:** Being an artist has opened up new worlds to me and has allowed me to express my thoughts and convictions to my peers and classmates. I'm able to analyze works of art, analyze the way I work and the way I view the world. I have been lucky enough to be part of a program taught by talented and passionate art teachers. I faced one challenge in this piece: I had never painted a figure before. I met this challenge by having my sitters pose over several days, all the while encouraging conversations in order to relax the sitters so I could continue to concentrate on the technical aspects of the painting.

**Teacher:** Man La has come into her senior year with an arsenal of ideas for her portfolio and thesis. This piece was created for her college portfolio which is comprised mainly of oil paintings of her peers. Man has thoroughly focused on poses that best suit the sitter and best convey the emotions she wants to evoke from the viewer. She has mastered oils and has created a body of work demonstrating a truly personal style.

Over the years, Man has honed her observational skills and has gained mastery over the materials. Her passion for her art is infectious; it was a huge factor in entering this piece for the P.S. Art 2011 exhibition.

## Roseanne Vite

**Grade:** 12  
**School:** John Adams High School, Queens  
**Art Teacher:** Billy Moro-Wey

**Artist:** At the end of the day, I can always express myself through my artwork. My teacher has shown me useful techniques that have helped me with this expression. For example, in this artwork it was difficult to show appropriate contrast and my teacher encouraged me to do some serious experimentation with light and shade. So I did, and it turned the portrait into a successful work.

**Teacher:** In this drawing unit we addressed the question: How do we create a likeness through observation and use of light and shade?

Roseanne is one of the students who has excelled in this unit. Both the meticulous use of a sharp pencil and her patience have enabled her to render the finest strokes one can achieve in this art medium. She is a promising young artist.

Roseanne is attentive each time I mention that practice makes perfect. Therefore, she has kept on practicing and has made outstanding progress in her young artistic life. In order to encourage her further, I decided to submit her work into P.S. Art 2011.



**Resemblance**  
Graphite on paper  
9 x 12

## Yuriko Moises

**Grade:** 12  
**School:** Harry S. Truman High School, Bronx  
**Art Teacher:** Raphael Lopez

**Artist:** Art makes me look at the ambiguous aspects of things, from the way I dress to the creativity I put into everything I do.

One challenge I faced in this artwork was blending the two photos without one overpowering the other. I met this challenge by lightly taking away the colors from my portrait in areas that I wanted the other photo to come in. This helped balance out both photos to make one unified work of art. Another challenge, before blending, was to choose which photo to put with the airplane photo. I selected a very soft still photo to contrast with the colorful and chaotic background. I wanted to do opposite emotions and colors together. Mr.

Lopez gave me instruction in camera angling, color coordination, and composition.

**Teacher:** This photography unit began with a class discussion about techniques and methodologies used to create digital photo-montages. The task was simple: a self-portrait image was superimposed onto an image representing global travel. Works by professional photographers were shown to demonstrate how to implement and achieve certain effects. Students composed unique images with personal and creative interpretations. The result is a collective body of work that demonstrates a superb level of understanding about composition, graphic design and digital manipulation.

This digital composite represented exemplary work. Yuriko is a talented young artist whose artistic vision is one of the clearest I have seen. This work is unique, creative and thought-provoking.

*The Traveler*  
Digital Photography  
16 x 20



*Belongings*  
35mm black and white photography  
11 x 14

## Silvia Sasaki

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

**Artist:** Since I was a child, art has always been crucial to me. There was always a sketchbook in my bag and now there is always a camera there. Mr. Solo played a significant role in my development as an artist. I had sketched and painted, but never fully participated in photography. The day I took this photograph the weather was not on my side. The sky was gray and no sunlight was visible. It didn't help that later in the day it rained. The doubts I had about my images soon disappeared when I

uploaded them to my computer. They came out better than I had imagined.

**Teacher:** My students are taught to develop a heightened sense of awareness of the world around them; they work as visual poets, creating images that convey their concern for their subjects. Silvia's image reveals her ability to translate the everyday visual gifts that our city has to offer into a strong photographic image.

My students are explorers. As an art educator it is my responsibility to encourage them to be creatively adventuresome and to help them navigate through this imaginative journey. This is what art education is all about.



**Blue Magic**  
Digital Photography  
13 x 19

## Bianca Lorquet

**Grade:** 12  
**School:** Queens Preparatory Academy  
**Art Teacher:** Simone Summers

**Artist:** Once I started taking pictures I began to pay closer attention to details; objects that once seemed ordinary now mean so much more. I look at things in a new light. Ms. Summers explained to me that there is art in everything. Her suggestions made me realize art making means being open-minded.

When I began photography class, I had trouble making my pictures as clear as I wanted. I also found it difficult to focus on one specific part of the picture. By going through a process of trial and error, I became accustomed to photography. I learned that you might have

to take one hundred pictures to get the one you are looking for.

**Teacher:** Students used digital camera photography to explore the elements of art. To continue their investigation they referred to the works of Dorothea Lange, Alfred Stieglitz and James Van Der Zee

Bianca was an outstanding student in my painting class, she paid close attention to detail and demonstrated a skilled use of color. These abilities transferred beautifully to photography; once she started taking pictures, Bianca found another outlet for her creativity.

## Kai Xiang Lin

**Grade:** 12  
**School:** Bayside High School, Queens  
**Art Teacher:** Cheryl Steinberg

**Artist:** Drawing encourages me to observe things that people usually don't notice. Through my art I have learned to enjoy and appreciate the beauty of the world around me. This project challenged me to use a variety of techniques that demonstrated perspective and gave my work a greater sense of three-dimensionality. I positioned a large building in the foreground to lead the viewer's eye into the painting. As my teacher suggested, I added more contrast and details to the buildings in the foreground and used paler, cooler colors in the distance.

**Teacher:** Students were challenged to create an urban landscape depicting the illusion of three-dimensional space. The painting unit was guided by the Grade 12 benchmark that includes the development of works with a personal style; Kai observed and constructed meaning from his environment that reflected a personal vision.

In *Fleeting Thoughts* Kai creates a world that combines shimmering light and patches of color. The hustle and bustle of the city below is immediately felt. The piece conveys a spontaneous feeling, but make no mistake, the artist carefully considered design and positioned all the elements meticulously. Kai is a superb draftsman and his work never ceases to amaze me.

**Fleeting Thoughts**  
Watercolor and marker on paper  
18 x 24





**Auditorium Interior**  
Charcoal on paper  
18 x 24

## Prangmat Wanapinyosak

**Grade:** 12  
**School:** Gramercy Arts High School, Manhattan  
**Art Teacher:** Jack DeMartino

**Artist:** My teacher has given me insight into art and life and has shown me the importance of keeping up with what's going on in the world. As his student, I have developed my drawing and painting skills. This is one of my first interior works. It is a drawing of the Gramercy Arts High School auditorium, a place that drew me to the school in the first place. I liked its mysterious and dramatic air. It was difficult to capture the light that was coming in from ev-

erywhere, and also capture the life and mood of the place. I had to eliminate the lights I didn't need and focus on one main light that would give life to the drawing. The results were very satisfying.

**Teacher:** Students were taught concepts of perspective and chiaroscuro, and were asked to apply these concepts to an interior of their choosing. Prangmat's piece has a strong sense of space and place.

## Raven Bertot

**Grade:** 12  
**School:** Curtis High School, Staten Island  
**Art Teacher:** Emily Smith

**Artist:** Being an artist has allowed me to clarify parts of my life that I have been wondering about. Art has helped me discover truths about what makes me unique. It has given me a voice to speak to issues that have concerned or inspired me.

My art teacher has been a great support during the process of brainstorming that begins each work. She offers constructive criticism of my work in ways that help me to see my work in a different light and make changes, yet still remain confident as an artist.

I had a lot of trouble transferring a profile image of myself onto the window using only stickers. Making that image visible or obvious to others was extremely difficult, because it is hard to incorporate detail combining stickers and still have a work that looks cohesive and not slapstick, random, or disheveled.



**Peering Through Another Time**  
Found Object Sculpture  
18 x 24 x 2

**Teacher:** Students were asked to visit a museum, write about a work of art that inspired them and create an artwork based on their visit. Raven's piece is based on work she researched at the Rubin Museum of Art.

Raven made a unique choice of media. The silhouette feels formal and somewhat traditional, yet the work is constructed with stickers and collage elements from popular culture, revealing a duality perhaps experienced by the artist herself.

## Uziel Cresenzi

**Grade:** 12  
**School:** Riverdale/Kingsbridge Academy, Bronx  
**Art Teacher:** Amy Kaminski

**Artist:** Being an artist has changed the way I dream, function, and learn. Throughout my day I pay more attention to detail than I had previously. My environment becomes a reservoir for creativity; whenever I need some inspiration I have a pool to reference. To add to this pool, Ms. Kaminski recommended that I visit MoMA. After my visit, I was filled with ideas. It was just a matter of putting the pieces together.

My art teacher keeps me motivated; if not for her inspirational shoves, my art may have lacked a structural and creative appeal.

**Teacher:** My AP Studio Art students were required to visit a museum of their choosing, find a piece that inspired them, write their reasons for selecting the object, and then make a found object sculpture informed by it. I knew that at MoMA Uzi would enjoy a more conceptual approach to this process, and use the whole museum to fuel his creativity. Uzi tends to naturally make connections through the visual arts and continues to hone his art literacy skills when he talks about

his own work and critiques the work of his peers. The simplicity, playfulness and character of this chicken invite the viewer to spend some time with the sculpture. Uzi recognizes how he can make his art work an extension of his personality and has gone on to develop a series of works around this piece for his AP Studio Art portfolio.



**The Chicken**  
Found Object  
Sculpture  
15 x 8 x 14

## Julia Simoniello

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

**Artist:** I couldn't possibly describe how art has made a difference in my life, because I've never known life without art. I do know, however, that without art, I would be a completely different person with a completely different perspective.



**Heroine**  
Chalk pastel and  
charcoal on paper  
18 x 22

Mrs. Carnevale has been the single most influential person in my high school career. She not only inspires me to create art in class, but she has allowed me to realize my true creative potential. The lessons that she has taught me will stay with me forever.

It was a challenge to capture the emotion behind the eyes of my Aunt Maria. I believe to draw the eyes of a person, you need to truly understand who they are and the life they have led. My aunt has always been close to me, and our meaningful connection and conversations helped me to recreate her with accuracy. I found the emotion she expressed to be one of melancholy, but also one of slight amusement.

**Teacher:** This artwork was created as a portfolio piece. It was modeled after Chuck Close's grid method and his studies of the human head. Students took pictures of themselves or of family members. The photos were used as references. Julia used a combination of pencil, charcoal and pastels to create this piece about her aunt.

Julia has exceeded in reaching *Blueprint* benchmark standards with her composition and technique. This work is part of Julia's portrait portfolio and it demonstrates her ability to use a variety of media with exceptional skill.



**Daydreamer Boy**  
Acrylic on canvas  
12 x 16

## Amoako Buachie

**Grade:** 12  
**School:** PS 370, District 75, Brooklyn  
**Art Teacher:** Audrey Lacy

**Artist:** Being an artist is the way I express myself. It is challenging to talk about feelings. It makes me feel better to talk about calm feelings and painting helps me get all my frustrations out. Being an artist makes me feel important, makes my mother very proud, and gives me a purpose when I think about the future.

Ms. Audrey helps me to develop skills in different art forms. When I have questions about painting, she gives me advice.

**Teacher:** This lesson was designed to help students with autism communicate and express their feelings through painting. Students were

presented with picture symbols depicting emotions and were asked to choose a feeling. Amoako chose “Calm” and wrote the sentence, “I feel calm when I do my daydreaming.” From this sentence sprung his expressive painting.

The look of serenity on *Daydreamer Boy*’s face is Amoako’s way of communicating what it means to be calm. Amoako’s color choice and delicate use of the acrylic paint medium communicate a sense of calm. The artist employs strategies to create the illusion of depth as the *Daydreamer Boy* gazes out the window serenely.

## About Studio in a School

**Studio in a School** fosters the creative and intellectual development of young people through visual arts programs. We collaborate with teachers, administrators, and parents to enhance the learning experience of students in pre-kindergarten through college, both in and out of school. Professional artists lead our programs, serving as mentors and guides to students as they begin their creative journey.

Founded in 1977 by philanthropist Agnes Gund, **Studio** is dedicated to bringing arts education to young people in the five boroughs. In total, we have reached over 700,000 students and partnered with over 800 schools across New York City. Our programs engage and inspire children and bring quality arts experiences to schools that need it most. As part of our commitment to inspiring creativity, **Studio** offers each high school student participating in P.S. Art the opportunity to attend weekend and vacation courses at our West End Avenue studios. In addition, graduating seniors are presented with scholarships to further their art studies at an accredited professional school or college.

For more information about **Studio in a School** visit [www.studioinaschool.org](http://www.studioinaschool.org)

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## PS Art 2011 Selection Panel and Project Teams

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### Selection Panel

Agnes Gund  
*Founder, Studio in a School*  
*President Emerita, Museum of Modern Art*

Barbara Gurr  
*Retired Director of Visual Arts, NYCDOE*

Caroline Kennedy  
*Vice-Chair, Fund for Public Schools*

Paul King  
*Executive Director,*  
*Office of Arts and Special Projects, NYCDOE*

Denia Lara  
*NYU Student, Past PS Art winner*

Anne Strauss  
*Associate Curator,*  
*Department of Nineteenth Century,*  
*Modern and Contemporary Art*  
*The Metropolitan Museum of Art*

John Welch  
*Managing Museum Educator,*  
*School/Teacher/ High School Internship Programs*  
*The Metropolitan Museum of Art*

### New York City Department of Education

#### Office of Arts and Special Projects

Paul King, *Executive Director*

Karen Rosner, *Coordinator of Visual Arts*

Aaron Day, *Special Events and Project Coordinator*

#### Office of Strategic Partnerships

Caroline Kennedy, *Vice-Chair, Fund for Public Schools*

### Studio in a School

Thomas Cahill,  
*President and Chief Executive Officer*

Fran Van Horn, *Executive Director*

Marisa Beard, *Director of Exhibitions*

Jonas Stigh, *Director of Marketing and Public Relations*

Michael Miller, *Art Handler*

#### Selection Panel (left to right):

Thomas Cahill  
Anne Strauss  
Agnes Gund  
Barbara Gurr  
John Welch  
Caroline Kennedy  
Paul King  
Denia Lara  
Karen Rosner



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