

IPSS art 2012

celebrating the creative spirit of NYC kids

10th anniversary



FUND
FOR
PUBLIC
SCHOOLS

Bank of America

Studio in a School

NYC
Department of
Education

THE METROPOLITAN
MUSEUM OF ART

P. S. Art 2012 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 12 - August 12, 2012

The Tweed Courthouse
52 Chambers Street
New York, New York

August 14 - November 16, 2012

The New York City Department of Education gratefully acknowledges Studio in a School for its generous sponsorship of P.S. Art 2012, 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.

The New York City Department of Education is grateful to Bank of America for its generous support of the P.S. Art reception and commemorative program materials, and for joining us in celebrating our young artists and their teachers.

Front cover image: *Construction Truck*, Edwen Beltran, Grade 6, PS/IS 499, The Queens College School for Math, Science and Technology

Back Cover Image: *Happy but Hurt*, Ashlie Baptiste, Grade 11, Brooklyn High School of the Arts

The P.S. Art 2012 Exhibition and Catalogue were produced by the New York City Department of Education in collaboration with Studio in a School and The Metropolitan Museum of Art.

Editor, Karen Rosner

Original Catalogue design by Pam Pollack.

Artwork photographed by Mindy Best and Jason T. Armstrong

No part of this book may be stored in a retrieval system, or transmitted in any form or by any means, including electronic, mechanical, photocopying, microfilming, recording or otherwise without written permission from the publishers.

Copyright 2012 The New York City Department of Education

All rights reserved

Published 2012

Printed in the United States of America

For information contact the Office of Arts and Special Projects, NYCDOE

www.nyc.gov/schools/artseducation



Letter from the Chancellor, New York City Department of Education, Dennis M. Walcott	5
Letter from the Honorary Director, The Fund for Public Schools, Caroline Kennedy	6
Celebrating Creative Youth, Tom Cahill, President and CEO of Studio in a School	7
A Message from The Metropolitan Museum of Art, Thomas P. Campbell, Director	9
Student Artwork and Reflections by Artists and Teachers	9
PS. Art 2012 Semi-Finalists	83
About Studio in a School	93
Selection Panel and Project Teams	94

Letter from the Chancellor



Congratulations to the talented student artists whose exemplary artwork beautifully fills the hallways of the Ruth and Harold D. Uris Center for Education at The Metropolitan Museum of Art. This special 10th anniversary exhibition is comprised of more than seventy works of art created by elementary, middle and high school students of a wide variety of backgrounds from across the City.

I applaud the gifted visual arts teachers who instruct these students throughout the year, for encouraging them to experiment with a variety of media and styles, and for challenging them to think creatively and independently. I also thank our principals and administrators for their commitment to cultivating school environments where the arts thrive.

The student and teacher comments accompanying each piece in this catalogue reflect the thoughtful process—involving critical thinking, decision making, communication skills, and confidence in risk taking—behind each work's creation. The New York City Department of Education is committed to ensuring that every one of our students receives a high-quality arts education.

We are grateful to The Metropolitan Museum of Art for collaborating with us on this annual event, and for welcoming our students into the Museum throughout the summer, by providing special student artist passes. I would also like to thank Studio in a School for its continued dedication to and support of this program. P.S. Art is tangible evidence of the powerful effect of collaboration among arts education organizations, cultural institutions, and the business world, and I am grateful to Bank of America for its support this year as well.

Finally, thank you to the families of these young artists for supporting their academic and creative development every day.

Sincerely,

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

Dennis M. Walcott
Chancellor

Letter from the Honorary Director, The Fund for Public Schools



Dear Friends,

I am so proud to celebrate the 10th anniversary of PS. Art, marking a decade of honoring our students' tremendous artistic achievements. It has been a pleasure to serve as a juror on the PS. Art selection panel since the exhibition's inception. Year after year I look forward to this opportunity to see the talent and innovation flourishing across New York City's public schools.

Over the past ten years, PS. Art has established a legacy that should make all New Yorkers proud. It showcases the community effort – on the part of students and their families, schools, non-profit partners, and the private sector – to help our city's children achieve their highest potential. In doing so, PS. Art sets an inspiring example that encourages all of us to get involved in a vital civic project – the education of our young people.

For our students, PS. Art continues to provide an unforgettable opportunity to have their artwork displayed at one of the most renowned cultural institutions in the world, The Metropolitan Museum of Art. I congratulate you for this achievement and hope that it inspires your continued success in the arts and in life.

Our principals, teachers, and parents also deserve to be commended for providing these budding artists with the encouragement, confidence, resources, and skills that they need to nurture their creativity and imagination.

Finally, PS. Art would not be possible without the enthusiasm, expertise, and dedication of our partners, Paul King and Karen Rosner of the New York City Department of Education, my fellow jurors Tony Bechara, Agnes Gund, Barbara Gurr, Denia Lara, Anne Strauss, John Welch, and Fred Wilson, Studio in a School, and The Metropolitan Museum of Art. I would also like to recognize Bank of America for their steadfast commitment to making the arts a vital part of our students' education.

By celebrating the arts in New York City's public schools, PS. Art is helping ensure that our city's vibrant cultural life continues to be renewed for generations to come.

Sincerely,

Caroline Kennedy
Honorary Director
The Fund for Public Schools
June 2012

Celebrating Creative Youth



Congratulations to PS. Art. This year marks the tenth anniversary of celebrating artwork created by New York City's public school students.

We hope you appreciate the depth of the works on view— from the inventive explorations of the youngest students to the daring inquiries of our young adults. In the artwork, we see how young children construct meanings and depict their experiences; how middle school students deepen their imaginative capacities, observational and expressive skills; and how older students carry on sustained investigations and develop individual and global perspectives.

We join teachers, principals, and parents in recognizing that young people who are afforded the opportunity to develop their talent become creative thinkers in all their endeavors. These students discover connections to other disciplines and become innovative problem-solvers— gifts that benefit a lifetime.

STUDIO IN A SCHOOL is also marking an important anniversary this year—our 35th. In recognition of this milestone, we are providing more opportunities to students. We are expanding our free after-school intensive art workshops for middle and high school students, and providing more scholarships to PS. Art 2012 graduating seniors to help them pursue their studies in college.

STUDIO IN A SCHOOL is pleased to partner with the New York City Department of Education, Fund for Public Schools, Bank of America, and The Metropolitan Museum of Art to present PS. Art 2012.

Sincerely,

Thomas Cahill
President and CEO
The Studio in a School Association, Inc.
June 2012

A Message from The Metropolitan Museum of Art



In the late nineteenth century, the founders of the Metropolitan Museum had a vision: to better the lives of New York City's burgeoning population through the study of and engagement with the arts. We remain dedicated to inspiring imagination and inquiry in all visitors, with a special commitment to serving students and their families through innovative school tours, gallery experiences, and studio programs. Through the Met's encyclopedic collection and numerous exhibitions, visitors of all ages and levels of experience can take part in the story of human creativity throughout history and around the globe.

The fundamental and shared goal of art education forms the basis of the Metropolitan Museum's longstanding relationship with New York City's Department of Education. With a common vision we have forged countless collaborations, partnerships, and joint endeavors. One such notable project is PS. Art, an annual juried exhibition of artwork by K-12 students from all boroughs of our city. This year marks the tenth anniversary of PS. Art and we congratulate our colleagues at the Department of Education and Studio in a School as they celebrate this milestone. We were delighted four years ago to join them in this endeavor, which provides an ideal forum for the Met to copresent the accomplishments of student artists. Indeed, this year we have devoted more space than ever before to the display, affording room for over seventy works—more than have been on view in our Ruth and Harold D. Uris Center for Education in years past. As an institution founded on the cornerstones of art and learning, we are very pleased to offer this opportunity to showcase outstanding student artwork and to encourage another generation of future artists.

We have no doubt that PS. Art 2012 will delight all visitors to the Uris Center for Education throughout the summer—students, parents, friends, K-12 educators, art experts and novices alike. Our heartiest congratulations to all!

Sincerely,

Thomas P. Campbell
Director
The Metropolitan Museum of Art



Butterfly

Adina Shimunova

Grade: Kindergarten
School: PS 175, Queens
Art Teacher: Laura Rovinsky

Tempera and oil pastel on paper

Student: I like to paint and I want people to know that I know the parts of an insect.

Teacher: With this unit on painting the kindergarten students began a study of insects. Using tempera paints, they learned to mix primary colors to create secondary colors, and to mix colors with white to make tints. They invented imaginary insects based

on photographs and illustrations of real insects. The students experimented with a variety of lines and shapes to paint legs, wings, antennae, and body and wing designs.

Adina worked carefully to include all the parts of the insect and thought carefully about her use of color, line and shape.



Me

Elian Ureña

Grade: Kindergarten
School: PS 1, Brooklyn
Art Teacher: Jacqueline Cruz

Tempera cake resist on paper

Student: I made a picture of my face with brown and black paint, and it was fun. I want people to notice that my background has many colors. I want to show my family my picture and tell them it was hard to make it big.

Teacher: Children studied their faces in mirrors. They were asked to fill up the space with their portraits. They experimented with tempera

paints to create skin tones and learned how to make tempera cake resist using oil pastels

I chose to submit Elian's work because he used the space well, was successful in his color mixing, and traced lines carefully with oil pastels. This quiet English Language Learner successfully conveyed an expressive look in his self-portrait. It stood out from the rest.



Pattern House

Aliye Gursoy

Grade: Kindergarten
School: PS 230, Brooklyn
Art Teacher: Quinn Hanratty

Crayon, watercolor, and cut-paper collage

Student: I thought about what I wanted to make before I made it, and I made what I thought: a house. I want people to know that this is a tall house.

Teacher: In this lesson, part of a unit on pattern-making using different materials, children looked at painted pattern houses of the Ndebele people of South Africa.

They filled their papers with line and shape patterns using oil pastels, then added patterns with watercolors. The patterned papers were used as collage materials to build their houses.

Aliye filled the space with patterns that suggested windows and doors. The patterns are reminiscent of the busyness of city streets.



The Red Fox

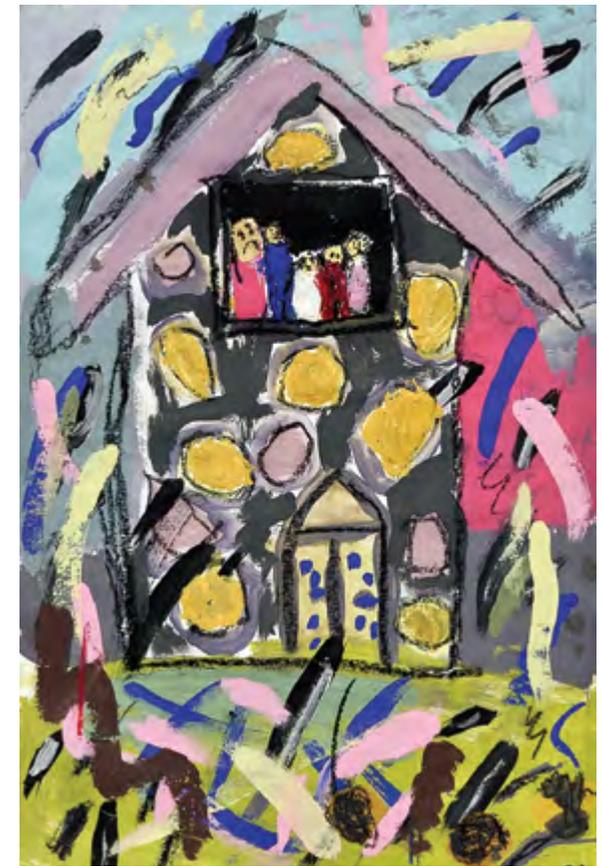
Olivia Turowski

Grade: Kindergarten
School: PS/MS 164, Queens
Art Teacher: Catherine Kramer

Cut and torn tissue-paper collage

Student: Art is good for you. Instead of watching TV, I like to have fun making art. In this work, I liked having to glue all the little pieces of tissue paper to my drawing. I want people to think that my artwork should be in a museum.

Teacher: Olivia's class listened to a read-aloud of *Hello, Red Fox* by Eric Carle. The class visited his art studio online and watched him create a collage. Inspired, the students created their own Red Fox collages. Olivia's collage demonstrates experimentation with color, pre-cut and torn paper, layering and composition. She did an exceptional job.



Hurricane Irene

Isabella Ruggieri

Grade: 1
School: PS 312, Brooklyn
Art Teacher: Jennifer Skopp

Tempera and oil pastel on paper

Student: I like to draw pictures of all different things, and I try to draw a lot of details. I draw the pictures in my brain and then I copy them on paper.

Teacher: This stormy picture was the final work of a comprehensive painting unit. First graders experimented with different sizes of brushes and various brushstrokes. This subject was perfect; we had been experiencing such extreme weather conditions, and the students had been studying weather with their classroom teachers. They looked at other artists' interpretations of weather such

as J. M. W. Turner's *Snowstorm - Steamboat Off a Harbor's Mouth Making Signals in Shallow Water*. They shared personal experiences during storms and visualized how trees and skies looked different during a storm.

Isabella's painting has a limited color palette, demonstrates sophisticated mixing of colors, and has brushstrokes that communicate strong winds. Isabella related her personal experience by showing her family and herself at the window, looking out at the storm, shut in and upset.



The Autumn Tree

Kershela Campbell

Grade: 1
School: PS 249, Brooklyn
Art Teacher: Yaffa Rasowsky

Watercolor on paper

Student: It's fun to use art supplies like paint and glue. When I was younger I used to paint on the walls, and now I get my paints and work on paper. I paint pictures of the park. That's the thing I love to paint. I worked hard on *The Autumn Tree*. My tree is a little short, but it has a lot of colorful details. When people look at this I want them to think they are in a park enjoying my tree.

Teacher: First graders explored the anatomy of trees in the neighborhood. We discussed space and color, and experimented with different brushstrokes.

This was a thoughtful and methodical art making process. Kershela did a wonderful job of drawing from observation, continuing with ink, and finally carefully including watercolor to flesh out the composition, bringing her observations to life.



The Zoo Zebra

Samantha Andujar & Vernon Holness

Grade: 1
School: PS 13, Brooklyn
Art Teacher: Rose Calo-Pattison

Tempera and tissue paper on paper

Students: Samantha: I want people to feel excited and happy when they look at my artwork. The colors are bright and cheerful. I hope my painting makes people smile. I always feel proud of myself after I finish a painting. Me and my friend made a beautiful painting of a zebra in the garden on a nice sunny day.

Vernon: I like to make art and when I grow up I want to be a master artist. When I create art, I feel proud. I like when my parents are proud of me too. When my parents are proud of me, I am so happy. This artwork is a painting of a zebra eating grass

during the spring. We used tempera paints for the zebra and tissue paper for the flowers.

Teacher: The class went to a farm and zoo to compare animals in their different surroundings. They observed and classified animals by color, shape and size. Through exploration of tempera paint and tissue paper, Vernon and Samantha worked together to create a painting about a zebra found at the zoo. They used a variety of brushes, experimented with mixing colors, and used them to convey expression



The Tortoise

Enoch Park

Grade: 1
School: PS 41, Staten Island
Art Teacher: Susan Alvarez

Pencil, marker, and watercolor on paper

Student: Art gives me peace because I get a videotape of nature in my mind. I want people to feel that my artwork is inspiring, and to think that my tortoise is actually real. Art is important in my life.

Teacher: Students listened to excerpts of *Painters of the Caves* by Patricia Lauber and discussed how artists are often inspired by nature. They saw works by artists such as James Audubon, and identified shapes, features, proportions and visual texture. They looked at the animals they chose to portray in the same way. Enoch's work reveals strong observational and drawing skills, and excellent control of paint, brush and marker. He worked deliberately, experimenting with line and color to achieve the texture of the tortoise's shell and the sand.



The Laughing Iguana

Kajal Sanghera

Grade: 2
School: PS 161, Queens
Art Teacher: Debbie Rich

Watercolor on paper

Student: I like to make art because it is fun, especially on Saturdays and Sundays. When people are looking at my artwork I want them to think about how I made the iguana and to feel excited so they can create their own iguanas. It takes a long time to make an iguana. You have to create your iguana carefully because you want it to have lots of detail.

Teacher: Students created watercolors of reptiles, emphasizing pattern and texture. The artwork supported a previous science lesson. Students saw photographs and discussed patterns and textures on the various reptiles' skin. They watched a demonstration of how to mix and apply watercolors. Afterwards, students viewed and discussed each other's work.

Kajal's attention to detail is quite extraordinary. The pattern of circles adds dimension and realism to her painting. Her color mixing and color choices led to a natural rendering of the iguana.



Self-Portrait

Lara Berliner

Grade: 2
School: PS 163, Manhattan
Art Teacher: Nia Mason

Oil pastel on paper

Student: I want people to feel a blossom of happiness and feel good after seeing my work. I like to express what I'm feeling. I like to be very colorful and I like blending colors a lot, so I really like this self-portrait. Doing all that hard work paid off. I want to be a good artist when I grow up.

Teacher: This unit on drawing self-portraits taught students the blending of familiar colors to make new ones. Students observed each other and learned

that everyone's skin tone is made up of a number of colors blended together. They also learned to use contrasting colors and create mood through the use of color.

Lara beautifully blended her colors. She showed perseverance over the extended number of classes needed to complete the portrait. Lara showed great enthusiasm for her work and the work others.



Playing

William Perez

Grade: 2
School: PS 28, Queens
Art Teacher: Sandra Feirman

Tempera and cardboard on paper

Student: My painting looks like another planet with houses where aliens live. The brown and white is a spaceship with people. I want people to look at this and think about what is going on inside. I had fun making it because I got to get dirty while I was painting.

Teacher: This collage unit, using recycled cardboard, focused on experimenting with shape, color, composition and layering.

William has a tremendous amount of energy. I enjoyed watching him dance and jump around his collage, ripping, cutting, gluing pieces of cardboard, and painting, seemingly all at the same time. Much of his process was experimental. I encouraged William to keep "playing." He discovered that he liked painting with a dry brush and he achieved a soft atmospheric effect with the paint.



Fall Morning

Samuel McIntosh

Grade: 2
School: PS 41, Manhattan
Art Teacher: Toni Serratelli

Tempera, watercolor, and watercolor pastel on paper

Student: I like to look at things like soda bottles, pieces of paper, and wooden sticks and record them down on something. This picture is about the middle of fall, and when people look at it, I want them to feel peaceful.

Teacher: *How can we show light, shadow, or reflection in a painting?* was the focus question for my second graders. We looked at the paintings of Claude Monet and talked about his working outdoors, painting the same subjects in different seasons and at differ-

ent times of day, and capturing the essence of light in his work. Inspired by images and ideas from Monet, the children created imaginary landscapes using watercolor crayons, pure watercolor and tempera paint.

Since Kindergarten Sam has been extremely thoughtful and engaged in painting and drawing. *Fall Morning* demonstrates Sam's reaching a new level in his work. He now works with great confidence and his marks have become more expressive and intuitive.



My Self-Portrait

Mia Montalvo

Grade: 2
School: PS 370 at PS/IS 237, District 75, Brooklyn
Art Teacher: Lisa Pines

Watercolor and oil pastel on paper

Student: I see me in my picture and I am beautiful. My teeth are beautiful. I looked at my teeth in the mirror when I drew this. I paid attention and used pastels and paint. My favorite material is paint. I love art class.

Teacher: Mia's wonderful self-portrait was the culmination of a unit inspired by Mexican artist Frida Kahlo. We looked at Frida's self-portrait and discussed how she expressed her personality. Students observed their faces in mirrors, drew with pencils, added

oil pastels, and finished with watercolor. Their individual personalities were beautifully expressed in their artwork.

The *Blueprint* is the pedagogical foundation of our art program and its Benchmarks drive our visual arts curriculum. The self-portraits reflected the performance indicators for Drawing: Grade 2. Art literacy was integrated into this unit; students sharpened their observational skills and developed their art vocabulary as they discussed Frida's work and their own.



Happy Detailed Woman

Andy Lin

Grade: 2
School: PS 112, Manhattan
Art Teacher: Cathy Ramey

Tempera on paper

Student: I want people to think about the picture and I want them to know that I painted a subway line in the background. I like to make art because it teaches me about other things.

Teacher: This second grade unit explored the question *How is a painting different from a photograph?* Initially the students created line and color studies linked to specific feelings. We looked at

a range of paintings including *Woman in Hat, Paris* by Henri Matisse. Then students painted expressive portraits using color and line to imbue their work with feeling.

Andy's choice of red outlines around a yellow face gives the portrait an extremely powerful presence. The designs and patterns in the background, used to create a subway, are unusually dynamic.



The Cadoo Game

Diego Villaronga

Grade: 2
School: PS 81, Bronx
Art Teacher: Stacey Caplan

Oil pastel on paper

Student: I love to make art because it helps me to be peaceful and I get to use my imagination. This picture shows that I love to play with my family and that I love my family a lot. I want people to look at my drawing and think back to when they had a special time with their families.

Teacher: The unit began with discussing narrative works of art depicting families. Students used oil pastels to create a narrative work of their favorite family activity.

They experimented with a variety of techniques and explored the expressive qualities of line and color.

Diego's drawing conveys a sense of excitement. While he was working he would tell me what each member of his family was thinking and how they were acting during the game. He did a great job of expressing their personalities and emotions. Diego demonstrated great focus and enthusiasm throughout our drawing unit.



Untitled

Aalyssa Peña

Grade: 3
School: PS 132, Brooklyn
Art Teacher: Heather de Koning Foley

[Black-and-white print from digital photograph](#)

Student: When people look at my artwork, I want them to see that there is beauty in the simplest image. I took a picture of a puddle, but when I saw the photograph, there was much more there than a puddle.

Teacher: Before walking around the neighborhood, we talked about changing our point of view when we compose a photograph. Students pointed their cameras up, knelt down low, and did anything

but take a photograph at eye level.

In Aalyssa's photograph the white line of the crosswalk is the first thing that strikes you, but if you look deeper, there are many layers that are reflected in the photograph. Aalyssa is very bold with her compositions and likes to go in close to capture texture and other details. What she has ultimately captured is quite subtle and delicate.



My Family

Veronica Barron & Mekatilili Ndungi

Grade: 3
School: Central Park East II, Manhattan
Art Teacher: Carlos Velazquez

[Tempera on paper](#)

Students:

Veronica: I want viewers to feel that when they make art, they can use their imagination and let it go wild. Meka and I decided to work together on a mural about our families.

Meka: I love art because I can express my emotions and my ideas, instead of keeping them in my head. We worked on this painting because of our Family Study. After I did this, I decided to do art more often.

Teacher:

As part of a Family Study, Veronica and Meka jointly painted a large family portrait that demonstrates a wonderful sense of color and form, as well as a lively use of texture. The use of overlapping shapes creates a lovely rhythm that draws the viewer to a sunset in the background.

This work is an outstanding example of integration of the art room and the classroom curriculums.



Green Frog

Vincent Casalo

Grade: 3
School: PS 107, Queens
Art Teacher: Virginia Pamboukes

Papier-mâché sculpture

Student: Red-eyed tree frogs live in the rain forest and their habitat is becoming endangered. I hope people feel joy when they see my frog because I was so excited and determined to make a great piece of art.

Teacher: 3rd grade classes were studying the rain forest and examining the enormous diversity of frogs found in this eco-system. We realized how vulnerable they were to climate and environmental changes. To enhance this study,

students constructed papier mâché frog sculptures that reflected their research. Connections were made to global environmental issues. It was truly a multifaceted learning experience.

Vincent was extremely enthusiastic and highly motivated due to the research that preceded the artmaking. This frog was created with expressive gesture. Vincent's work demonstrates artistic growth and confidence.



Flower Pot on Table

Fatoumata Kaira

Grade: 4
School: PS 352, District 75, Bronx
Art Teacher: Mary McGaw

Cut-paper collage

Student: My artwork shows how I feel. When people look at *Flower Pot on Table* I want them to feel as I did when I created this collage.

Teacher: Fatoumata's work demonstrates her ability to use tools and to control materials. She was able to apply her knowledge of composition, design and the elements of art in a way that is totally her own. Teaching in Dis-

trict 75, I have the the privilege of working with many young artists diagnosed with autism, who find their voices and begin to develop a sense of self through the arts. Creating opportunities for students to experience success, even as simply defined as self expression, can have a resounding impact on their worlds - and that is a beautiful thing.

The Wolf!

Jesenia Davila

Grade: 4
School: PS 250, Brooklyn
Art Teacher: Linnea Westerberg

Oil pastel on paper

Student: Transforming a hand into a wolf is not as easy as it looks. But I did it and I want you to feel happy for me! I like to make art so I can lose myself in the art and find the real me. Art is not supposed to be like, "Oh, I want to draw because I am so bored." NO!

My art is one-of-a-kind. I come up with my own ideas and don't copy. Sometimes you make a mistake, but making a mistake in art is okay because you can turn it into something cool. Ms. Westerberg taught me that. I want to thank her for all of the good things she taught me during the year.

Teacher: Our drawing unit began with students drawing their hands from observation and examining the drawings of hands by Diego Rivera. They worked with oil pastels learning how to layer, blend, smudge and scratch the material to create various effects. This work was about depicting transformation.

Jesenia is an exceptionally talented student who's work deserves to be in PS Art. Her technical ability to render an object from observation is above grade level, and she has already developed a very distinct personal style that is infused into all of her projects. Her love of art is evident. Jesenia was very focused while creating these three challenging drawings.



Fear

Raymond Huang

Grade: 4
School: PS 255, Brooklyn
Art Teacher: Miriam Rankin

Oil pastel on paper

Student: I get to be creative and have fun when I make a work of art. I especially like to use oil pastels because I like the way they blend to make different colors. I want viewers to observe *Fear* and understand how people look when they are afraid.

Teacher: Students learned about facial proportions, and examined the six universal expressions (happiness, sadness, anger, surprise, disgust, fear) as demonstrated in a variety of artworks. Students made series of drawings showing



these emotions, noting how the face changed with each one. They explored expressive colors in the Fauve portraits of Henri Matisse. Students chose expressions to render in oil pastels. They layered the pastels, scratched the surface, and blended colors with baby oil to achieve interesting textures.

Raymond chose to draw a child like himself, and showed with tender care the subtle look of fear. I was impressed by the sensitivity and the rich textures of his work, extraordinary for a 4th grader.



Alex in the Kitchen

Alex Chu

Grade: 4
School: PS 503, Brooklyn
Art Teacher: Ellen Izzo

Mixed-media collage

Student: I put a lot of effort into my work and I want the viewer to feel that I am an artist. I have fun making art and I can express my feelings. This is the best artwork I have ever made. I never created a picture of myself looking that good.

Teacher: The theme for the entire year is: *An artist captures a moment in time*. In our collage unit, we developed small moment collages. Students considered the moment they wanted to capture, and how they would build a

collage to represent themselves in that one small moment. They looked at the work of Romare Bearden, Ezra Jack Keats...and the work of their own art teacher!

Alex had a vision for his work as soon as he started. He worked quietly and I loved to look at the changes that occurred as he worked. Alex is a very skilled draftsman and it was more challenging for him to use collage materials, but his choices were right on.



The Snowy Night

Zuzanna Grzybowska

Grade: 5
School: PS 30, Staten Island
Art Teacher: Berna Donlon

Tempera on paper

Student: I painted Rockefeller Center. I used my memory to see how it looks in real life. I painted with feeling. When I make art I am having fun and learning new things.

Teacher: The topic of this sequential painting unit was favorite neighborhood scenes. Students looked at the work of Edward Hopper, Francis Guy and Ralph Fasanello.

Zuzanna's painting expresses her intense excitement about Rockefeller Center. Zuzanna is a dedicated young artist who immerses herself in art. Her painting exceeds the expectations of the 5th Grade performance indicators.



La Parada

Edwin De La Nuez

Grade: 5
School: PS 18, Bronx
Art Teacher: Omayra Rivera-Filardi

Watercolor and ink on paper

Student: It is not too difficult to create art, and if you practice you can do it too. I just went to art class and I tried my best on this project. I am proud it was chosen to be in PS. Art. If you are not into sports you can do art and be relaxed. Art allows me to show that I have a different type of talent.

Teacher: After looking at *Flag Day* by William Dorani, and focusing on his use of simple shapes to create complex compositions, students were asked to design

three shapes that could be used repeatedly in the creation of a multifaceted art piece. The work had to demonstrate depth and movement. Ultimately the work became a watercolor painting with a clearly defined sense of place, detail and balance.

From the beginning Edwin had a very clear vision of the parade he wanted to create. He was intrigued by the process of overlapping and placement and the effects it would ultimately have.



CoBrA Cat

Ha Eun Ro

Grade: 5
School: PS 41, Manhattan
Art Teacher: Phil Smith

Tempera on paper

Student: I started drawing when I was very little. I was good at it but I could always improve. It's fun to learn different techniques, and I just love how several random lines can be turned into something interesting and beautiful. I like the fact that I can make someone feel or think something with my pictures. I think the whole point of art is to tell people something without words.

Teacher: Ha Eun's painting was inspired by the artwork of CoBrA, the group formed in 1948 around three European cities directly involved in World War II. CoBrA

is an acronym for those cities, Copenhagen, Brussels and Amsterdam.

We discussed the cities and explored the historical context of CoBrA's work. Students created art based on works by CoBrA artists, using tempera paint and marker.

Ha Eun's study was based on Karel Appel's 1952 work entitled *Le Chat*. She painted, creating her own piece, not re-creating Appel's. Ha Eun worked with joyous imagination, and an adventurous, creative spirit.



Where My People Lived and Died

Roger Cheng

Grade: 5
School: PS 108, Bronx
Art Teacher: Robin J. Miller

Watercolor on paper

Student: I want the viewers to feel the sorrow of this event that greatly affected New York City and the United States. Because being an artist helps me express my emotions and gives me a better understanding of the world, creating this work helped me to understand why 9/11 was so tragic. I hope viewers realize how challenging it was to visualize the aura of intensity and sorrow that was felt by so many people. I did my best to show those feelings in my art.

Teacher: This work is part of a serial project for a select group of students in our extended day Art Academy. Students have been working on illustrating the lyrics of the song made famous in World War II, reflected in the title of the series, *The House I Live In*.

To create this work Roger viewed images from the September 11th disaster. Though Roger draws effortlessly, he sometimes struggled with the medium of watercolor. After a few consultations on its use, he quickly met the challenge.



Thinking

Kateryna Korobkina

Grade: 5
School: PS 200, Brooklyn
Art Teacher: Caroline Heffron

Collograph print

Student: I want people to be drawn into my artwork and be reminded of a time when they were pensive and filled with thoughts. I put a lot of work into my print. I wanted to make the features look realistic. When I started printing I had to make sure an even amount of ink got onto every part of the plate. Even though it was not easy, it was fun. When I finished my print I felt proud of my accomplishment.

Teacher: This collograph lesson challenges students who had done portrait drawings, to transfer their knowledge to the printmaking medium. The lesson

emphasizes proportion, expression of emotion, and control of materials. Additionally, students had to analyze how hands and eyes enhance the emotional level of a portrait. They discussed the emotional qualities in the portraits of Kathe Kollwitz and Alice Neel.

Kateryna's print evokes a subtle yet clear image of a person wondering. It leaves the viewer curious about this person. Kateryna was able to succeed with the technical challenge of inking, rubbing and pulling as well as using color and shapes to create mood.



Crazy Colors

Mario Fountain

Grade: 5
School: PS/IS 268, Queens
Art Teacher: Wendy Newman

Tempera on paper

Student: I worked hard to mix all of the colors to make new colors. Ms. Newman helped by showing me how to mix colors and show emotion through color. I really love this portrait because I worked hard on it and it proves that I learned to show all kinds of emotions with the colors I chose. I liked the way it turned out—plus, I did not know that it was going to look like this. It was a huge surprise!

Teacher: Students examined paintings of Fauve and Expressionist artists, noticing the range of colors in the faces. Mario's painting is a palette of many mixed colors that are tinted and shaded, working together to create a very powerful portrait.

This work clearly shows Mario's skill in his use of paint and in color mixing. It is a large scale painting that demonstrates confidence. Mario's work surpassed my expectations.



Prickly Plant

Ian Luzung

Grade: 5
School: PS 254, Queens
Art Teacher: Aleksandar Popovic

Watercolor on paper

Student: My prickly plant is a beautiful plant. It is very pointy and unusual. I like being an artist. I get to use paint and make collages, and I feel like I have talent. When you make art people can see what you have in your mind.

Teacher: This work was the result of a unit on drawing and painting from observation. Students learned about composition and proportion, how to use watercolor tools, how to mix colors, and how to produce tints and shades.

Ian's delicate lines and great attention to detail, complement the wide strokes of the watercolor brush. His work offers a rich variety of tints and shades within a narrow palette.



Wonder Land

Baishaki Debi

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

Pencil, ink marker, and oil stick on paper

Student: I like to imagine, and I want people who see my picture to imagine that they are in *Wonder Land*, my picture. I want them to see its beauty. I like dark colors and that is why my picture is dark.

Teacher: As we looked at an assortment of art books covering different periods and styles, some students expressed an interest in integrating the Blue Rider Group into their independent projects. Baishaki did great work in response to the work of this group of artists who practiced in the years just before World War I. *Wonder Land* works fluidly, almost like talking.



Self-Portrait with Owl

Ruben Burgos

Grade: 6
School: IS 229, Bronx
Art Teacher: Gilbert Fletcher

Oil pastel on paper

Student: My art teacher helped me to understand difficult things in drawing, and with practice, difficult things become easy. I learned the correct way to draw the face in proportion. In *Self-Portrait with Owl* the hardest thing was deciding on the environment and the time of day. The animal was easy; I chose an owl because I think owls are cool. Then I remembered how much I like the beach, so I drew myself in both part-day and part-night on the beach.

Teacher: As part of a unit on drawing students explored several drawing techniques for portraiture. They also studied the differences in portraits from other cultures. Using *Self-Portrait with Monkey* by Frida Kahlo for reference, they were charged with creating a self-portrait with a wild animal.

Ruben's work shows a strong and balanced composition, firm control of the medium, and a strong understanding of the subject. I appreciate its sense of completeness.



Self-Portrait

**Steven
Mohamed**

Grade: 6
School: Life Sciences Secondary School, Manhattan
Art Teacher: Elizabeth Zapata

Cut-paper collage

Student: As an artist, I have come to believe in myself more. I have more confidence. I challenged myself to do my best work, get the correct proportions of the face, and take my time filling in the drawing with shapes of different colors and textures.

Teacher: Prior to the lessons on self-portraiture, the 6th grade students studied facial proportions and created several drawings to become more experienced with handling the subject matter. The students looked at self-portraits by other artists, discussing qualities that made them unique.

Steve, a quiet and contemplative student, successfully created a balanced composition through his use of color, shape and space. Steve views himself as a serious student and he worked to achieve a sense of mood in his portrait.



Construction Truck

Edwen Beltran

Grade: 6
School: The Queens College School for Math, Science and Technology
Art Teacher: Kaya Wielopolski

Tempera on paper

Student: When I have a problem I just go to my table and draw. As I worked on *Construction Truck*, a challenge I faced was figuring out how to make the truck look three-dimensional. I had to pay attention to the angle of the truck and the lines and shapes I saw inside the truck. Mixing colors was also tough; every time I came to work on my painting, I had to remember the colors I had mixed before to use in different parts of the painting.

My art teacher taught me to trust myself more with my artwork.

Teacher: Students in this Special Education class are very enthusiastic and focused when using paint. I chose to have the students

work individually on large pieces of paper. As references, a variety of Tonka trucks were displayed. The students were ecstatic selecting objects to draw and then paint. We discussed what it means to draw what you see, and not what you know. (You know the truck has four wheels, but can you see all four?) Students' prior knowledge was used to create the backgrounds.

Edwen demonstrated focus and determination in striving to get the image just the way he wanted it. The weight, size and bulkiness of the truck dominate the image as the truck moves through the construction site with a job to do.

Memories

Anne Wang

Grade: 7
School: IS 259, Brooklyn
Art Teacher: Roma Karas

Acrylic, watercolor, and ebony pencil on paper

Student: My art teacher pushed me to my limits and had me do my best work. Mr. Karas taught my class how to draw from many perspectives. He also taught us how to shade with a pencil and a paintbrush. We learned how to use just the right amount of water in our paints, and learned how to use our paintbrushes correctly. Whenever I felt I was behind, I knew I would not have to rush. I was told that if you rush, you'll ruin the artwork. My art teacher told us that when we needed to, we could drop by during our free time. When you create artwork it has to be done at the pace you want.

Teacher: Students created self-portraits using ebony pencil, black ink, and then adding a touch of color to instill mood. Students were required to use a wide range of values and exhibit knowledge of various tones and shades.

Anne places photos of her old friends and family members on the floor in the foreground to symbolize memories. Butterflies and fireflies, rise and leave symbolizing impermanence of time. Anne is a very devoted student. She arrives at school before classes, comes to the art room during lunch, and often stays after school to work on special projects.



The Doorman

Elmer Romualdo

Grade: 8
School: PS 77, District 75, Brooklyn
Art Teacher: Amie Robinson

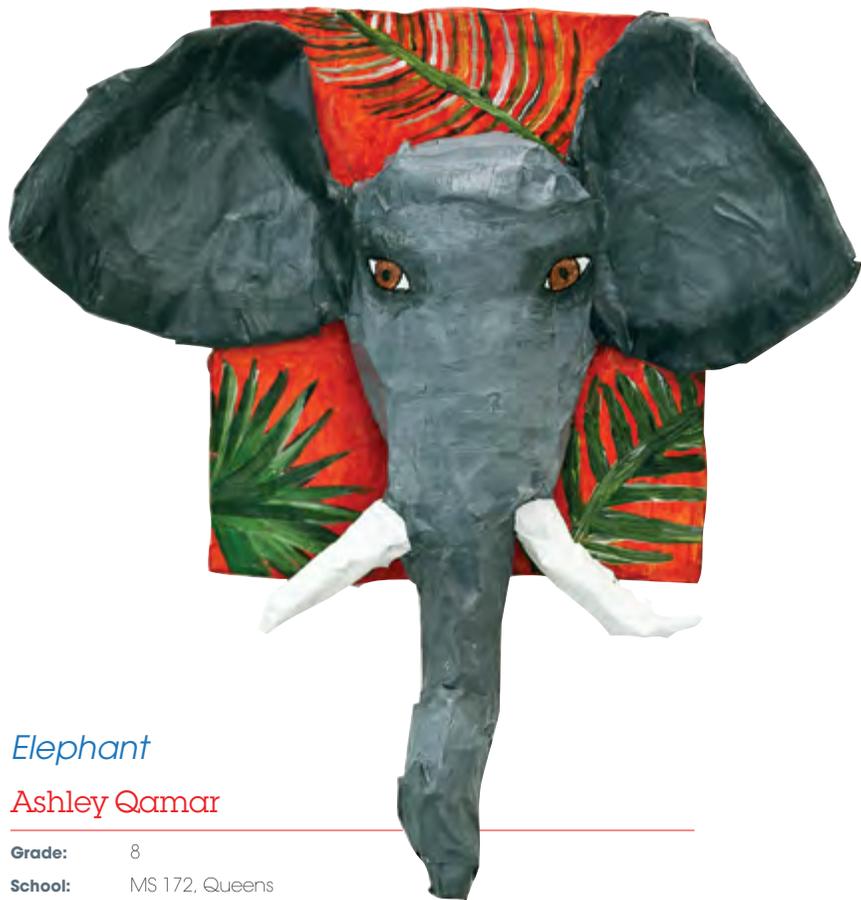
Color print from digital photograph

Student: I wanted to take a photograph of a squirrel, but he ran away. Why did I take this particular photo? The yellow and blue on the doorman's jacket reminded me of spring. Taking a photograph is like looking through a window; my teacher helps me to see through that window.

Teacher: My students have a unique way of looking at their world, and I designed this lesson to challenge their creativity. Students used digital photogra-

phy to depict their world from a unique point of view, for example, imagining themselves as ants on the sidewalk or birds high in a tree. The artwork reflects an 8th grade Benchmark by addressing students' ability to apply skills and knowledge learned in the visual arts to interpreting the world.

I love the way Elmer shot his photograph at a low angle in order to portray the world from the perspective of this tiny doorman.



Elephant

Ashley Qamar

Grade: 8
School: MS 172, Queens
Art Teacher: Megan McAllister

Papier-mâché and acrylic paint sculpture; wire and cardboard armature

Student: When I started this sculpture I felt a bit overwhelmed; there was so much I wanted my piece to say, and I felt worried by my lack of experience with the materials. My teacher helped motivate me to try new things and experiment with this new medium.

Making art is an outlet that helps me understand myself better. When I paint or sculpt I try to let my emotions flow into the artwork.

Teacher: We discussed endangered species and works of art as humane alternatives to trophy animal mountings. Students

designed and sculpted animal heads of their choosing using a variety of materials including newspaper, wire and cardboard for the armature, papier-mâché, and acrylic paint. After completion students wrote reflections on the process.

Ashley has been in my art class throughout her middle school career and I have seen a talented artist develop. She is extremely detail oriented, works well with many materials, and has the ability to problem solve regardless of the medium or the assignment.



SAD

Cheyenne Nicholson

Grade: 8
School: MS 137, Queens
Art Teacher: Rosemary Bingay

Digitally created image

Student: I love the challenges presented to me when I create different drawings and paintings. It has made me want to push to do my best in art and in life. I'm a perfectionist and with my art teacher around, it just makes me feel good. She's very relaxed and lets me do what I think will make the project better.

Mixing the different tints and shades of blue on the computer was a challenge. After experimenting with the opacity tool I became more accustomed to it and was able to create a wonderful piece of art.

Teacher: Inspired by Picasso's Blue Period, students in my computer art class created Blue Period paintings using Adobe Photoshop. The students engaged in sustained investigation, reflecting one of the 8th Grade Benchmarks of the *Blueprint*.

Cheyenne is a gifted and talented student. She created a portrait that conveys sadness through her skillful use of tints and shades of blue. It is this skill that makes her work stand out.

Speak

Omar Guerrero

Grade: 8
School: IS 259,
Brooklyn
Art Teacher: Julia Livi

Acrylic on paper

Student: Ever since I was seven years old I was interested in art. My parents knew that I had a special talent; they always encouraged me to keep drawing and painting. When I feel that I have a lot of stress, I can just grab my pencil and my sketchbook and just draw my stress away.

I am thankful to have such a great art teacher. I had hoped someday to be able to present my artwork to the community and thank her. Now I have that chance.

The background color was an issue. I wanted a certain blue—not too dark and not too light—but next to purple, it washed everything out. Ms. Livi and I agreed that I should use a lime green color to create a halo; in that way I would not compromise the beautiful blue color I chose. After I finished the halo I was satisfied.

Teacher: Students created works demonstrating rich use of acrylic and awareness of light, value and contrast. Combinations of colors for shading added depth. The goal was to highlight an attribute of



Fauvist portraiture. Works in progress were discussed with me. We took photographs of their work at various stages for later reflection.

Omar's painting took a unique direction. He used bright colors everywhere except on the skin. The body remained black and white allowing Omar to experiment with washes of black. These choices enabled Omar to express self-imposed speechlessness that ultimately would lead to his slow disappearance behind the surrounding brightness. Omar's ability to make an art project his own is proof that he is an artist in his own right.



Self-Portrait

Ariadne Speliotis

Grade: 8
School: MS 447,
Brooklyn

Art Teacher: Kristel McKanna

Graphite and colored pencil on paper

Student: Being an artist has allowed me to open up and become braver about sharing my ideas with others. As my artistic talent improves I am able to better express myself through my art.

This drawing is my first self-portrait. We were required to work from a photo and use a mirror as a resource. I hated the picture I was working off of. I wanted to make myself look more attractive but resisted the urge and worked from the photograph. Another obstacle I faced was the large scale of the paper because I didn't feel comfortable drawing my face so large.

My art teacher has exposed me to many interesting styles and genres of art that have inspired my own

work. I have developed my own style and I am proud of my art.

Teacher: Students investigated self-portraits from various time periods and cultures, examining the proportion of the human face, techniques artists use to depict form, and the use of facial expression, costume, value and color to create mood and meaning.

Along with her advanced drawing skills, Ariadne possesses a natural talent to depict her disposition. I especially admired the patterns she created in the shading of her skin. These linear motifs are reminiscent of patterns and designs typically found in West African masks.



Parkour

T. J. Giarraffa

Grade: 8

School: Mark Twain
IS 239 For
the Gifted &
Talented

Art Teacher: Julie Checkett

Black-and-white print from
35mm negative

Student: Studying photography has made me view everything as an opportunity for a photograph. I want to seize the moment.

My art teacher, Ms. Checkett, is an inspiration to me; she guides me and helps me with any problems I encounter.

I faced many challenges during this shoot. Finding a good location was difficult. The area in which I shot this was extremely crowded, but I really wanted to shoot there. I had to make the subject, my brother, do that stunt repeatedly because it was a fast and tough moment to photograph. Cooperation was probably the hardest part because he became tired. But I was determined to capture his

movement and I made the shot!

Teacher: T.J. is in my eighth grade Media Talent program. He photographed this image of his brother hurdling a low wall, for a project on capturing motion. I am pleased with the composition and focus. T.J.'s unique style of shooting captures the essence and excitement of urban Parkouring (a physical discipline that focuses on efficient movement around obstacles).

Parkour will be added to T.J.'s developing portfolio, which is becoming a beautiful visual resume of his accomplishments as a young artist. It is also a visual representation of his personal life experiences and interests.



Self-Portrait

Curtis Yi

Grade: 8

School: MS 158, Queens

Art Teacher: Jessi Koenigsberg

Graphite on paper

Student: As an artist, what once might have been some random object, I now view as a piece of art. Once you dedicate yourself to art you learn to appreciate things in a different way.

Ms. Koenigsberg is a kind and entertaining teacher who takes things seriously and guides her students when the time calls for it. I don't think I would have created this drawing without the ideas and fun mind of my teacher.

I didn't view myself as a good artist, just a person who occasionally doodled in his notebook during a boring class, but never as someone who could create a self-portrait. That changed when I entered my 8th grade art class. Sure there were difficulties with proportions and shading, but I overcame these obstacles.

Teacher: Students drew self-portraits using the grid method. They focused on correct facial proportions, shading, and blending. Students identified values in their photos and transferred them to their portraits using different shading techniques.

Curtis works with dedication. Here he challenges himself and successfully renders foreshortening.



Self-Portrait

Sarika Islam

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

[Collograph print and ink](#)

Student: Like Andy Warhol, art has made me look at the world from a different perspective.

One of the difficulties I had making this artwork was including the details to make it realistic. I used a form of dotting to show the changes in values in my face, hair and neck. This made it look more like me. My art teacher encouraged me to keep working on my piece and gave me suggestions to make it better.

Teacher: The Eighth Grade Talent class explored the work of Andy Warhol. They created collograph prints and used markers to draw detailed portraits on the prints. Sarika is an extremely hardworking and talented student, working with precision and pride.

This project was inspired by an abstract multicolored, collograph project created by Gwen Lin Goo from Studio in a School. I expanded the project so that the students could experiment with the ideas of Pop-Art.



NYC Highline Skyline

Alexis Martinez

Grade: 8
School: JHS 185, Queens
Art Teacher: Vickie Byron

[Hand-pressed collograph print](#)

Student: Creating art has made me a more confident student. I enjoy art making because it allows me to share my feelings with the world in a way that words do not.

Ms. Byron is a great teacher who breaks things down for us in easy steps. That way we understand everything. It is thanks to her that my artwork looks exquisite.

This collograph was my first print and I had some challenges. The first time I printed, it looked pale because I didn't use enough ink. My second piece was a big hit. I had this goal to make each building in my print look more unique

than the one before it. I am glad that I did this project; not only did I reach my goal, I also learned something new.

Teacher: In this interdisciplinary unit students experimented with architectural designs, organic and geometric shapes, musical and visual rhythm, and poetry. They made connections to jazz music and poetry in early 20th century Harlem, and learned that poetry and visual art share many of the same formal elements: image, rhythm, repetition, sequence, mood, metaphor, texture, and color.

Alexis' print demonstrates skills in registration, inking, and lifting. This collograph print has an unusual point of view created by composing a central horizontal bridge that divides the skyline. This is a unique view of Manhattan.



Giraffe with Baby

Nathaly DeLaCruz

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

Colored pencil on paper

Student: Art opens my eyes to even the smallest details in things that others don't notice. Being an artist has given me opportunities to experiment and express myself in different ways.

My art teacher, Ms. Serrano, has guided me through the making of some of my pieces and she is a fantastic artist herself. She played a big role in my being accepted to LaGuardia High School.

While creating this artwork I had to get the color to pop out from

the background; I had to create contrast. I experimented with the pencils first and by adding layers of color and texture, I got it done.

Teacher: The Art Enrichment Class created a drawing on black paper using a new medium, construction paper pencils. Their completed drawings were required to demonstrate observation of detail, scale of objects, a wide range of value, and a personal view.

Nathaly stands out as a young artist, never hesitating when given a new challenge. She was eager to try out construction paper pencils. Nathaly spent a lot of time experimenting with the pencils on strips of paper. She tried layering and creating textures. She patiently drew the image, constantly stepping back to see how her work was progressing.



Turning Japanese

Sally Bao

Grade: 8
School: MS 74, Queens
Art Teacher: Andrew Zaben

Oil pastel on paper

Student: I love the feeling when I draw and create something that others can enjoy. I am always looking to improve and will always be an artist.

Mr. Zaben taught us drawing mechanics but we filled in the empty spaces with our own styles.

Creating some parts of my artwork seemed overwhelming, but I overcame this by focusing on small sections at a time. The water was difficult to capture correctly as there was sunlight reflecting off of the churning waves. I did the difficult parts very slowly to get all of the details.

Teacher: Students drew landscapes on black paper. Ultimately charged with dividing their work into four sections, devoting each section to a season, they had to show perspective and the illusion of depth. They shaded with oil pastels, creating texture, contrast and a wide range of values.

Sally's details were outstanding. Careful observers will notice that one season blends into another. Her color choices were realistic, yet unique. She absorbed what she was taught and developed it into her own style.



Self-Portrait

Taiss Ghuliani

Grade: 8
School: Mark Twain
 IS 239 For
 the Gifted &
 Talented

Art Teacher: Valerie Louzonis

Cut-paper collage

Student: Art is really important to me. I have a great sense of accomplishment when I create a piece.

I had a difficult decision in selecting the color I would use in my background. Color is very important because it helps distinguish the mood in an artwork. I finally decided to pick a vibrant color that would contrast with the overall work.

My art teacher, Ms. Louzonis, provides us with support and encouragement. I receive constructive criticism that has helped me to improve my work.

Teacher: This unit, based on Romare Bearden's collages and Byzantine mosaics, combined tempera painting and collage techniques. Students drew self-portraits. They painted sheets of paper with the tones of their skin, hair and eyes, closely observing how these tones changed when in direct and indirect sunlight. They carefully arranged the small tesserae to create a detailed self-portrait.

Taiss really captured herself in this self-portrait. Her expression exudes youthful self-confidence. Her color choices and the strong contrasts are commendable.



Untitled

Yuxiao Lei

Grade: 8
School: NEST+M, Manhattan
Art Teacher: Hilary Svihla

Charcoal pencil on paper

Student: My musical life has been affected by being a visual artist. I play the piano, and music and art are very closely related. Now when I play, visualizing an image in my head makes it a lot easier for me to express feelings throughout the musical piece. I have gained a vast amount of knowledge through art; I now know more about color, texture, value, and lines than I ever did before. I know I will use this knowledge in unexpected ways.

My art teacher encourages me to work harder, and she has been firm on deadlines.

The background is not the main focus of this piece, so it was challenging to add value yet not make it prominent. A blending stick, charcoal pencil, and an eraser helped to make the setting softer.

Teacher: Students created charcoal drawings of animals with particular attention paid to simulated texture, value, and pattern.

Yuxiao draws in an advanced realistic manner. She demonstrates a level of precision in her use of simulated texture and value. She gives the piece great depth through accurate rendering of foreground and background. In our art studio, Yuxiao's work consistently stands out for its technical mastery and for Yuxiao's ability to create movement throughout her drawings.

Lost

Elizabeth An

Grade: 8

School: JHS 67, Queens

Art Teacher: Georgia Daskarolis

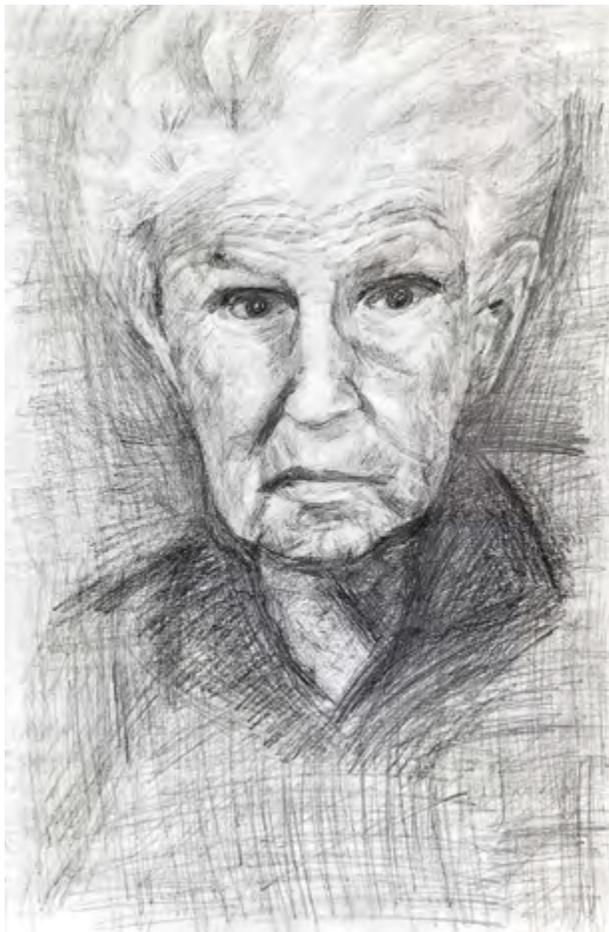
Graphite on paper

Student: Artists express their feelings in their work. This assignment to capture the spirit of a person has helped me develop my ability to express myself.

My art teacher encourages me—prods me at times—and helps me look for the meaning in my work. The challenge I had while creating my graphite drawing of an elderly woman was trying to incorporate so many varied line techniques in my drawing. It took a long time to complete *Lost*.

Teacher: This drawing unit culminated in work with the theme *Capturing the Spirit in People*. Students were charged with communicating the subject's emotion or spiritual mood. They incorporated a variety of tonal values and varied line techniques.

Elizabeth's portrait of an elderly woman was compelling; her subject's eyes were haunting. It is at once a powerful and a beautiful interpretation of a woman suffering with Alzheimer's disease.



The Black and White Tuba

Tandriila Dutta

Grade: 8

School: IS 125, Queens

Art Teacher: Deborah Herrand

Chalk and charcoal on paper

Student: I have become interested in concepts related to nature, and artworks created by other artists. My art teacher suggested that I observe their techniques.

Sketching the shades and shadows of the tuba was demanding. I had to observe the tuba for a long time in order to understand the exact places of contrasting values on the surface of the instrument.

Teacher: The class studied how changes in value affect the surface of forms. They created a value chart to understand its subtle changes. They analyzed charcoal artwork representing a range of

value. After experimenting with black and white charcoal in their sketchbooks, students created an observational drawing from an interesting point of view. They manipulated the medium to convey light and shadows, and applied various shading techniques to show a variety of value in their drawings.

Students have a great capacity for challenging themselves, and it is evident in Tandriila's still life. It is rewarding to see that she took all the lessons on technique and applied them to her artwork with thoroughness and passion.





Musical Art

Abu Hurayra Amin

Grade: 9
School: Hillcrest High School, Queens
Art Teacher: Karen Beckhardt

Mixed-media collage

Student: I am new to this country and my English is not very good yet. I like to draw and it is the best way I can express myself. Creating art makes me feel good about myself.

I was excited to work on this project because it involved my two favorite things—I love art and I love music!

Ms. Beckhardt helped me take what I love to do and turn it into a work of art.

I had trouble with some of the background looking too similar to the hair; by adding some red

accents to the background, my artwork became a success.

Teacher: A project works best when the criteria allow for a wide range of options. This self-portrait project gave each student a voice. Once they understood the proportions of the face, and the importance of texture, color and symbols to convey who they are, they were free to execute a mixed-media collage in whatever manner best suited them.

Abu's choice of imagery and rich texture strongly conveyed his passion for urban music.



Untitled

Isaac Banana

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

Cut-paper collage

Student: The best artwork I create takes me a long time to perfect. I became a patient person because of art; I am more patient with people and able to endure a lot of things. Being an artist also has made me more observant. I have learned to see into people, not just glance at them.

My teacher inspired me and made me set a goal: the development of greater techniques in art.

It was difficult to figure out which pieces should go where, and at what orientation. A terrible mistake I made was rolling up the

artwork. This caused the pieces to wrinkle slightly, but Mr. Mahl said that it gave a natural look to the snowy mountains. Overall I think the work is simple and brilliant!

Teacher: The jumping off point for this lesson was a study of Jacob Lawrence, his brilliant color palette, and his simplicity in rendering his subject matter. Students created dynamic sports posters using the work of Lawrence as inspiration. Isaac's collage has fine detail, excellent composition, and a strong sense of movement.

Self-Portrait

Samia Ahmed

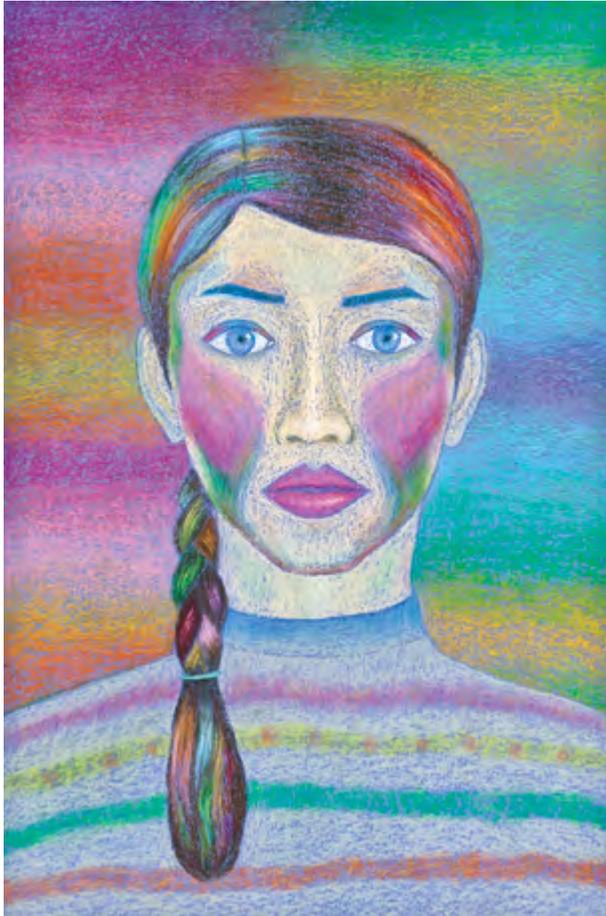
Grade: 10
School: Hillcrest High School, Queens
Art Teacher: Karen Beckhardt

Oil pastel on paper

Student: In whatever I draw, I like to express if I'm happy or sad. I never had formal training but my art teacher has filled in the gaps, strengthening my knowledge of drawing and color. She has exposed me to the creative world and I look forward to exploring it!

Oil pastels were a new medium for me, and I wanted to use all the colors that were available. I also wanted to mix them to make my own colors. The challenge came when trying to figure out how to use all these colors in a way that would be pleasing and would create a mood.

Teacher: This self-portrait lesson using oil pastels taught students that color has an emotional effect on us and can create mood.



They saw the work of van Gogh, Matisse and Jawlensky. To express their feelings, students were encouraged to use a palette, usually considered to be unrealistic for rendering the face. Students built upon their knowledge of volume, color value and color intensity, and mastered the technique of glazing and blending with oil pastels.

Samia created a compelling work of art using her well-honed drawing skills. She repeated patterns of color reflected in her face and hair, giving the piece an eerie mood.



The Reversal of Time

Anselies Rodriguez

Grade: 10
School: Harry S. Truman High School, Bronx
Art Teacher: Raphael Lopez

Color print from digitally altered photograph

Student: Art is my passion. It breathes life into me and influences how I see things and how people see me. My friends and family understand that I am a unique individual with a creative spirit.

Mr. Lopez works hard and has high expectations for himself and his students. He is always willing to help me create photographs that convey my vision.

The technical skill needed to blend the two images together was a challenge, as was superimposing the layers.

Teacher: The unit began with a discussion of techniques used to create a photo-montage portfolio using Photoshop. Students examined and discussed professional photographs to develop visual frameworks and points of reference for their own work. As formative assessment, students used the input of their classmates, the critique of their teacher, and their own reflections. They then returned to their work to create final images that captured the essence of time and the effect it has on us. Anselies has a creative and artistic vision that is representative of a young artist who is not afraid to take risks to come up with images that are imaginative and powerful.

Happy but Hurt

Ashlie Baptiste

Grade: 11
School: Brooklyn High School of the Arts
Art Teacher: Lara Hill

Acrylic on board



Student: Art allows me to make a statement and empowers me to be bold. What brings me the most joy is knowing that my art has sparked an interest in others.

The multiple trips to museums planned by my teacher, the inspiration she has given me about different artistic styles and eras, and her guidance have all improved my artwork. Ms. Hill also exposed me to the opportunities of several precollege programs.

Conquering realism was the most demanding aspect of this work. Trying to get the skin color as close as possible to my own was the most difficult. However, learning to manipulate the acrylic paint and dealing with its ability to dry quickly was a separate challenge. Through constant practice and

exploration of the materials, I was able to overcome all obstacles.

Teacher: This work was created in portfolio development class where students focused on a 12th grade Benchmark, developing portfolios that reflect a personal style. Students were asked to create portraits inspired by master artists. Ashlie explored traditional Italian painting techniques to create her work.

This work is a critical piece in Ashlie's development as an artist. Through the process she gained control of the medium and in her ability to paint realistically. It is a straightforward portrait and the subtle brushstrokes and expression create a great deal of emotion.



Untitled

Isaac Baird

Grade: 11
School: Institute for Collaborative Education, Manhattan
Art Teacher: Paul Nowell

Charcoal on paper

Student: Beside my family, art is one of the most constant things I have in my life. I have no idea who I would be without it.

This drawing frustrated me because I really had to work at the underdrawing. I needed to work past the frustration. Sometimes working on the drawing became a war between me and my frus-

tration, but in the end I think I won. It helps to have an art teacher who gives advice and provides me with a place to make art.

Teacher: This piece was inspired by the work of Käthe Kollwitz and imagery from a book of photographs about Alphabet City, on the Lower East Side of Manhattan.

Isaac is one of the most talented artists in our school and has taken classes at Cooper Union to develop his art skills. He is hard working, has an extraordinary range of styles and interests, and a keen sense of artistic integrity. This drawing is one of his more traditional works. It expresses emotion in an engaging way.



Dramatic Flight

Eliza Khekht

Grade: 11
School: John Dewey High School, Brooklyn
Art Teacher: Michael Solo

Black-and-white print from digital photograph

Student: Every time I pick up my camera to take a picture, I know in my mind that it's not going to be just any picture; it may be amazing. I learn from my work, and the better it gets, the more inspiration I get to create something greater.

The moment I took this photo I knew Mr. Solo would appreciate it. He has opened my eyes to a lot of new things in the study of photography.

The only difficulty I had in creating this was in the timing of the photograph. I had to capture the bird at just the right moment.

Teacher: Eliza and the other students in my basic photography class were asked to find a location that inspired the creative process. This image shows the patience with which Eliza worked as she waited for the sun to set and for the bird to glide through her camera's view finder.



Peeking Through

Alan Leskov

Grade: 11
School: John Dewey High School, Brooklyn
Art Teacher: Michael Solo

Color print from digital photograph

Student: This may seem like a trivial thing for a lot of teenagers, but art provides me with a productive way to occupy my time. I can create something that I can be proud of.

My teacher taught everyone in the class to look at the world through the eyes of an artist. Now I can't walk a couple of blocks without something popping out that has the potential to be a great photograph.

Initially, I was taking a picture of the wall and the bright blue color,

and trying to make it contrast to the dreary look of the sky. Then I looked through a hole in the wall and saw a train hurtling across. I quickly took some photos before the train left my view.

Teacher: All of my students have the inherent ability to design and create successful works of art. My role as an art educator is to facilitate this ability. I am a design coach and I always remember that "education" is derived from the Latin; it is my job *to lead out* from each of my students the ability that is already there.



Zombie Eye

Viktoriya Farber

Grade: 11
School: Tottenville High School, Staten Island
Art Teacher: Elvira LaRocca-Vonroth

Color print from digital photograph

Student: When I look at a paintbrush, camera, or any other art tool, I don't see just a tool. I see a chance to do great things, a chance to create magic. For me, being an artist is more like a way of life.

My art teacher saw the talent in me, and that inspired me.

In this work, I had to create just the right facial expression with my hair falling correctly, paint the right type of zombie face, have the correct lighting, and finally,

edit it perfectly. I was able to achieve it all by taking multiple pictures and editing the photo four different ways.

Teacher: Students created self-portraits using the medium of digital photography. They were instructed to capture themselves in a deconstructed light and to create feeling through composition and light.

Viktoriya's work demonstrates the essence of the lesson. It is at once visually striking and contemplative.



What I Want to Do When I Grow Up

Elias Guerra

Grade: 11
School: Institute for Collaborative Education, Manhattan
Art Teacher: Paul Nowell

Watercolor on paper

Student: I am primarily a musician but I enjoy visual arts. I have drawn a lot of ideas from musician and cartoonist, Peter Blegvard, especially from his cartoon, Leviathan. I like odd humor and mixed art styles. Playing piano - I started with classical - my appreciation of music has grown. When I first started my parents had to remind me to practice. When I switched to jazz, my enjoyment jumped.

My painting was originally just a rainy landscape. I had some clouds and a few waves. My art teacher suggested that I add more to the sky, do more with the water, and add a subject. Adding

to the sky and the water, I got a bit more experimental; I created more texture, added depth to the rain clouds, and did more with the waves.

Teacher: Students looked at the work of German Expressionist painters of the Weimar Republic and chose an emotion they wanted to express in paint. This relates to a 12th grade Benchmark, *recognizing the societal, cultural, and historical significance of art.*

I like the emotional content of this piece and thought it deserved to be considered for P.S. Art because Elias worked hard and created a work that shows great ability.

Mandrake Root

Yi Ou Chen

Grade: 12
School: Newcomers High School, Queens
Art Teacher: Mark Ruff

Watercolor and colored pencil on paper

Student: Artists are the luckiest people. They perceive the beauty of life. As an artist I find the world is not only made of people, buildings and other objects. It also consists of light and dark, lines, shapes, and a variety of colors.

I found a difference between Chinese art education and American art education. In China we learn basically about skills, but here we are encouraged to be innovative. We learn how to create our own works instead of copying masterpieces. Mr. Ruff always gives us interesting topics and hints on ways we can be more imaginative.

Teacher: Students studied the mandrake root and the superstitions surrounding the plant. To inform their drawings they viewed life drawings of a variety of Mannerist artists.

Yi Ou's work is a wonderful marriage of the beautiful and the grotesque. Yi Ou's solutions to art challenges always surprise me, as it did this time.



Women's Rights

Anastasia
Ostapenko

Grade: 12
School: Edward R. Murrow High School, Brooklyn
Art Teacher: Carlos Rosado

Plaster and mixed-media sculpture

Student: I see objects in everyday life differently than my non-artistic peers. While I walk in the streets of New York City I am astonished by human beings and their connections to nature.

My teachers Mr. Rosado and Ms. Kontarinis inspired me by showing me the genius of art and the imaginative thoughts and technical skills an artist needs to create a work of art. They taught me different techniques, and a tremendous amount of art history, just to give me a glimpse of what is out there.

Women's Rights is my first clay sculpture. The most challenging part in all my work, not this



sculpture specifically, is to come up with an idea that can speak to people. Each of my art pieces is very different in its own way because I wish to speak often and in a variety of ways. I was fascinated by the process of creating a bust. It was very different from the work I produced before. I was excited to experiment with this new medium.

Teacher: The impetus for this piece was an Advanced Studio assignment to create a work that reflected a social or a political issue in which the student was interested. Anastasia's art work was inspired by research into the plight of women throughout history.

Anastasia feels passionately about the issue she researched. This is a strong sculptural piece. It took great initiative, and Anastasia created a successful sculpture.

Self-Portrait

Elvira Melamed

Grade: 12

School: Fiorello H. LaGuardia High School of Music & Art and Performing Arts, Manhattan

Art Teacher: David Driggers

Oil on canvas



Student: As an artist I find it easy to express myself because I am so in touch with who I am. My life as a young artist has helped me to reach a sense of self and of self-confidence.

Mr. Driggers set up a project in which we had to paint a portrait from observation. He guided the class as he taught us how to use flesh tones, colors, darks and lights, and other basic portrait painting techniques. It is crucial for an art teacher to be in touch with his students, to know their strengths and weaknesses, and to be able to motivate them to produce phenomenal art.

The most difficult part of portrait painting lies in capturing the es-

sence of the subject. Making my self-portrait look like me was a challenge in itself, but having my portrait shine off the canvas was something even a good eye could not guarantee. The only way to overcome a challenge like this is to paint not only what you see, but also what you feel.

Teacher: Elvira's self-portrait demonstrates her command of the medium of oil paint, and the hard work and discipline required to develop such skills. In this work she has achieved what all portrait painters seek, the capturing of the personality and spirit of the subject...a confident, gifted young woman looking forward to a bright future.

Hand and Mouth

Nicole Bedoya

Grade: 12

School: High School of Art and Design, Manhattan

Art Teacher: James Harrington

Oil on canvas



Student: As an artist I see things differently when I imagine a new piece, and I also see the beauty in other peoples' artistic choices. I compare life's simple details and make them into extraordinary creations going into depths of my imagination that I did not know existed.

Since the beginning of my freshman year I have grown as a young artist because of the instruction, inspiration and encouragement I get from Mr. Harrington. He puts time and effort into a class lesson, showing us artists from different time periods. This has given me an understanding of art history and has motivated me to learn more.

For *Hand and Mouth* I had to work on getting the right values

to create form and depth. I began with thumbnails and sketches to make this work convincingly real. This piece is a highlight of my portfolio and my life!

Teacher: In Advanced Placement Studio Art, students work in many media to experience the breadth of the artmaking experience.

Nicole explains that no matter how outrageous the subject, she always works in a realistic style. This painting is the one that solidified her style. She worked with passion, excitement and commitment. It is the combination of her hyper-realistic technique with the bizarre that seems to motivate her. She has found her personal style and a way to challenge herself technically and conceptually with each new image.

Fast Food

Chairi Park

Grade: 12
School: Frank Sinatra School of the Arts High School, Queens

Art Teacher: Nicole Spata

Acrylic on canvas

Student: Coming to New York from South Korea, I did not think art would be something I'd pursue. But as a young artist I freely experienced new ideas about the art world, attended museums and began to recognize artists and their work. I found a simple truth about my art: I don't draw solely for assignments; I draw with determination and drive, for myself. Being in P.S. Art is life-changing and I will forever cherish this moment.

We were asked what first came to our minds when we heard the word "Manhattan." I did not want to depict Manhattan with the usual tall buildings, yellow taxis, and crowds of people rushing to their destinations. I focused on the city's fast food restaurant temptations.

During the three years in Ms. Spata's art class she has seen me progress and I knew I needed this project to be exceptional – something to make my teacher and me proud. We had conversations



about what was working and what was not. When I showed the piece for its final critique, my fellow classmates gave me positive feedback. I then knew for certain that this work was truly successful.

Teacher: Chairi's response to the assignment is a visually powerful work that clearly illustrates the artist's views about the city. During the group critique she discussed her piece and backed up all statements by pointing to visual references in the work. Chairi is a working artist who always pushes herself towards the next artistic challenge. I commend her and look forward to her continued growth as an artist.

Pre-Columbian Crowned Beauty

Xavier Ciro

Grade: 12
School: High School of Art and Design, Manhattan

Art Teacher: James Harrington

Oil on canvas

Student: As an artist I have a definite place in the world. I love experimenting with different media and visualizing ideas. Art is a major priority in my life. I dedicate most of my time to studying art, painting, sketching, and practicing to improve my skills.

My art teacher helped me to focus on improving my painting and drawing skills...what I need to do to reach that goal of becoming a successful painter.

I wanted to make the woman in the painting as realistic and beautiful as possible. Her skin glows and I used dramatic lighting. I loosened up the paint and threw in color, making a lot of highlights to give a metallic gold texture to the crown. I wanted to keep the piece simple and powerful; I decided on a very dark brown background that would allow the figure and the crown to really stand out.

Teacher: Students in Advanced Placement Studio Arts create a portfolio of thematically linked pieces. Xavier's concentration focuses on a Pre-Columbian art



aesthetic. His images are of young people dressed in traditional fabrics or adorned with the golden jewelry of the Incas. He researches new designs and photographs of Pre-Columbian artifacts to use in his work and as Xavier has said, "to make it my own...to modernize it." He combines the aesthetics of the modern with his Colombian heritage. His personal style and vision are not constructs developed for an assignment. Xavier works from an inner compulsion in the same manner as a fully mature artist.

Corsinnova

Nidia Neischer-Hardy

Grade: 12
School: Bard High School Early College
Queens
Art Teacher: Jennifer Renée
Caden Merdjan

Design with recycled and repurposed materials

Student: The conflicts within us give artists our individuality and passion.

Corsinnova bridges the past, present and future. I reinvented the corset, confining in the *past*, and made it out of recycled bags, an environmental and economical problem of the *present*, to arrive at an innovative remedy to protect the *future*. Just as I played with elements of color, space and pattern to create *Corsinnova*, people can use different elements of their lives to affect the future.

My art teacher challenged me to think about what I really want the world to be aware of, and then helped me decide how my art could carry that message.

Teacher: *Corsinnova* evolved in Bard's course Introduction to Design. Students explore different aspects of graphic, industrial, architectural, interior and environmental design, with a strong emphasis on the artistic process. Students are introduced to career options in the arts through field trips, guest lecturers and engaging professional design projects.



For a Green Project Nidia created a corset made from recycled plastic bags. She worked meticulously on her sketches and developed her design ideas by exploring the colors, shapes and textures of different bags, all to create a functional and stylish piece of art with a message. In the past a corset confined women. This is a liberated version meant to be worn over a T-shirt rather than as an under garment.



Reflection

Luis Garcia

Grade: 12
School: Abraham Lincoln High School, Brooklyn
Art Teacher: Carlos Molina

Black-and-white print from digital photograph

Student: The awareness of composition, the patience required to find the right moment for each shot, all make me think of new ways to present subjects.

I took photography courses in middle school but it wasn't a major focus until I arrived at Abraham Lincoln High School. Through the lessons of my photography teacher, I found that I loved the power that photography gave me for creative expression.

This image of a doorman in a Manhattan building, was part of a series of images I had been shooting about workers in different

fields throughout the city. To capture this man, what he does for a living, and his environment, was what I had hoped to do.

Teacher: Luis was inspired by the work of Sebastio Salgado, an artist well known for his images of workers. As a hard worker himself, he related to and admired the working class and wanted to draw attention to the people who work incredibly hard but are usually undervalued.

Luis had complete control over the artwork selected for submission to PS. Art and I am proud of his choice.



Fantastic Journey

Peter Thomas

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

Charcoal on paper

Student: I was inspired to become an artist watching my brother draw; I was about five years old when art became my thing. Today my art teacher, Mr. DeMartino, plays a significant role in guiding me.

In *Fantastic Journey* I had some challenges figuring out what my piece was going to be about until I looked at some surrealist and abstract artists. Using charcoal I created not one but four pieces of art that I put together as one work. My biggest challenge was to create four works that could stand along, yet be combined into one large piece.

Teacher: Working primarily from direct observation, students were taught a variety of drawing fundamentals. They studied the works of master artists. Peter was encouraged to communicate his own vision through his work. *Fantastic Journey* demonstrates Peter's ability to explore space and form. It is courageous, and it is well executed.

Who Do I Pray To?

Vince Maximin

Grade: 12
School: Brooklyn High School of the Arts

Art Teacher: Lara Hill

Acrylic on canvas



Student: Art is my motivation. It has created a label for me in the sense that if people need something drawn or painted they come to me. If they need an artistic perspective for a piece they are working on, they ask my opinion.

Ms. Hill pushes me to reach for the stars, be the best I can be, and try new things in art. She has taught me to think, about the message I am trying to send to my audience. In this work I explored the work of Caravaggio. Before, I only painted on a white surface. But the Caravaggio works I studied start with a black ground. I liked what I saw and decided to prime my canvas

with black paint. The title of the painting refers to the spiritual world and the role of music in this world.

Teacher: To understand that artists often learn from those who have gone before them, students discussed works by contemporary artists, such as Kehinde Wiley and Shahzia Sikander, who were influenced by artists of the past. Each student then chose a master artist and examined that artist's style, subject matter, and technique. Vince was inspired by Caravaggio's depiction of naturalism, his under-painting techniques and his use of dramatic lighting.



Leonardo

Yolainny Reyes

Grade: 12
School: Newtown High School, Queens
Art Teacher: Jay Feigelis

Chalk pastel on paper

Student: Being an artist has given me rewarding work experiences with several galleries. Along with laying a solid foundation for my future, art has helped me to establish a name for myself at school, at work, and in my community.

Mr. Feigelis helped me to refine my skills while allowing me the freedom to express myself. He provides the perfect atmosphere for artistic growth and independence.

I challenged myself to portray a greater emotional intensity than that shown in the photograph on which this drawing is based. I

believe I created a dramatic and powerful portrait of my cousin, achieving my goal.

Teacher: *Leonardo* was created after Yolainny completed a small study in colored pencil and observed the work of Chuck Close, the monumental portraiture artist. She was then motivated to work on a large scale using chalk pastels. This expressive portrait demonstrates a skillful manipulation of the pastel medium and Yolainny's ability to capture the essence of her cousin in a penetrating and moving image.



City Under Siege

Hyun Joon Bae

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

Ink and acrylic on paper

Student: I always carry my sketchbook with me and I am constantly thinking about ideas for new artwork. Sketching helps me visualize my concepts.

As I developed *City Under Siege* my teacher suggested techniques for demonstrating perspective. I used Micron pens and stippling technique to create a very complex cityscape. Using acrylics, I painted pills raining from the sky over the city. This was the most difficult piece I have ever created. I struggled in the process, gave up a few times, but I always came back to the artwork. I learned a valuable lesson; it is important to finish what you start.

Teacher: Students were challenged to create an imaginary urban landscape depicting the illusion of three-dimensional space on a two-dimensional plane. Hyun Joon's mixed media piece was guided by a Grade 12 Benchmark, which highlights the development of a personal style and the awareness of the power of art to inform and influence others.

Hyun Joon's work engages the viewer by balancing an intense level of detail and complexity in the background, with contrasting shapes and vivid color in the foreground. The result is a thrilling blend of movement and drama.

Sideways

Annie Zhang

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

Charcoal on paper

Student: The importance of patience, determination and dedication is learned when you are an artist. My teacher's honesty as she looked at my work helped me to grow.

Working on large scale paper was a challenge. I approached it by first lightly sketching and laying out all the elements so I could see if the composition worked. Focusing on the negative space helped me figure out where to place those elements.

Teacher: Students were challenged to create a self-portrait from an unusual point of view that included



a "prop" conveying something about themselves.

Annie demonstrated that she possessed the skill and confidence to create this oversized piece. Her use of charcoal is highly effective, as bold hard edges and extreme contrasts of lights and darks transform an everyday activity into a powerful personal statement. The use of design principles is inventive and the composition is carefully considered. Annie's work sustains a high level of conceptual and technical accomplishment.

Grandmother

Wu Qing Hipsh

Grade: 12
School: Fiorello H. LaGuardia High School of Music & Art and Performing Arts, Manhattan

Art Teacher: David Driggers

Oil on canvas

Student: Creating art has given me a bridge connecting to different generations, races, genders, and locations. These connections have instilled a feeling of responsibility for others and changed the way I see and interact with the world.

My passion for art enables me to see beauty in the mundane, and value in things others deem valueless. I feel compassion and a sense of responsibility to others and to my environment. I want to create art which inspires others to expand their world vision.

Mr. Driggers creates an optimal environment for creativity. The relationships he builds with his students helps us flourish. We know we have a caring mentor.



Teacher: In studio practice we developed foundational skills and techniques in oil painting. As students' skills advanced, they were free to develop more personal work. In this unit on portraiture we looked at art by past and contemporary masters, exploring their subjects, methods, and the cultural contexts in which their works were created.

Wu Qing is an artist on a mission to discover her artistic identity. As her work developed, her discipline never wavered and her unique voice began to reveal itself. Wu Qing demonstrates confidence in handling paints and brushes, and in her use of color. Her strength is her openness and her courage to express her vision. She has a bright future.

Desperation

Maimuna Hamidu

Grade: 12

School: Gramercy Arts High School, Manhattan

Art Teacher: Jack DeMartino

Charcoal on paper

Student: I view my surroundings more carefully than others do. When I am walking down the street I pay attention to just about everything. I find myself noticing the things that seem out of place in the environment. This ability helps me to incorporate my surroundings into my work. Building on that, my art teacher encourages me to create works that reflect my thoughts.

At first I didn't know exactly what I wanted viewers to see when they looked at *Desperation*. Then I decided to place the figure on the steps of his building with his book bag and a "No Jobs" sign, showing that he has nothing to do.

Teacher: Working primarily from direct observation, students were taught a variety of traditional drawing fundamentals. The works of Renaissance and Modern drawing masters were analyzed, giving students an awareness of concepts such as chiaroscuro, perspective, proportion and abstraction. Students were encouraged to develop a personal vision. Maimuna's transformation of a figure drawing done in class into a social statement is impressive. The artwork has a fitting title.



PS. Art 2012 Semi-Finalists

Jaime Abbariao
Untitled
School: Townsend Harris High School, Queens
Grade: 11
Art Teacher: Margherita Wischerth

Mohammed Abiad
A Day at Central Park
School: J.H.S. 210, Queens
Grade: 7
Art Teacher: Rhonda Alex

Jasmine Aguayo
Cupcake
School: P.S. 250, The Williamsburg Magnet School for Communication and Multimedia Arts, Brooklyn
Grade: Kindergarten
Art Teacher: Linnea Westerberg

Nelson Agyei-Odame
My Name is Daniel
School: Fordham High School for the Arts, Bronx
Grade: 12
Art Teacher: Lisa Mota

Fatma Akcay
Havisham's House
School: Curtis High School, Staten Island
Grade: 12
Art Teacher: Emily Smith

Siema Alam
Bengali Girl
School: P.S. 130, Brooklyn
Grade: 4
Art Teacher: Gerry Morehead

Christopher Alvarado
Karole
School: Edward R. Murrow High School, Brooklyn
Grade: 12
Art Teacher: Spy Kontarinis

Leandro Angulo
The Three Kings
School: P.S. 164, Queens
Grade: 4
Art Teacher: Catherine Kramer

Autouria Archer
Pirouette
School: P.S. 215, Queens
Grade: 4
Art Teacher: Gina Cestero

Isaia Badilla
Awesome Isaia
School: P.S. 18, Bronx
Grade: 5
Art Teacher: Omayra Rivera-Filardi

Michael Bagi
Self-Portrait
School: P.S. 59, Manhattan
Grade: 4
Art Teacher: Judy Londa

Raj Bajracharya
Self-Portrait
School: Talented & Gifted School for Young Scholars, Manhattan
Grade: 1
Art Teacher: Jessica Clark

Elizabeth Balbuena
Three Hard Working Men
School: Cascades High School, Manhattan
Grade: 12
Art Teacher: Adriana Santiago

Phillip Bandhan
The City
School: P.S. 372, District 75, Brooklyn
Grade: 1
Art Teacher: Marina Pavlutskaya & Darlene Vanasco

Jaytirmoy Barman
Erica and Nicole
School: Art and Design High School, Manhattan
Grade: 12
Art Teacher: James Harrington

Hassanatou Barry
I Am Dancing
School: P.S. 112, Manhattan
Grade: 1
Art Teacher: Cathy Ramey

Adonis Basley
Impressionist Mountain
School: P.S. 312, Brooklyn
Grade: 5
Art Teacher: Jennifer Skopp

Angelina Bastida
The Wolf
School: P.S. 16, Brooklyn
Grade: 1
Art Teacher: Michelle Binderow

Cesar Becerril
Dreams and Goals
School: Richmond Hill High School, Queens
Grade: 11
Art Teacher: Rachel Vine

Miguel Bernal
The Peculiar Boy
School: P.S. 173, Queens
Grade: 5
Art Teacher: Deborah Passik

Prama Biswas
My Self
School: P.S. 182, Queens
Grade: 1
Art Teacher: Irene Ulfan

Katherine Blazeby
Big Ben
School: P.S. 183, Manhattan
Grade: 4
Art Teacher: Wan Ling Fahrer

Chelsy Bonilla
Me
School: P.S. 182, Queens
Grade: 1
Art Teacher: Irene Ulfan

Carl Bosquet
Dreams & Goals
School: Richmond Hill High School, Queens
Grade: 12
Art Teacher: Rachel Vine

Kitana Brathwaite, Chanell Holness & Kiana Thom
A Butterfly Grows
School: P.S. 13, Brooklyn
Grade: 1
Art Teacher: Rose Calo-Pattison

Jasmine Brooks
Self-Portrait
School: New Voices School
of Academic & Creative Arts,
Brooklyn
Grade: 7
Art Teacher: Beth Riemer

Amoako Buachie
Pride
School: P.S. 370, Brooklyn
Grade: 12
Art Teacher: Audrey Lacy

Brian Cambi
Gone Fishing
School: P.S. 105, Bronx
Grade: 5
Art Teacher: Anna Cheina

Alvaro Campos
Birch Trees in the Snow
School: P.S. 86, Brooklyn
Grade: 4
Art Teacher:
Cynthia Monteleone

Yolanda Caniz & Grace San
In The Jungle
School: P.S. 97, Brooklyn
Grade: Kindergarten
Art Teacher: Lisa Angel

Joshua Carrion
Self-Portrait at Coney Island
School: P.S. 77, District 75,
Brooklyn
Grade: Ungraded (9)
Art Teacher: Amie Robinson

Daisy Chan
Aquatic Fantasy Portrait
School: Leon M. Goldstein High
School for the Sciences, Brooklyn
Grade: 12
Art Teacher: Nicole Buccellato

Katelyn Chang
Still Life with an Eaten Apple
School: P.S. 102, Queens
Grade: 7
Art Teacher: Mary O'Donnell

Allison Chao
Self-Portrait
School: Frank Sinatra School of
the Arts High School, Queens
Grade: 10
Art Teacher: Jane Kahn

Justin Chen
Funny Face
School: PS. 39, Brooklyn
Grade: Kindergarten
Art Teacher: Chavy Broyle

Irene Chen
The Playroom
School: I.S. 228, Brooklyn
Grade: 8
Art Teacher: Lisa Banker

Danny Chen
Red Head Cat
School: PS. 160, Brooklyn
Grade: 5
Art Teacher: Janet Penello

Lu Chen
The Studio
School: PS. 69, Brooklyn
Grade: 5
Art Teacher:
Angela Fremont-Appel

Derek Chen
Just Chen
School: PS. 69, Brooklyn
Grade: Kindergarten
Art Teacher: Angela Fremont-
Appel

Anna Cheng
Dream
School: J.H.S. 67, Queens
Grade: 8
Art Teacher: Georgia Daskarolis

Anna Cheng
Despair
School: J.H.S. 67, Queens
Grade: 8
Art Teacher: Georgia Daskarolis

Amanda Cheng
Another Brick in the Wall
School: J.H.S. 74, Queens
Grade: 7
Art Teacher: Andrew Zaben

Ling Cheung
Sudden Exposure
School: Bayside High School,
Queens
Grade: 12
Art Teacher: Cheryl Steinberg

Edward Chiu
Statue of Liberty
School: P.S. 200, Brooklyn
Grade: 2
Art Teacher: Caroline Heffron

Junhi Cho
Woman Near a Staircase
School: I.S. 46, Queens
Grade: 4
Art Teacher: Rita Rothenburg

Ally Choi
Going to the Circus
School: PS. 166, Manhattan
Grade: 1
Art Teacher: Heather Pelanne

John Coffin
NY Skyscape
School: PS.267, Manhattan
Grade: 1
Art Teacher: Akiko Hanratty

Brittney Congemi , Jena Kolt,
Nehiesha Nevers &
Michael Zheng
In the Street
School: PS. 108, Bronx
Grade: 5
Art Teacher: Robin J. Miller

Dave Conde
The Sad Dog
School: PS. 77, District 75,
Brooklyn
Grade: Ungraded (7)
Art Teacher: Amie Robinson

Anais Connelly
Untitled
School: New Explorations into
Science, Technology and Math
High School, Manhattan
Grade: 6
Art Teacher:
Monica Hopenwasser

Julia Costa
Self-Portrait
School: PS. 132, Brooklyn
Grade: 1
Art Teacher: Heather de Koning
Foley

Nicholas Cracchiolo
T Rex
School: P.S. 993@Frank Sinatra
School of the Arts High School,
District 75, Queens
Grade: 9
Art Teacher: Patrick Regan

Matthew Crisson
Road Closed
School: I.S. 61, Staten Island
Grade: 8
Art Teacher: Gladys Incle-Ramos

Iris Dai
Imaginary Sights
School: Townsend Harris High
School, Queens
Grade: 12
Art Teacher:
Margherita Wischerth

Rubina Dat
Sneakers
School: P.S. 95, Queens
Grade: 3
Art Teacher: Anna Gerardi

Mitzi De La Rosa
Valuable Can
School: I.S. 125, Queens
Grade: 8
Art Teacher: Deborah Herrand

Isabella De La Vega
Connected
School: P.S. 89, Manhattan
Grade: 5
Art Teacher: Sarah Hene

Delfino De Los Santos
Crocodile
School: P.S. 155, Manhattan
Grade: 1
Art Teacher: Risa Schneider

Wildali De Vargas
New York City
School: P.S. 23, Bronx
Grade: 3
Art Teacher: Andrea Venuto

Everett Delgado
My City
School: P.S. 255@PS.307, District
75, Queens
Grade: Alternate Assessment/
Autism; Grade: 4
Art Teacher: Diana Rocklin

Justin Delva
Self-Portrait
School: PS. 245, Brooklyn
Grade: 3
Art Teacher: Lauren Donner

Nyree Diaz
Fall Tree
School: Wadleigh Secondary
School for the Performing &
Visual Arts, Manhattan
Grade: 12
Art Teacher: Gretchen Gibbs

Britney Dietz
Manhattan Beach
School: PS. 312, Brooklyn
Grade: 3
Art Teacher: Jennifer Skopp

Davina Drepaul
Time Between Worlds
School: Leadership and Public
Service High School, Manhattan
Grade: 11
Art Teacher: Joyce Riley

Ellexis Edwards
Handstand
School: PS. 183, Manhattan
Grade: 5
Art Teacher: Wan Ling Fahrer

Thalia Fernandez
Me in the Art Room
School: PS. 330, Queens
Grade: 1
Art Teacher: Laurie Marcus

Melanie Fernandez
Cityscape
School: PS. 206, Queens
Grade: 4
Art Teacher: Tanya Brown

Jhoanna Fernandez
Winter Birds
School: P.S./M.S. 031, Bronx
Grade: 3
Art Teacher: Stephanie Fiorino

Mia Ferraro
Big City
School: P.S. 124, Brooklyn
Grade: 1
Art Teacher: Gloria Truppi

James Ferris
James Stormer
School: Battery Park City School,
Manhattan
Grade: Kindergarten
Art Teacher: Julie Smith

Ava Ford & Clyde Skillin
Misty Bridge
School: P.S. 69, Brooklyn
Grade: 2
Art Teacher:
Angela Fremont-Appel

Jasmin Francis
Illuminated Letter
School: KIPP NYC College Prep,
Manhattan
Grade: 11
Art Teacher: Karioki Crosby

Kreg Franco
The Hero Within
School: Summer Arts Institute,
Manhattan
Grade: 10
Art Teacher: Jane Hoellman
Kahn

Robert Fuentes
Pop Art Potraits
School: Riverdale / Kingsbridge
Academy, Bronx
Grade: 11
Art Teacher: Brianne Bennett

Mark Garcia
Mountain Meadow
School: PS. 53@J.H.S.88, District
75, Brooklyn
Grade: 6
Art Teacher: Jerry Kessler

Christopher Garcia
Gates to Peace
School: I.S. 347, Brooklyn
Grade: 7
Art Teacher: Robert Aviles

Luis Garcia
Sound's Escape
School: Abraham Lincoln High
School, Brooklyn
Grade: 12
Art Teacher: Carlos Molina

Leslie Garcia Martinez <i>Self-Portrait</i> School: P.S./I.S. 268, Queens Grade: 3 Art Teacher: Wendy Newman	Karolina Haladus <i>Frank Stella Inspiration</i> School: PS. 97, Queens Grade: 5 Art Teacher: Cynthia Buynak	Hui Ying Huang <i>Rural Landscape</i> School: Simon Baruch M.S. 104 Grade: 7 Art Teacher: Mary Beth Giraci	Ashley Jones <i>Self-Portrait</i> School: Excelsior Preparatory High School, Queens Grade: 9 Art Teacher: Geri Smath	Nickole Kruchkov <i>Still Life</i> School: PS. 200, Brooklyn Grade: 5 Art Teacher: Caroline Heffron	Kevin Lin <i>Zoo House</i> School: PS. 28, Queens Grade: 2 Art Teacher: Sandra Feirman
Jadori Georges <i>Landscape</i> School: P.S. 372, District 75, Brooklyn Grade: Kindergarten Art Teacher: Marina Pavlutskeya & Darlene Vanasco	Maurice Hamilton <i>Mountain meadow</i> School: PS.53@J.H.S. 88, District 75, Brooklyn Grade: 6 Art Teacher: Jerry Kessler	Yosef Ibrahim <i>Faces</i> School: P.S. 32, Brooklyn Grade: 5 Art Teacher: David Chimoskey	Jenny Jung <i>The Valley Secret</i> School: P.S. 130, Queens Grade: 3 Art Teacher: Susan Castellano	Marc Kuo <i>The Lonely Penguin</i> School: The Queens College School for Math, Science and Technology Grade: 4 Art Teacher: Kaya Wielopolski	Andrew Liu <i>The City</i> School: PS. 105, Brooklyn Grade: 2 Art Teacher: Ai Zhen Li
Amanda Glick <i>Circles of Willis</i> School: Edward R. Murrow High School, Brooklyn Grade: 12 Art Teacher: Spy Kontarinis	Lydia Han <i>Inspirational Figure—My Dance Teacher</i> School: PS. 40, Manhattan Grade: 5 Art Teacher: Craig Kane	Dennis Ionkin <i>Untitled</i> School: James Madison High School, Brooklyn Grade: 11 Art Teacher: David Mahl	Navdeep Kaur <i>Happy Toucan in Rain Forest</i> School: P.S. 46, Queens Grade: 3 Art Teacher: Rita Rothenburg	Gorden Lau <i>Sick in Bed</i> School: PS. 503, Brooklyn Grade: 5 Art Teacher: Ellen Izzo	Elvis Lopez <i>Skybird</i> School: PS. 255@Pioneer Academy, District 75, Queens Grade: Alternate Assessment/ Autism; Grade: 3 Art Teacher: Diana Rocklin
Jada Gonzales <i>Dancing Cow</i> School: P.S. 361, Brooklyn Grade: Kindergarten Art Teacher: Margaret Tamerlani	Yi Ling He <i>My Still Life</i> School: PS. 24, Queens Grade: 4 Art Teacher: Nancy Chow	Tahmidul Islam <i>My City</i> School: P.S. 214, Brooklyn Grade: 2 Art Teacher: Ludmila Guznev	Nicholas Kenny <i>My Self-Portrait</i> School: P.S. 41, Staten Island Grade: 5 Art Teacher: Susan Alvarez	Chloe Lawson <i>The Chair</i> School: PS./ I.S. 178, Queens Grade: 7 Art Teacher: Marisa Guglietta	Rosa Loveszy <i>Snake Charmer</i> School: Art and Design High School, Manhattan Grade: 12 Art Teacher: James Harrington
Pilar Guido <i>Self-Portrait</i> School: P.S. 163, Manhattan Grade: 1 Art Teacher: Nia Mason	Diana Herrera <i>To Embrace Your Roots</i> School: Harry S Truman High School, Bronx Grade: 12 Art Teacher: Raphael Lopez	Feeza Jafar <i>Night Moon</i> School: P.S.53@ J.H.S. 88, District 75, Brooklyn Grade: 8 Art Teacher: Jerry Kessler	Ashanti Key <i>Kitty</i> School: P.S. 18, Bronx Grade: 3 Art Teacher: Omayra Rivera-Filardi	William Lazo <i>The Sail</i> School: PS. 169, Brooklyn Grade: 4 Art Teacher: Prina Stour	Elmer Lucero <i>Egg Beater</i> School: P.S. /M.S. 194, Bronx Grade: 8 Art Teacher: Helen Serrano
Dael Gutierrez <i>The Art City</i> School: P.S. 155, Manhattan Grade: 2 Art Teacher: Risa Schneider	Jalexia Higgs <i>Pretty Me</i> School: PS. 53@PS. /I.S. 384, District 75, Brooklyn Grade: 4 Art Teacher: Judith Tantleff-Napoli	Phillip James <i>Secondary Color Still Life</i> School: Bushwick Ascend Charter School, Brooklyn Grade: Kindergarten Art Teacher: Caitlin Flynn	Sabriya Khan <i>Shiny Skyline</i> School: P.S. 161, Queens Grade: 3 Art Teacher: Debbie Rich	Charlotte Lecomte <i>Princess Fairy Queen</i> School: Battery Park City School, Manhattan Grade: Kindergarten Art Teacher: Julie Smith	Jonathan Lujan <i>Color Sensation</i> School: P.S. 993@Frank Sinatra School of the Arts High School, District 75, Queens Grade: 11 Art Teacher: Patrick Regan
Jose Gutierrez-Grenados <i>And the Animals Watched the Sunset</i> School: P.S. 117, Queens Grade: 6 Art Teacher: Elizabeth Lamourt	Clyde Himmelstein <i>Self-Portrait</i> School: Simon Baruch M.S. 104 Grade: 6 Art Teacher: Sarah Rosenblum	Kimmany James <i>The Dancer</i> School: The Vida Bogart School for All Children, District 75, Bronx Grade: 4 Art Teacher: Mary McGaw	Natalie Khaychuk <i>Mixed Media Self-Portrait</i> School: P.S.267, Manhattan Grade: Kindergarten Art Teacher: Akiko Hanratty	Jane Lee <i>Surreal Temple</i> School: Frank Sinatra School of the Arts High School, Queens Grade: 10 Art Teacher: Jane Kahn & Lauren Robles	My Luong <i>Surprised</i> School: J.H.S. 189, Queens Grade: 6 Art Teacher: Meri Ezratty
Jocelin Guzman <i>My African Mask</i> School: P.S. 16, Staten Island Grade: 4 Art Teacher: Andrea Luster	Devon Holub <i>Foxes</i> School: P.S. 254, Queens Grade: 2 Art Teacher: Aleksandar Popovic	Elyjah Janvier <i>Snake</i> School: P.S. 361, Brooklyn Grade: Kindergarten Art Teacher: Margaret Tamerlani	Mansur Khoja <i>Waterfall</i> School: P.S. 53@J.H.S.88, District 75, Brooklyn Grade: 8 Art Teacher: Jerry Kessler	Ali Letchford <i>Self-Portrait</i> School: P.S. 199, Manhattan Grade: 2 Art Teacher: Mila Dau	Brandon Maraj <i>Magic Fish</i> School: P.S. 249, Brooklyn Grade: 1 Art Teacher: Yaffa Rasowsky
Naomi Habtu <i>Self-Portrait</i> School: Central Park East II, Manhattan Grade: 4 Art Teacher: Carlos Velazquez	Alexander Hom <i>Self-Portrait</i> School: PS. 94, Queens Grade: 4 Art Teacher: Eden Morris	Harnoor Johar <i>Ready to Slide!</i> School: The Queens College School for Math, Science and Technology Grade: 4 Art Teacher: Kaya Wielopolski	Michele Kirtich <i>Parrot</i> School: P.S. 195, Brooklyn Grade: 4 Art Teacher: Patricia O'Shea	Sammy Li <i>Custom Still Life</i> School: I.S. 228, Brooklyn Grade: 8 Art Teacher: Rita Napolitano	Simone Martel <i>The Bird Rising</i> School: PS. 132, Brooklyn Grade: 3 Art Teacher: Heather de Koning Foley

Mia Martinez
The Night Whispers
School: P17X@43, District 75,
Bronx
Grade: 4
Art Teacher: Tanya P. Wells-Vasquez

Vince Maximin
Dia De Los Muertos Madre (Self-Portrait)
School: Brooklyn High School of the Arts
Grade: 12
Art Teacher: Lara Hill

Luis Mayorga
The Prospect Park
School: P.S. 124, Brooklyn
Grade: 2
Art Teacher: Gloria Truppi

Ashley Mazzola-Ciriello
A Wrinkle in Time
School: Tottenville High School, Staten Island
Grade: 12
Art Teacher: Wynter Carnevale

Jahniece McCollum
Comfort
School: Millennium Art Academy, Bronx
Grade: 10
Art Teacher: Laura Blau

Amber McDonald
Scratchboard
School: Fordham High School for the Arts, Bronx
Grade: 10
Art Teacher: Lisa Mota

Zina Mcghie
Beautiful
School: Cornerstone Academy for Social Action, Bronx
Grade: 2
Art Teacher: Olgica Radulov-Pilla

John Medellin
Step Father
School: Cascades High School, Manhattan
Grade: 11
Art Teacher: Adriana Santiago

Joshua Medor
Ninja Josh
School: Battery Park City School, Manhattan
Grade: Kindergarten
Art Teacher: Julie Smith

Sheila Mendoza
Kiss of the Sun
School: P.S. 149, Brooklyn
Grade: 5
Art Teacher: Karen Landau

Shameeka Merrick
Life
School: Cultural Academy for the Arts and Sciences, Brooklyn
Grade: 9
Art Teacher: Maryann McCabe

Wesley Morrissey
Smooth & Rough
School: P.S. 4, District 75, Queens
Grade: 1
Art Teacher: Elizabeth Rosenberry

Hannah Muallen
The Turtle
School: P.S. 215, Brooklyn
Grade: 5
Art Teacher: Carolyn Martin

Dael Mundy
Time
School: Gramercy Arts High School, Manhattan
Grade: 12
Art Teacher: Jack DeMartino

Adaleidy Munoz
Greek Style Vase
School: Simon Baruch M.S. 104
Grade: 7
Art Teacher: Sarah Rosenblum

Grace Murphy
I Am Butafal
School: P.S. 130, Queens
Grade: 1
Art Teacher: Susan Castellano

Mekhi Murray
Untitled
School: James Madison High School, Brooklyn
Grade: 11
Art Teacher: David Mahl

Michelle Nam
Buffon Cutter
School: I.S. 125, Queens
Grade: 8
Art Teacher: Deborah Herrand

Ruhsafa Naznin
The Deep Ocean
School: P.S. 49, Queens
Grade: 4
Art Teacher: Katherine Huala

James Neat, Jr.
James in New York
School: P.S. 163, Manhattan
Grade: 2
Art Teacher: Nia Mason

Simon Negroo
fire extinguisher
School: I.S. 125, Queens
Grade: 8
Art Teacher: Deborah Herrand

Nicholas Nemah
My Hero
School: M.S. 137, Queens
Grade: 7
Art Teacher: Rosemary Bingay

Silda Neza
The Howdy and the Handshake
School: P.S. 108, Bronx
Grade: 4
Art Teacher: Robin J. Miller

Kevon Nicholas
The Road
School: Brooklyn High School of the Arts
Grade: 12
Art Teacher: Lara Hill

Olena Nikishina
Plane
School: Abraham Lincoln High School, Brooklyn
Grade: 12
Art Teacher: Carlos Molina

Yueer Niu
The Farmer
School: J.H.S. 67, Queens
Grade: 8
Art Teacher: Georgia Daskarolis

Christina Noskova
Underwater Dream
School: John Dewey High School, Brooklyn
Grade: 12
Art Teacher: Michael Solo

Christina Noskova
Composition With Flamingo
School: John Dewey High School, Brooklyn
Grade: 12
Art Teacher: Michael Solo

Taina Ocasio
Self-Portrait on the Beach
School: P.S. 277, Bronx
Grade: 4
Art Teacher: Christine DeFazio-Marsh

Ijeoma Okoh
Serious
School: The Queens College School for Math, Science and Technology
Grade: 3
Art Teacher: Kaya Wielopolski

Levar Oliver
Levar Smiling
School: P.S. 370@PS./I.S. 237, District 75, Brooklyn
Grade: 2
Art Teacher: Lisa Pines

Justin Opara
Figures in Space
School: The Vida Bogart School for All Children, District 75, Bronx
Grade: 5
Art Teacher: Mary McGaw

Yaroslav Orloz
Litter-Ally
School: Gramercy Arts High School, Manhattan
Grade: 12
Art Teacher: Jack DeMartino

Christopher Ortiz
Polar Bear
School: P.S. 254, Queens
Grade: 2
Art Teacher: Aleksandar Popovic

Demetria Oseitutu
Untitled
School: Bard High School Early College II, Queens
Grade: 10
Art Teacher: Anne Turyn

Jayla Ouzts
Color
School: Bronx Little School
Grade: 1
Art Teacher: Helen Pylarinos

Christine Palomino
Violet Nights
School: Summer Arts Institute, Manhattan
Grade: 11
Art Teacher: Jane Hoellman Kahn

Djouvy Paul
Myself at 25
School: Cultural Academy for the Arts and Sciences, Brooklyn
Grade: 11
Art Teacher: Maryann McCabe

Jigme Peden
Self-Portrait from Observation
School: P.S. 40, Manhattan
Grade: 1
Art Teacher: Craig Kane

Laquisha Perez
Sand Beach
School: Leadership and Public Service High School, Manhattan
Grade: 12
Art Teacher: Joyce Riley

Ryan Permaul
The Bird
School: The Math & Science Exploratory School, Brooklyn
Grade: 7
Art Teacher: Kristel McKanna

Leonid Pershits
Perplex
School: James Madison High School, Brooklyn
Grade: 12
Art Teacher: David Mahl

David Pineda
Tomato Sauce
School: Academy for Environmental Leadership, Brooklyn
Grade: 11
Art Teacher: Barbara Vitanza

Avery Piper
Self-Portrait
School: Institute for Collaborative Education, Manhattan
Grade: 11
Art Teacher: Paul Nowell

Stephanie Piscopia
Ballerina
School: Fiorello H. LaGuardia High School of Music & Art and Performing Arts, Manhattan
Grade: 11
Art Teacher: Ann Currier

Ruby Polanco
Self-Portrait Inspired by Vincent van Gogh
School: P.S. 114, Bronx
Grade: 5
Art Teacher: Vanessa Trivlis

Jacob Policar
Underwater Me
School: P.S. 94, Queens
Grade: 2
Art Teacher: Eden Morris

Angela Predolac
A Winter Landscape
School: P.S. 196, Queens
Grade: 1
Art Teacher: Barbara Haar

Maya Pruitt
One Way Stand
School: Fiorello H. LaGuardia High School of Music & Art and Performing Arts, Manhattan
Grade: 12
Art Teacher: Ann Currier

Justin Puntiel
Still Life
School: The Vida Bogart School for All Children, District 75, Bronx
Grade: 5
Art Teacher: Mary McGaw

Gabriella Ra
Bear Mountain
School: P.S. 130, Queens
Grade: 3
Art Teacher: Susan Castellano

Saadat Rafin
Present and Future
School: P.S. 102, Queens
Grade: 3
Art Teacher: Sarah Holden

Sasha Ramai <i>Ballerina</i> School: P.S. 95, Queens Grade: 3 Art Teacher: Anna Gerardi	Hayley Reid <i>Untitled</i> School: New Explorations into Science, Technology and Math High School, Manhattan Grade: 12 Art Teacher: Hilary Svihla	Emily Ruan <i>Noodles</i> School: I.S. 98, Brooklyn Grade: 8 Art Teacher: Meredith Samuelson	Gobinder Singh <i>It's A Circus Day</i> School: P.S. 161, Queens Grade: 1 Art Teacher: Debbie Rich	Alisha Thapa <i>Sisters</i> School: Newtown High School, Queens Grade: 12 Art Teacher: Jay Feigels	Blanca Tummings <i>Who Am I?</i> School: P.S. 173, Queens Grade: 5 Art Teacher: Deborah Passik
Widni Ramirez <i>Candy Skulls</i> School: Leadership and Public Service High School, Manhattan Grade: 11 Art Teacher: Joyce Riley	Karla Reyes <i>Owl at Night</i> School: P.S. 81, Queens Grade: 2 Art Teacher: Vicki Heit	Victoria Saltarelli <i>Inside Out</i> School: Curtis High School, Staten Island Grade: 10 Art Teacher: Travis Carter	Kareem Smith <i>Self-Portrait</i> School: Central Park East II, Manhattan Grade: 5 Art Teacher: Carlos Velazquez	Jonathan Thompson <i>Deep Blue Sea</i> School: P.S. 32, Brooklyn Grade: 3 Art Teacher: David Chimoskey	Francesco Urbano <i>A Town Of Houses</i> School: P.S. 102, Queens Grade: Kindergarten- Ace Program Art Teacher: Sarah Holden
Oscar Ramirez <i>Fruits in a Bowl</i> School: I.S. 61, Queens Grade: 6 Art Teacher: Nora Miranda	Selina Rice <i>522</i> School: Leadership and Public Service High School, Manhattan Grade: 12 Art Teacher: Joyce Riley	Alasia Sanchez <i>My Parents and Me</i> School: P.S. 250, The Williamsburg Magnet School for Communication and Multimedia Arts, Brooklyn Grade: 1 Art Teacher: Linnea Westerberg	Tamym Souto-Levy <i>Shades of My Personality</i> School: P.S. 150, Queens Grade: 6 Art Teacher: Edith Litwack	Ulises Tlatelpa <i>Snowy Day</i> School: P.S. 179, Brooklyn Grade: Kindergarten Art Teacher: Flora Gonzalez	Megan Vega <i>Still-Life with Skull and Lantern</i> School: Grover Cleveland High School, Queens Grade: 12 Art Teacher: Francine Romeo
Saul Ramirez <i>Indigo Bunting</i> School: P.S. 155, Manhattan Grade: 4 Art Teacher: Risa Schneider	Jonathan Rivera <i>Untitled</i> School: Juan Morel Campos Secondary School, Brooklyn Grade: 12 Art Teacher: Laura Pawson	Michael Santoro <i>Expressive Man</i> School: P.S. 207, Brooklyn Grade: 8 Art Teacher: Michele Kelly	Bryant Jonah Stringham <i>A Go at Perfection</i> School: NEST+m New Explorations into Science, Technology and Math, Manhattan Grade: 5 Art Teacher: Christina Soriano	Thomas Tobeeek <i>Family Portrait</i> School: P.S. 49, Queens Grade: 1 Art Teacher: Susan Bricker	Sarah Velandria <i>Self-Portrait</i> School: New Voices School of Academic & Creative Arts, Brooklyn Grade: 8 Art Teacher: Beth Riemer
Tiffany Ramkaran <i>Is This Really ME?</i> School: Scholars' Academy, Queens Grade: 11 Art Teacher: Kelly Trpic	Gino Rivera <i>Self-Portrait</i> School: PS. 370@PS/IS 163, District 75, Brooklyn Grade: 4 Art Teacher: Lisa Pines	Mariela Saquisili <i>Birds in a Row</i> School: P.S. 179, Brooklyn Grade: 3 Art Teacher: Joanne Suzuki	Dave Sukhrum <i>Climbing in the Autumn</i> School: P.S. 161, Queens Grade: 2 Art Teacher: Debbie Rich	Angel Torres <i>The Excited Man is Going to a Party</i> School: PS. 112, Manhattan Grade: 2 Art Teacher: Cathy Ramey	Juan Velez <i>Desert King</i> School: The 51 Avenue Academy (The Path To Academic Excellence), Queens Grade: 5 Art Teacher: Kathleen Izzo
Monica Ramos <i>Tiger</i> School: P.S. /M.S. 194, Bronx Grade: 8 Art Teacher: Helen Serrano	Alexis Roderick <i>The Burg Life</i> School: Brooklyn Preparatory High School Grade: 11 Art Teacher: Shervone Neckles-Ortiz	Tori Schaer <i>Untitled</i> School: Institute for Collaborative Education, Manhattan Grade: 11 Art Teacher: Paul Nowell	Tasnim Sumaita <i>Self-Portrait</i> School: Talented and Gifted School for Young Scholars, Manhattan Grade: 1 Art Teacher: Jessica Clark	Dat Tran <i>Self-Portrait</i> School: I.S. 136, Brooklyn Grade: 7 Art Teacher: Allison Conte	Jeremy Vera <i>Self-portrait Collage</i> School: Mark Twain I.S. 239 for the Gifted & Talented, Brooklyn Grade: 8 Art Teacher: Valerie Louzonis
Marissa Ramos-Iannello <i>My Good Self-Portrait</i> School: P.S. 130, Queens Grade: 1 Art Teacher: Susan Castellano	Sabrina Rodriguez <i>My Hero is My Mom</i> School: P.S. 250, The Williamsburg Magnet School for Communication and Multimedia Arts, Brooklyn Grade: 2 Art Teacher: Linnea Westerberg	Richard Share <i>Reflection</i> School: Scholars' Academy, Queens Grade: 10 Art Teacher: Kelly Trpic	Lucy Swenson <i>Sitting Cat</i> School: P.S. 230, Brooklyn Grade: Kindergarten Art Teacher: Quinn Hanratty	Nikolas Troche <i>Monday Morning</i> School: PS. 290, Brooklyn Grade: 2 Art Teacher: Shullie Cooper	Juliette Viera <i>The Dancing Monster</i> School: P.S. 102, Queens Grade: 1 Art Teacher: Sarah Holden
Rimari Rankin <i>Still-Life</i> School: P.S. 59, Manhattan Grade: 2 Art Teacher: Judy Londa	Madison Rowley <i>Pretty Panda</i> School: PS. 196, Queens Grade: Kindergarten Art Teacher: Barbara Haar	Abhayvir Singh <i>Guitars</i> School: Irwin Altman Middle School, Queens Grade: 7 Art Teacher: Harriet Sohn	Thomas Syvanen <i>My Imaginary Building</i> School: P.S. 41, Staten Island Grade: 1 Art Teacher: Susan Alvarez	Dina Tsimaras <i>First Day of School</i> School: I.S. 24, Staten Island Grade: 8 Art Teacher: Lori Langsner	Silvio Villanueva <i>Line Designs</i> School: P.S. 195, Bronx Grade: 2 Art Teacher: Brenda Lopez
Serena Rdudzinski <i>Smile</i> School: Tottenville High School, Staten Island Grade: 12 Art Teacher: Elle LaRocca-Vonroth			Gabriella Tedesco <i>Flowers</i> School: P.S. 207, Brooklyn Grade: 4 Art Teacher: Antoinette Spada	Richie Tuffino <i>Warhol Cat's</i> School: PS. 97, Queens Grade: 2 Art Teacher: Cynthia Buynak	
				Jaleah Tulloch <i>The Jungle</i> School: PS. 251, Queens Grade: 3 Art Teacher: Lauren Pecora	

Anna Vuvunikyan
Hollyhocks
School: Edward R. Murrow High
School, Brooklyn
Grade: 12
Art Teacher: Spy Kontarinis

Vian Wagatsuma
Bad Hair Day
School: P.S. 196, Queens
Grade: 5
Art Teacher: Barbara Haar

Jessica Wang
School Days
School: P.S. 188, Queens
Grade: 5
Art Teacher: Tracy Dykeman

Cana Wilkinson
My Dream is to be a Zookeeper
School: P.S. 135, Brooklyn
Grade: 2
Art Teacher: Kareen Makowsky

Michael Williams
Untitled
School: P.S. 811, District 75,
Brooklyn
Grade: Ungraded (12)
Art Teacher: Patricia Freer

Brandon Wilson
The Fall Tree
School: P.S. 249, Brooklyn
Grade: 1
Art Teacher: Yaffa Rasowsky

Khine Win
Dream
School: Bard High School Early
College II, Queens
Grade: 10
Art Teacher: Anne Turyn

Joy Won
The Wonderful Garden
School: P.S. 150, Queens
Grade: 5
Art Teacher: Edith Litwack

Jallen Wright
The Countryside
School: P.S. 58, Bronx
Grade: 3
Art Teacher: Dotsy Benjamin

Lois Wu
Underground City
School: P.S. 188, Queens
Grade: 5
Art Teacher: Tracy Dykeman

Demas Yoo
Tranquility
School: P.S. 150, Queens
Grade: 6
Art Teacher: Edith Litwack

Jasmine Yuen
Crystal Shadow
School: P.S. 215, Brooklyn
Grade: 4
Art Teacher: Carolyn Martin

Ruslan Zaishlyi
Unravelled
School: Curtis High School,
Staten Island
Grade: 10
Art Teacher: Travis Carter

Xuan Zhang
Portrait of a Girl
School: Newcomers High School,
Queens
Grade: 12
Art Teacher: Mark Ruff

Fanny Zhao
Blue Eyed Kitty
School: P.S. 160, Brooklyn
Grade: 5
Art Teacher: Janet Penello

Yang Jie Zheng
Me
School: P.S. 105, Brooklyn
Grade: 5
Art Teacher: Catherine Debes

Joyce Zhu
The City
School: P.S. 169, Brooklyn
Grade: 5
Art Teacher: Pnina Strour

About Studio in a School

Studio in a School celebrates its 35th Anniversary of fostering 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 outside 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 New York City's five boroughs. In total, we have reached over 700,000 students and partnered with over 800 schools across the 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 middle school and high school student selected in P.S. Art the opportunity to attend weekend and vacation courses at our West End Avenue studio. We are also pleased to award each graduating senior included in the exhibition with a scholarship to further their art studies at accredited professional schools or colleges.

For more information about Studio in a School visit www.studioinaschool.org

Studio in a School Board of Directors

Richard Roob, Chair	Margaret B. Harding
Patricia Hewitt, Treasurer	Lowell Johnston
Mary Mattingly, Secretary	Sarah E. Lewis
Tony Bechara	Dorothy Lichtenstein
Thomas Cahill	Kathryn McAuliffe
Kenneth Cooper	Linda R. Safran
Agnes Gund, Founder	Melissa Salten
Edward P. Harding	Anna Deavere Smith

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 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 United States Department of Education.

PS. Art 2012 Selection Panel and Project Teams

Selection Panel

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

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

Barbara Gurr
Retired Director of Visual Arts, NYCDOE

Caroline Kennedy
Honorary Director, The Fund for Public Schools

Denia Lara
NYU Student, Past PS Art winner

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

John Welch
*Managing Museum Educator, School & Teacher
Programs
The Metropolitan Museum of Art*

Fred Wilson
Artist

New York City Department of Education

Office of Arts and Special Projects

Paul King, *Executive Director*
Karen Rosner, *Coordinator of Visual Arts*
Lydia Fan, *Project Coordinator*

Office of Strategic Partnerships

Caroline Kennedy, *Honorary Director,
The Fund for Public Schools*

Studio in a School

Thomas Cahill,
President and Chief Executive Officer

Marisa Beard, *Project Manager*

Michael Miller, *Art Handler*

Jonas Stigh, *Director of Marketing and Public
Relations*

Selection Panel
(Standing left to right): Tom Cahill,
Fred Wilson,
Agnes Gund,
Denia Lara,
Barbara Gurr,
John Welch
(Seated left to right): Karen Rosner,
Caroline Kennedy,
Tony Bechara,
Anne Strauss





New York City Department of Education
52 Chambers Street
New York, NY 10007

www.nyc.gov/schools/artseducation

