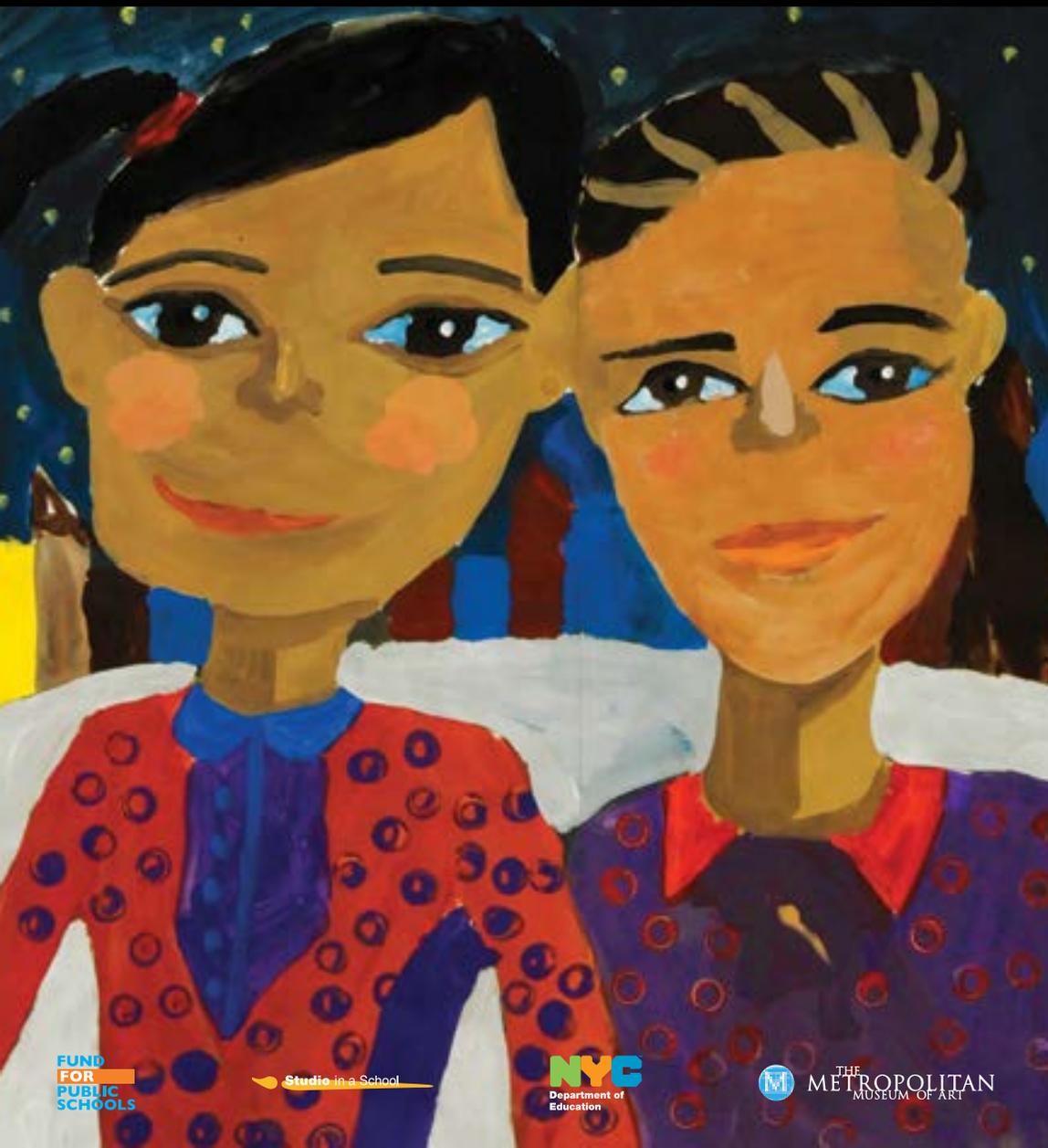


# psart 2013

celebrating the creative spirit of **NYC kids**



FUND  
FOR  
PUBLIC  
SCHOOLS

Studio in a School

NYC  
Department of  
Education

THE METROPOLITAN  
MUSEUM OF ART

## P. S. Art 2013 Exhibition Schedule:

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### **The Metropolitan Museum of Art**

The Ruth and Harold D. Uris Center for Education  
Fifth Avenue and 81st Street  
New York, New York

**June 11 through August 25, 2013**

### **The Tweed Courthouse**

52 Chambers Street  
New York, New York

**August 27 through November 15, 2013**

The New York City Department of Education gratefully acknowledges Studio in a School for its generous sponsorship of P.S. Art 2013, and The Metropolitan Museum of Art for its generous commitment of time and energy in the development and creation of this exhibition.

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

Front cover image: *Friends Forever*, Brianna Harris & Kayla Medina, Grade 4, PS 214, The Lorraine Hansberry Academy, Bronx

Back Cover Image: *Self-Portrait*, Victor Grossman, Grade 9, Fiorello H. LaGuardia High School of Music & Art and Performing Arts, Manhattan

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## Letter from the Chancellor

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Congratulations to all the incredibly talented student artists of P.S. Art 2013.

This year marks the eleventh anniversary of P.S. Art, and just like every year before, we are excited to showcase another exceptional collection of artwork from students of all grade levels throughout New York City. In addition to our young student artists, I applaud the art teachers, administrators, and family members who fostered the supportive environments that led to the creation of these extraordinary works of art. I am thrilled to join you all as we celebrate our students' creative spirit.

In this catalogue, you will find images of all 78 works displayed in this year's exhibition at the Ruth and Harold D. Uris Center for Education in The Metropolitan Museum of Art. This body of artwork offers an inspiring glimpse into the creative capacity of all students in New York City public schools. I encourage you to take special note of our students' and teachers' comments to get a sense of the remarkable creative and technical process involved in creating these works. Our students' critical thinking, self-reflection, and imaginative responses to the world around them serve as wonderful reminders of why the New York City Department of Education is committed to providing quality arts education to all of our students.

I want to express my sincerest gratitude to The Metropolitan Museum of Art for its ongoing role in coordinating and hosting this annual exhibition. I am also grateful for Studio in a School's continued collaboration in producing this exciting event and for its support of the young artists whose work is on display. Indeed, it is these strategic partnerships with arts and cultural organizations that allow us to maximize our impact on arts education in the City, and we are indebted to them for their vital contributions on behalf of our students.

Again, my congratulations to each and every student showcased in this year's P.S. Art exhibition. We look forward to seeing much more of your work in the years to come.

Sincerely,

Dennis M. Walcott  
Chancellor

## Letter from the Honorary Director, The Fund for Public Schools

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Dear Friends,

It brings me great joy to see how P.S. Art has become embedded in New York City's rich cultural fabric. In a unique way, it brings together educators, students, and parents with community and government organizations, cultural institutions, and business leaders to celebrate the artistic talent in our public schools.

Serving as a judge for the past eleven years has given me a close-up look at the breadth and depth of our students' creativity. Close observation of student artwork - paintings, sculpture, photography and ceramics - gives a special window into how young people understand and explore the world around them. I can think of nothing more thrilling for our student artists than to see their work hanging in one of the world's greatest museums - and we are grateful to the Metropolitan Museum of Art for sponsoring this exhibition.

Over these eleven years, what I have also noticed is the immense amount of support that teachers, parents, and school communities give to our students. Thank you! Your commitment to our young people fills students with the confidence they need to create such amazing pieces - and more importantly to grow to reach their fullest potential in and out of the classroom.

Part of what makes P.S. Art such an outstanding program is the steadfast support of the NYC Department of Education's Office of Arts and Special Projects, for which I thank Paul King and Karen Rosner, and our partnership with Studio in a School, for which I thank Tom Cahill. Additionally, I would like to thank my outstanding fellow jurors Agnes Gund, Founder and Trustee of Studio in a School and President Emerita of MOMA; Barbara Gurr, former Director of Visual Arts at the DOE; Michelle Hagewood, Assistant Educator for Studio Projects at the Metropolitan Museum of Art; Maira Kalman, author and illustrator; and Anne Strauss, Associate Curator of Modern and Contemporary Art at the Metropolitan Museum of Art.

P.S. Art continues to serve as a premier opportunity to showcase our students' brilliant talents and I am honored to be part of such an invaluable program.

Sincerely,

Caroline Kennedy  
Honorary Director  
The Fund for Public Schools

## Celebrating Creative Youth

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Congratulations to our young artists! Surely, your artwork will delight visitors from our city, country, and around the world.

STUDIO IN A SCHOOL celebrates your vision and innovative thinking. From pre-kindergarten students engaged in expressive explorations to high school students displaying inspired thinking and mastery of technique, this exhibition is proof that art matters. Art is deeply rooted in humankind and is linked to all that you learn in school. Art teachers encourage you to use your imagination, be creative problem solvers, and hone your skills. These talents will serve you well throughout your life.

P.S. Art 2013 demonstrates the remarkable creativity of public school students and the commitment of art teachers, and school administrators across the city. We are delighted to support this exhibition and to assist in organizing the competition with our partners: New York City Department of Education, The Fund for Public Schools, and The Metropolitan Museum of Art.

STUDIO IN A SCHOOL is committed to nurturing young talent, and we are delighted to offer scholarships to exhibiting seniors to encourage them to continue their art studies in college. In addition, we offer free Saturday art workshops throughout the year to all exhibiting middle and high school students. We hope that in some small measure we can enrich the lives of the students we meet through this exhibition.

Sincerely,

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

Thomas Cahill  
President & CEO  
STUDIO IN A SCHOOL

## A Message from The Metropolitan Museum of Art

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Great works of art reveal how artists think. As you wander through the galleries of The Metropolitan Museum of Art, you might take notice of a masterful brushstroke that captures the hint of a figure's expression. Another work of art may call attention to a unique subject. Or, as you look closely at yet another work, the artist might have provided very few clues, leaving you to contemplate and question. Works of art, in all of the wonderfully diverse forms they take, embody artists' choices and their critical and creative thinking. As viewers of art, our careful attention and inquiring eyes reward us as we come to understand artists' ideas, inspiration, and creative vision.

*P.S. Art* is a special exhibition that celebrates the inquiry, creative process, and artistic achievement of the next generation of artists: Pre K-12 students. Now in its eleventh year, *P.S. Art* is truly an annual highlight among the many events in the Museum's Ruth and Harold D. Uris Center for Education. The exhibition is the result of our ongoing close collaboration with the New York City Department of Education and Studio in a School as we work toward our shared goal of providing excellence in arts education. Supporting students and educators is a core part of the Museum's mission; in fact, school groups and their teachers have been visiting the Met since its founding in the late nineteenth century.

Congratulations to all of the students on their achievements, and the educators and families who guide and inspire them. We invite you to enjoy these works of art and witness the thinking and creativity of these young artists. We hope to see you this summer at the Met!

Sincerely,

A handwritten signature in black ink that reads "Thomas P. Campbell".

Thomas P. Campbell  
Director  
The Metropolitan Museum of Art

## Self - Portrait

### Fiona Duffy

Grade: Pre-Kindergarten  
School: PS 347, ASL & English Lower School, Manhattan  
Art Teacher: Ellen Manobla

Tempera and ink on paper

**STUDENT:** This is me. When I'm sad Mommy hugs and kisses me. I'm happy because Mommy is hugging me. I like to make pictures for my Mommy. She says, 'I'm so proud of you.' Mommy always loves my pictures because she loves me very much.

**TEACHER:** Fiona's *Self-Portrait* developed over a few months. We began the school year with a study of children's books that described the parts of a person's face. Next we read books about feelings and the facial expressions that connote different feelings. And finally we read books about the five senses.

The children were asked to look closely at their faces in a mirror and reproduce what they saw using clay, paint, and cardboard and found objects for collage. For our last project, the children made small self-portraits on acetate paper, which was enlarged using an overhead projector and then traced and painted.

Fiona learned to use different materials in a variety of ways for creative expression and



representation. She created drawings, paintings and models that were detailed, personal and realistic. I was inspired to submit *Self-Portrait* because Fiona made a beautiful, realistic painting of herself. Fiona is a self-assured, mature little girl who is always pleased with her work. She works quickly and diligently without any hesitations. Her work represents who she is.



## Factory Farm

### Anson Gao & Evan Lin

Grade: Kindergarten  
School: PS 69, Vincent D. Grippo School, Brooklyn  
Art Teacher: Angela Fremont-Appel

Tempera and oil pastel on paper

**ANSON GAO:** I want viewers to see the car bridge, the house, buildings and the clouds. I love art. I'm happy because I love school. Evan and I like working together.

**EVAN LIN:** I had fun making this and I want people to feel happy when they look at our work. Sometimes Anson colored where I didn't want to.

**TEACHER:** Kindergarten students approached the second grade benchmark in printmaking by stamping buildings, using cardboard rectangles and black tempera paint. By repeating a straight line over and over they began to control the shapes they created.

The use of oil pastel on the stamped black shapes is a thrilling new experience for most kindergartners. The colors are rich and blend when combined. Young artists were inspired by the vibrant colors and the buildings of Red Grooms. It was wonderful watching the artists work as partners, discussing color choices and where they each would use the oil pastels. Working together and learning to share space and materials can be hard work! But Anson and Evan seemed to negotiate these challenges very well.



*A City Street, My Home*

**Ashley Hernandez-Maza**

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

**Oil pastel and tempera stamping**

**STUDENT:** I live on a street with many things – lights, cars, houses and buildings. I worked for a long time on this picture of my street. Making art is very special to me. I have loved making art since I was very young and have always loved to paint.

**TEACHER:** Ashley’s mixed media print was created during the kindergarten printmaking unit. Students experimented with the stamping process and analyzed several photos of buildings and engineered structures – everything from Stonehenge to the Watts Towers to Frank

Gehry’s buildings. We talked about the shapes that made up these structures, and discussed the buildings that they live in. Students were asked to be architects and to design their own buildings using either memory or imagination.

This work is special because in it we see the street through Ashley’s eyes. Using line and color, she shares with us the intensity of the chaotic energy of her vibrant Queens, New York street. This is a strong visual story of Ashley’s life in New York City, a story filled with color, light and energy.



*Cat*

**Luna Kamhaji**

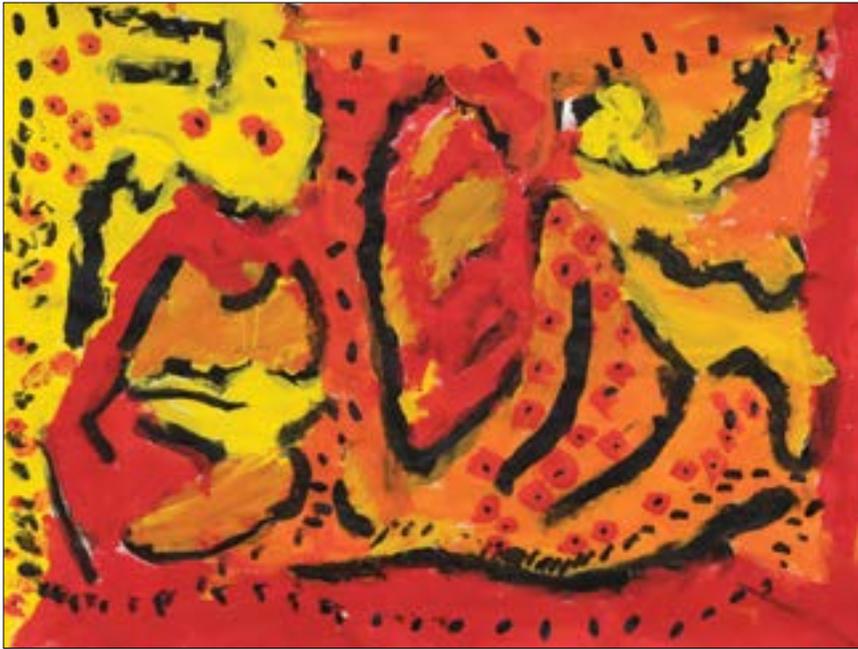
Grade: Kindergarten  
 School: PS 39, The Henry Bristow School, Brooklyn  
 Art Teacher: Chavy Broyde

**Watercolor and printing ink on diffusing paper**

**STUDENT:** I made a cat because I like cats and my cat is cute. When people look at my artwork I want them to feel happy because it is so colorful. I love to make art because it is so much fun and I get to draw a lot and make fun projects.

**TEACHER:** Students learned about the tie-dye process, the placement of colors in space and mixing colors. They created collograph printing plates with cardboard and tag paper. Luna cut out shapes to form a cat and clouds. She used

black block printing ink and a brayer to print her cat onto diffusing paper. The lesson reflects *Blueprint* indicators; Luna experimented with mixing colors, control of paint media and basic printmaking techniques of collograph printing. Luna’s piece reflects a love for art, and meticulous craftsmanship. She blended the right amount of color, and used just enough detail in her cat to indicate texture. The vibrancy of color and detail in the print are inspirational.



*The Dotted Cat*

Jade Torres

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

Tempera and acrylic on paper

**STUDENT:** I want people to see a fun polka-dotted cat! I like to paint because it is fun. I like moving the brush back and forth to make different kinds of lines and shapes. This painting did not start out as a cat but I saw a cat after I made my lines and colors.

**TEACHER:** This lesson was designed to teach students about lines, shapes, and mixing primary colors. My kindergarten students explored using paint to make a variety of lines and shapes. They looked at Miró and Klee as inspiration.

Jade used each color specifically and organized the space to create a very lively energetic painting. Jade is an extremely quiet student but her painting exudes vitality and playfulness. I think art is where she is able to express her joy and happiness. The use of lines, color, and mark making in this painting captures the spirit of a young child.

Jade has been displaced by Hurricane Sandy; she currently lives in a shelter.



*A Rabbit Looking in the Sky*

Sanjana Alam

Grade: 1  
School: Bronx Little School  
Art Teacher: Helen Pylarinos

Torn-paper collage

**STUDENT:** I want people to imagine they see a rabbit looking at the stars all night. The rabbit wants his wish to come true. I love art.

**TEACHER:** *A Rabbit Looking in the Sky* is from an introductory lesson to a collage unit that focused on the process of collage: placement of torn

shapes and layering of pieces. The students experimented with collage; I believe it is important for the students to have time to experiment with materials which this unit allowed for. Sanjana's collage has such simplicity and purpose. It is created by a confident artist who works with determination.

## In First Grade We Shine

Jonathan Guevara,  
Nisa Sasmaz,  
Ariela Rrustja,  
& Ornella Cherny

(clockwise from top left)

Grade: 1  
School: PS 255, Brooklyn  
Art Teacher: Rachel Karlin

### Oil pastel on paper

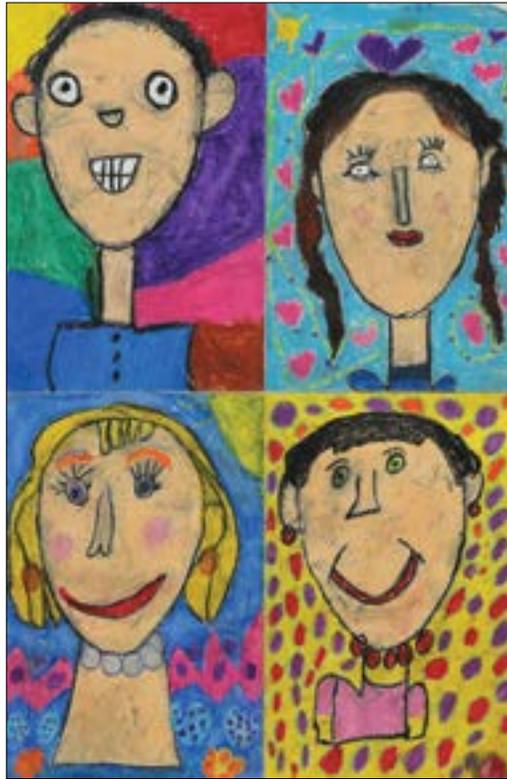
**JONATHAN:** I really love art and really like to draw. I made my picture look happy because I was so happy to make it.

**NISA:** I like drawing and being creative. It's important to be creative. Art makes everything special.

**ARIELA:** Making art is work and play. I like to draw because it's fun and it's nice to make beautiful art. I really like color.

**ORNELLA:** I want people to see all the pretty things I do. It is so much fun to make art. Making artwork makes me very happy.

**TEACHER:** First graders discovered that a portrait shows more than a person's face – it also shows how he or she feels. We looked at self-portraits by Rembrandt and Van Gogh and decided how they must have felt when they painted their likenesses. Using ebony pencils,



students made thumbnail sketches of themselves before they began their large oil pastel drawings. Color made our portraits come alive. We designed backgrounds that complemented the emotions we were expressing. We layered and blended oil pastels, using baby oil gel and stick scratches to create interesting textures. The joyfully expressive qualities and thorough exploration of oil pastels made these portraits good submissions for P.S. Art. You just have to smile when you see these self-portraits!

## Self-Portrait

Ilias Khan

Grade: 1  
School: PS 35, Nathaniel Woodhull School, Queens  
Art Teacher: Silvia Huggler

### Watercolor on paper

**STUDENT:** In the art room we draw, paint, make collages and sculptures, and we look at other people's art. Art is always new and it's never the same thing or boring. I hope people will see how nice my hair is in this painting. I used a mirror when I painted myself, and I tried to show what I really look like. I also wanted to show how I feel when I painted. That's why I picked orange. I think orange is a happy color. I hope that people will see me as a handsome little boy.

**TEACHER:** Students looked at various self-portraits from the history of art and heard excerpts from *Here's Looking at Me – How Artist See Themselves*, by Bob Raczka. They closely observed the portrait *Alice* by George Boree, a local artist. Students noticed that the artist used setting, clothing, and accessories as symbols to show personal characteristics of the subject. After a short demonstration on how to draw facial features, the students looked at themselves in mirrors and then drew practice sketches. Finally, students painted their self-portraits.



They demonstrated personal observation, organization of space, experimentation with color mixing, successful use of paint media, and conscious color choices. Ilias is a brave artist who is not afraid to learn new skills and to experiment with new media. He worked with focus, made intentional choices, and successfully completed the task. Ilias showed his likeness in his self-portrait. He also conveyed his character and charm in his painting.

## Guitar

### Inaya Rameshar

Grade: 1  
School: PS 36, Unionport, Bronx  
Art Teacher: Jason Holt

#### Mixed-media collage

**STUDENT:** This is a guitar and it can make music. I used paint and colors and newspaper. I tried zig-zags and curlicues, and I drew stripes. I painted on the side of the guitar with black paint but I also made it with a lot of color so it looks happy. I think it's fun to use paint in art.

**TEACHER:** Students learned that artists find inspiration in many things and that music inspires many artists. We talked about Picasso and his pictures of guitars. We talked about visual patterns and students wondered what each would sound like. They learned about mixed media and combined collage, drawing and painting in their work. Inaya carefully drew a guitar and created interesting line patterns to fill her background. She worked thoughtfully through every step. She applied the watercolor skillfully and did an exceptional job of outlining the guitar with the black tempera paint. Inaya's guitar demonstrates how various media can be used together to create a cohesive artwork.



## 3-D Puppet

### Giovanna Wolfenden

Grade: 1  
School: PS 267, East Side Elementary School, Manhattan  
Art Teacher: Akiko Hanratty

#### Mixed-media papier-mâché sculpture

**STUDENT:** I like painting and mixing colors. Sometimes I get inspired by collages, like *The Rainbow Pizza* I saw at Sotheby's. I like realistic things, so I used one color of yarn for all the hair on the puppet. I chose that color of yarn because it looks like my own hair. I didn't use ribbon or rainbow colors because I don't think kids have rainbow hair. I want people to think, "Wow, this girl really practiced a lot."

**TEACHER:** First graders explored various art materials and techniques to make puppets. Working three-dimensionally made the students aware of working from all sides. Their skin colors were mixed with primary colors and a tint/shade technique. We talked about the similarities and differences of skin tones, hair and facial features. Adding details such as clothes and accessories gave the puppets their unique personalities. Giovanna carefully planned her project from beginning to end. With so many personal choices to consider, it was clear that she was making herself and trying to find techniques, colors and materials to make the puppet look just like her. Her careful and thoughtful choices make the puppet so unique.



## Owl

### Jamillah Adams-Bey

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Grade: 2  
School: PS 352, The Vida Bogart School for All Children, Dist. 75, Bronx  
Art Teacher: Mary McGaw

#### Painted-paper collage on board

**STUDENT:** I want viewers to know that I like to make art because art makes me happy. I want them to think about art and feel happy.

**TEACHER:** Students worked with a variety of media and techniques as they explored line, shape, color, texture, value, form and space. They demonstrated their understanding of this art vocabulary in their discussions about their artwork.

Jamillah created painted papers in a range of colors and textures to use in her collage. She experimented with mixing colors and creating visual textures. The students demonstrated their understanding of composition and design through the creation of collages. Materials for the Arts was our source of paper supplies. Students were inspired by works of art from the online collections of some of New York City's museums, and works by artists/illustrators Steve Jenkins and Eric Carle.



Teaching in District 75, I have the privilege of working with many young artists who find their voices and begin to develop a sense of self through the arts. Creating opportunities for students to experience success can have a resounding impact on their worlds – and that's a beautiful thing. I submitted Jamillah's work for P.S. Art because of her creative process. She applied her knowledge about composition, design, and the elements of art, in a way that was totally her own. Arts provide a positive outlet for Jamillah's creative spirit. The level of focus and engagement that she demonstrates when creating her artwork is quite impressive. I have no doubt she is an artist with a vision.



### NYC Skyscape

#### Hiro Arai

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Grade: 2  
School: P.S.267, East Side Elementary School, Manhattan  
Art Teacher: Akiko Hanratty

#### Tissue paper, construction paper, and colored-pencil collage

**STUDENT:** The sky in this work reminds me of the night when I was with my family and we saw blue lightening together. When people look at my artwork, I want them to think about New York City on a very dark night. I like to make art because I love to imagine things and draw whatever I want (even if it isn't real sometimes).

**TEACHER:** We looked at pictures of the sky and talked about what colors we see with different types of weather or at particular times of the day. The students created their favorite skies using ripped tissue paper and a glue/water mixture. They drew buildings in their Upper East Side neighborhood from observation and from memory. Hiro's drawing amazed me with its details and the depth created through layering. He used his memory to recreate an unforgettable sky he had seen.



*The Walking Animal*

**Ariel Colon**

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

**Collograph print**

**STUDENT:** Art makes me happy and if I get sad, I just draw something. This animal can run fast. It eats grass and it lives in the jungle. I hope when you see this you say, "Wow, Ariel is a great artist."

**TEACHER:** The students viewed Hokusai's prints and Chinese and Thai rubbings for this unit. They learned to create a collograph printing plate of an animal, layering small shapes for details. The environment

for the animal was a separate plate. They used smooth and textured materials. They made a series of prints and discussed the variations created by the amount of ink applied and the colors chosen for paper and ink. Ariel's collograph of the impala is rendered with exquisite detail. His choices for the layered facial elements, the gestural movement of the legs, and the use of corrugated paper for the horns create a powerful and personal interpretation.



*Big Mouth Bass*

**Angel Ferreras**

Grade: 2  
 School: PS 254, The Rosa Parks School, Queens  
 Art Teacher: Aleksandar Popovic

**Tempera and India ink on paper**

**STUDENT:** I want people to feel amazed at the colors I used and how I made my shapes. Art lets me express my feelings. I want my viewers to know that I had fun painting this fish and mixing different colors.

**TEACHER:** Students made paintings of fresh water fish after reading about them and looking at photos of various fish species. This unit was done in collaboration with 2nd grade classroom teachers who provided information on fish habitats and behavior. This painting unit developed

understanding of basic principles of composition and tempera painting. Students learned how to use tempera paintbrushes and India ink quills to create original artwork. The unit meets 2nd grade *Blueprint for Teaching and Learning in Visual Arts* benchmarks in art making by addressing control of tempera paint and focusing on a variety of shapes and colors. Angel decided to use very simple shapes with brushy strokes of tempera paint. He gave a lot of life and movement to his fish with gestural India ink lines.

## The Pretty Girl

### Tamiya Livingston

Grade: 2  
School: P.S./I.S. 66,  
Brooklyn  
Art Teacher: Sasha  
Silverstein

Tempera on paper

**STUDENT:** This is my first self-portrait ever. I used neutral colors for the background. I want viewers to think I am a professional artist. I love art and want to be an artist when I grow up.

**TEACHER:** In this painting unit students learned about the parts of the face, its shape, proportions, spatial relations and its symmetry. We talked about organizing the space. They looked at their own faces and each others'. Students sketched self-portraits, then



examined and discussed self-portraits by Frida Kahlo, Alison Watt and Rembrandt. Before painting, students learned how to mix colors and explored how different brushes are used for different purposes. They were asked to paint the background a neutral color, one that contrasted with their skin, hair and clothes. Tamiya's picture really looks like her! It also shows her sweetness of character. Her use of the paintbrush is very advanced for her age.

## Picture of Myself

### Angel Acatitla

Grade: 3  
School: PS 370 @  
PS/IS 237,  
A.B.L.E.,  
Brooklyn  
Art Teacher: Lisa Pines

Watercolor, pencil, and  
marker on paper

**STUDENT:** This is a picture of me. It's a self-portrait. I looked at my face in the mirror. My hair is very black. I painted space and my whole body. I like how my body and my arms fit into the picture. First I used a pencil and a marker, then I painted with watercolor. I like art class.

**TEACHER:** We have been drawing self-portraits from observation in our weekly art class, inspired by the self-portraits of Pablo Picasso and Frida Kahlo. For this lesson the students were given a choice – to draw a self-portrait from their imaginations, or to draw from observing their faces in a mirror. It has been exciting to see the students drawing skills develop and the ways the students express themselves through drawing.

*The Blueprint for Teaching and Learning in Visual Arts* informs my teaching. As one of the performance indicators states, "Students exercise



imagination (through the) use of varied lines and colors to convey expression." This expressive drawing certainly reflects that! Angel first looked in the mirror and drew his face. He wanted to include his body, but he felt he hadn't left enough room. He found a very original solution by changing the proportions of his arms and legs and fitting them into the picture. I can see the influence of Picasso's style in the way Angel uses space, and in how he makes his lines. He does a great job expressing his exuberant personality!



## City Morning

### Mazen Adam

Grade: 3  
School: PS 179, Kensington, Brooklyn  
Art Teacher: Joanne Suzuki

#### Tempera on paper

**STUDENT:** When you work very hard at something, you will be rewarded inside yourself. I want people who see my work to know that you need to think about what you do, and that art takes a lot of time.

Art is special to me.

**TEACHER:** This cityscape was the final work of a painting unit. We concentrated on the painting process: mixing colors, revising work and developing the surface quality in a work of art. I was drawn to the strong composition and color of Mazen's work. It has a great energy throughout. Mazen especially understood that it was OK to make changes to his work. He worked carefully and thoughtfully during this project.

## Rose

### Kayla Beckles

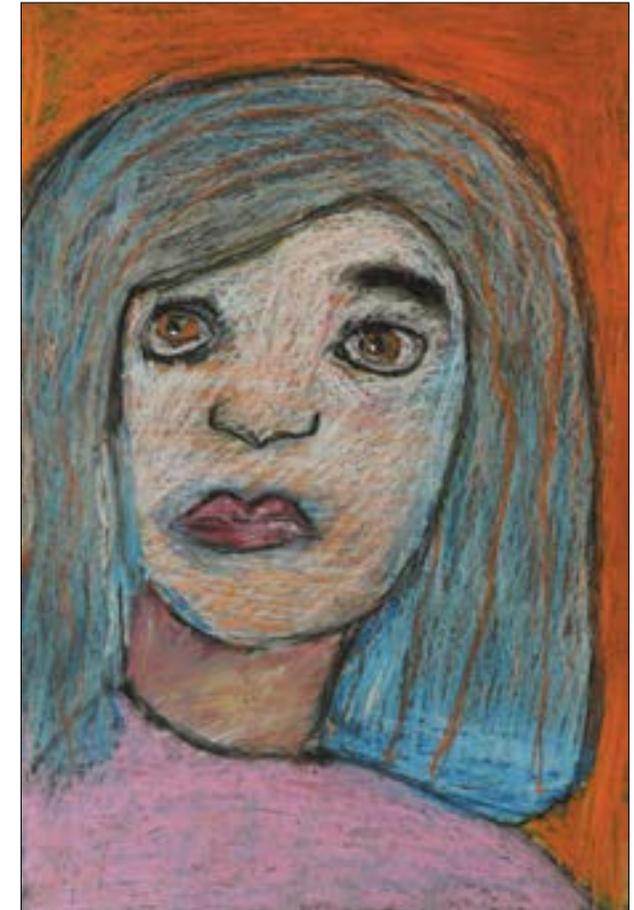
Grade: 3  
School: PS 245, Brooklyn  
Art Teacher: Lauren Donner

#### Oil pastel on paper

**STUDENT:** You can express your feelings by drawing portraits. Do you wonder what Rose is looking at? I like to make art because it helps me to relax, let out my anger or show happiness. There is always something else to do in your artwork and it is never finished.

**TEACHER:** Students have been studying portraiture this year and have focused on how artists show emotion in their portraits. We looked at the portraiture work of Gustave Courbet, Edvard Munch and Henri Matisse. We discussed how facial features can be drawn to show a variety of emotions. Students used mirrors to explore their own features.

Students then used oil pastels applying layer after layer using blending and scratching back surfaces to reveal a variety of colors. They were shown ways to revise their work and encouraged to use both bold and gentle lines to draw



surfaces as well as details. I selected Kayla's work because she viewed it as unfinished, like Claude Monet who stated, "I'm never finished with my paintings; the further I get, the more I seek the impossible and the more powerless I feel." Kayla kept revising her work and even as we discussed the work on the bulletin board she said, "I really do not like the way I did this. I would like to work on it some more." As an art teacher I want my students to understand that their art work only offers temporary satisfaction and is part of a process, not a product.



## Deep in the Rainforest

### Kiranjot Singh

Grade: 3  
School: PS 161, The Arthur Ashe School, Queens  
Art Teacher: Debbie Rich

#### Watercolor on paper

**STUDENT:** I have been making art for a long time. I enjoy mixing different colors to create new colors. Inside I feel like an artist when I paint. Viewers will be surprised that my artwork is so realistic. It's because I used photos of the rainforest for ideas and gave my painting lots of details and texture. I want viewers to think they're in the rainforest. It took a long time to create the painting. I was so totally into it, I didn't know what was going on around me.

**TEACHER:** We discussed photos of the rainforest. Students learned about the rainforest and prac-

ticed drawing its components to prepare for their final compositions. They created quick first drafts and used watercolor paper for final drafts. After a paint mixing demonstration they experimented, creating their own tints and shades of rainforest colors. The final composition was painted. Thin black markers were used to outline and create different textures.

I chose Kiranjot's artwork because of his attention to detail and his variety of tints and shades. Viewing his artwork, just as Kiranjot wishes, I feel like I am in the rainforest.

## Self-Portrait

### Soleil-Arthur Charles

Grade: 4  
School: Girls Prep School, Bronx  
Art Teacher: Katharine Hopkins

#### Charcoal on paper

**STUDENT:** The mood of my portrait is mysterious. People should feel I am disappearing into the background. I love art! It is a great feeling to finish a big project and be proud of my work and proud of being independent. I feel like my eyes show it. For this piece I learned to draw the features and proportions of the face. I got my inspiration from the Nigerian artist Adebisin Adedamola. He made a portrait with a dark background and it really inspired me.

**TEACHER:** Students began by learning to draw facial features in proportion, and to create tints and shades. Going from this controlled drawing activity into one using messy charcoal is an interesting process; students still had to maintain a certain level of control. We looked at modern and contemporary artists for ideas of how to tackle background, shading and expression.



This was a challenging project but the students were amazed at the results and proud of their accomplishments. It was a delight seeing their creative and technical breakthroughs. Soleil amazed me with the level of rigor and concentration she maintained throughout, working with a clear vision of what she wanted to accomplish, and indeed she was successful. Soleil is passionate about learning. This portrait beautifully captures her intensity, passion and ambition.

## Friendly Fred

### Edward Cimino

Grade: 4  
School: PS 32, Samuel Mills  
Sprole Elementary,  
Brooklyn  
Art Teacher: David Chimoskey

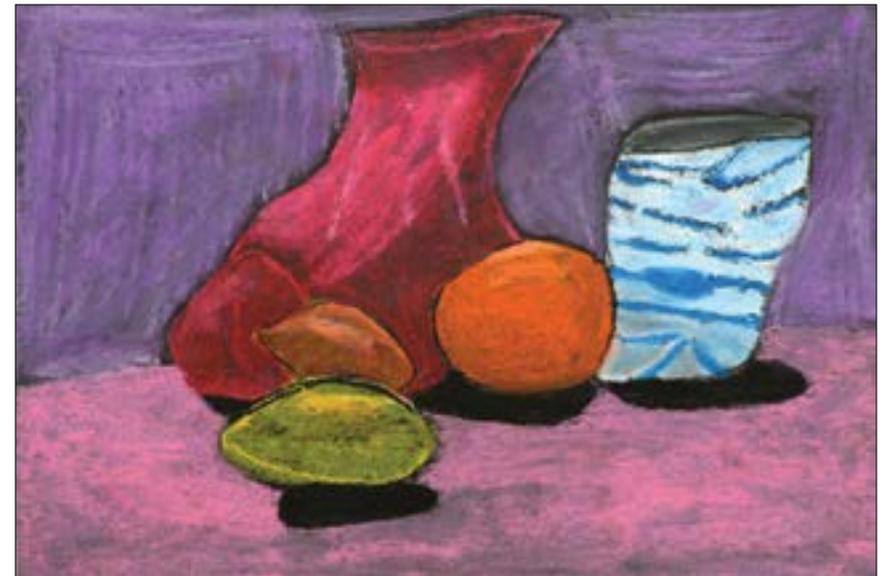
#### Painted clay sculpture

**STUDENT:** *Friendly Fred* came from my imagination and I worked very hard to make him interesting to look at. *Friendly Fred* is a happy creature; he is part gorilla, part fox, part giraffe, part eagle and part lion. I like to experiment with new art materials and I love to come up with new ideas when I am making art. I love making art, and I hope that you can see that in my artwork.

**TEACHER:** Students were challenged to design and develop imaginary clay creatures with attention to three-dimensionality, by making all sides and angles interesting. Creatures from mythology and folklore were sources of inspiration. The only requirement was that the creature had to be something completely new to our planet. It could be a combination of real world animals or a type from a make-believe species. Through peer discussions, drawing, sculpting and painting, students used a variety of art elements and design principals to construct and complete their vision. The *Blueprint* is highlighted throughout this



unit of study; students explored art materials and techniques, exercised imagination, and constructed meaning working in a 3-D form. They used basic art tools and gained knowledge of a medium. Eddie put a tremendous amount of effort into his work and it shows. Each day he continued to develop *Friendly Fred*, adding more details, always honing and fine tuning, and working to make his creature more interesting. Eddie is a true artist and his passion shines through in all of his work. *Friendly Fred* is just one example of the fine work he has done over the years in my art room.



#### Untitled

### Breuckelen Coleman

Grade: 4  
School: PS 38, Pacific School, Brooklyn  
Art Teacher: Oscar Rodriguez

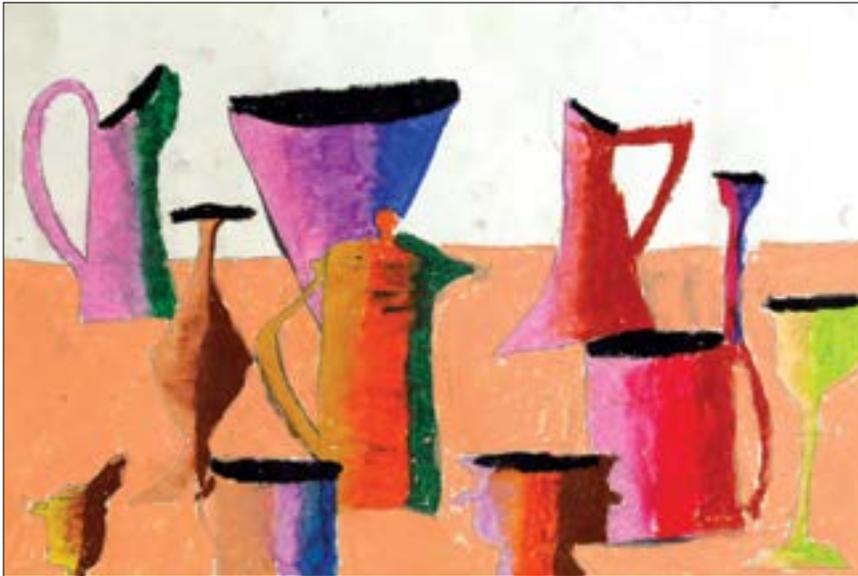
#### Oil pastel on paper

**STUDENT:** Hi, my name is Breuckelen Coleman. Art is my life. It is one of my passions. I am very glad that my artwork was accepted for P.S. Art. I worked hard on this pastel drawing and I think it's fantastic. What I would like you to feel is anything you want to feel. You can think what you want to think because it's your opinion. If you are looking at this with a partner you should discuss the work with each other.

**TEACHER:** This 4th grade drawing unit deepened students' observational skills; they learned to draw what they really see and not what they think they see. The lessons built upon each other establishing a strong foundation of techniques

and compositional design. Students compared and contrasted two still life works, enabling them to understand how artists express individuality when working with representational objects. Over the next five sessions students experimented with contour drawing, overlapping, proportion, compositional balance, the mixing of tints and shades, representation of light and shadow, and the creation of the illusion of depth.

Along with teaching skills, I emphasize the artist's individuality, creativity and expression. Breuckelen is an exceptional student. Her art work always displays personal insight.



## Colorful Antiques

### Gia Cresci

Grade: 4  
 School: PS 36, Staten Island  
 Art Teacher: Michele Sherer

#### Oil pastel on paper

**STUDENT:** Art is fun and keeps me busy. I want people to look at my picture carefully and I want them to feel like they're inside my picture. I am very good at drawing lines and I want the viewer to feel that I'm very good at drawing.

**TEACHER:** This artwork was the final piece in a unit on drawing. Students used a variety of drawing tools such as markers, crayons and colored pencils. The students were introduced to many examples of still life compositions. As we discussed the various works I was guided

by the Developing Art Literacy Strand of the *Blueprint*.

A still life was set up. The students drew the contour lines of objects and experimented with shading techniques. They added oil pastels, paying careful attention to the location of the light source. Gia worked extremely diligently. She chose interesting colors, carefully represented the shapes of the objects and composed them to fill the paper. Gia was never afraid to get her hands dirty! Super job!

## Mother and Child

### Jessie Gomez

Grade: 4  
 School: PS 19, The Curtis School, Staten Island  
 Art Teacher: Linda Gerecitano

#### Oil pastel on paper

**STUDENT:** I want people to feel the caring between the mother and the child. When I draw I like to make things look real. I wanted to show the penguins in their home. I really care about my work and it shows that I really care. I learned different oil pastel techniques and I tried to show a lot of different ones in my drawing, like blending and sgraffito.

**TEACHER:** This artwork was created as the final project of a unit on drawing. The students used photographs to create observational drawings of animals in their natural habitats. Using photos deepens the observational skills of my students, especially when they have a large variety of photos to choose from and they can choose a subject that speaks to them personally. Prior to this drawing, the students had many opportunities to experiment



with a variety of oil pastel techniques. In this unit the students used familiar materials in new and interesting ways. Jessie showed great sensitivity in the handling of the subject matter and I was touched by his rendering of the mother and child bond. I also was impressed by his successful use of a very limited color palette.

## Friends Forever

### Brianna Harris & Kayla Medina

Grade: 4  
School: PS 214, The Lorraine Hansberry Academy, Bronx  
Art Teacher: Qinqin Li

#### Acrylic on paper

**BRIANNA:** My artwork is about two girls who come from different ethnic groups and they become best friends because they have a lot in common. Friends can come from different cultural

backgrounds and it is good to learn about other cultures from them. You can be your true self with your friends. No matter what happens, friends stand up for each other. That is the beauty of having a true friend. I communicate with people through art.

**KAYLA:** I want people to relate the artwork to their own experiences. We all have friends. Friendship is so important; it is a gift we give and receive. It is important to know that you have friends you can trust, and that your friends can trust you. I hope everyone appreciates their friends. I'm very focused when making art, and I am in my own world. My artwork talks on behalf of me. When I finish my artwork, I feel I have finished an incredible work.



**TEACHER:** This painting was the result of a unit on portrait painting. Brianna and Kayla explored expressive colors by studying Van Gogh's landscapes and portraits. They painted themselves as good friends under the night sky of New York City. In addition to color mixing and detailed depiction, they focused on compositional and design elements. Kayla and Brianna are good friends. They painted together to demonstrate their friendship, all the while exploring art media and new skills. Their shirts share similar patterns but have their own colors, symbolizing what these friends have in common and what makes each unique. A message of friendship is conveyed through their smiles. The young artists demonstrate their observational and expressive skills in a joyful way.

## Chief Joseph

### Ahtziri Huertero

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

#### India ink on paper

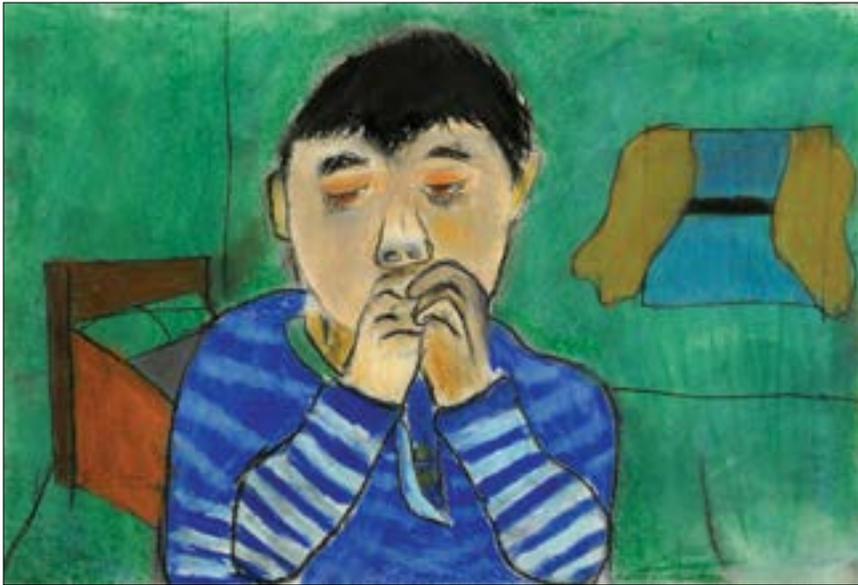
**STUDENT:** I like to learn to draw something different every single day and be creative. Chief Joseph reminds me of my dad because he has long hair and is brave. I decided to paint Chief Joe for my dad.

**TEACHER:** Choosing from a wide variety of portraits for reference, student artists created a series of portraits in various media. It was important to view portraits that represented a range of accessible styles and had historical significance. These portraits encouraged students to notice and develop their own artistic styles.

The components of this sequential art unit reflect the 5th Grade benchmark. Ahtziri has a great desire to draw all sorts of people and characters and he is developing quite a range. Using India ink and washes is one of



the more difficult and unforgiving techniques to master. Great focus and flexibility are required as students learn how to use India ink. Add fearlessness to that and you have accomplishment! I think that sums up Ahtziri's studio practice.



## Zhiwei the Sleepy One

### Michael Hui

Grade: 4  
 School: PS 250, George H. Lindsay, The Williamsburg Magnet School for Communication and Multimedia Arts, Brooklyn  
 Art Teacher: Linnea Westerberg

Chalk pastel, Conté crayon, and ebony pencil on paper

**STUDENT:** The feeling I was trying to show in the portrait of my friend Zhiwei, is sleepiness. I like this drawing. I tried to make it look 3-D and I think I did a good job of doing that, especially the arms and the body, as well as the background. I made the background a bedroom to help show that Zhiwei is sleepy.

**TEACHER:** Michael's work is the result of a unit on portraiture. Students looked at chalk pastel portraits by Edgar Degas and Mary Cassatt, considering the way the artists convey emotion through facial expression and the use of line, color and composition. They worked in partners

using Conté crayon and chalk pastel to draw each other from observation. They focused on blending and layering colors to create realistic skin tones, and value to give their drawings a sense of depth. Michael's control of chalk pastel is excellent, as is his ability to capture the mood of his partner. Michael has shown talent in art since his first year with me in kindergarten. He has always been a quiet child, but his art is consistently creative, expressive and full of life. His sensitivity to detail and careful, controlled use of the chalk pastel inspired me to submit Michael's drawing for P.S. Art.

## Self-Portrait

### Yasmine Kobt

Grade: 4  
 School: PS/IS 49, Dorothy Bonawit Kole, Queens  
 Art Teacher: Katherine Huala

Chalk pastel on paper

**STUDENT:** Art comes from your heart and it's full of magic. I remember drawing and doodling since the age of two. I feel that when I draw I learn many amazing things. I would like to be an artist when I grow up.

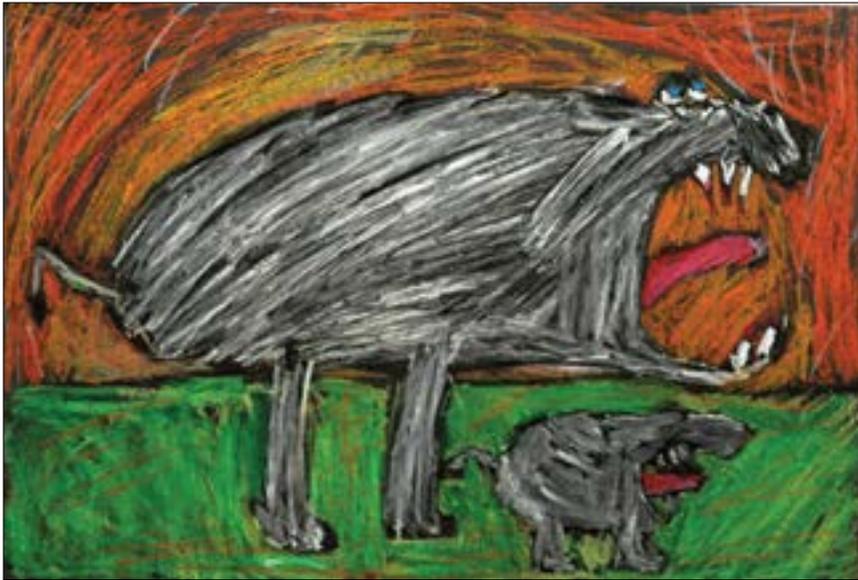
I want you to feel the emotions that I am feeling in my drawing. Look very closely and notice that I am trying to show many different feelings in my portrait. I look quiet and in a good mood, but actually I want to show different feelings. One of my sides is a rainbow showing happiness, curiosity and shyness. My other side shows sadness, and upset feelings. I used many blues to show one strong feeling. My drawing shows that colors and lines may be used to show many different feelings.

**TEACHER:** Yasmine's piece is a final work in a drawing unit in which students were asked to make expressive self-portraits using line, shape and color to describe a feeling or mood. Students were inspired by the work of Picasso, Matisse, Chagall, Kirchner, Soutine, and Delaunay. The artists spent time exploring chalk pastels and we discussed how controlling



chalk is more challenging than controlling oil pastels. Students practiced various blending and texture techniques to develop imaginative capacities and observational and expressive skills.

Yasmine is an incredibly committed and enthusiastic artist. Her work has subtlety and thoughtfulness, exemplary for a fourth grade student. Yasmine's drawing shows a deep understanding of line, shape and color. I particularly like the way she considered gesture and point of view. The slanted shoulders and tilt of the head add to the expressive quality of the portrait. The way Yasmine blended the pastels and used various degrees of pressure to create different visual effects is very advanced.



## Angry Mama

### Bradley Rodas

Grade: 4  
 School: PS 102, Queens  
 Art Teacher: Timothy Roeschlein

#### Oil pastel on paper

**STUDENT:** I worked a lot on color mixing and I want the viewer to experience the emotion of the composition. I like to make art because it makes me feel calm. Sometimes it even makes me laugh. My mom inspires me when I make art.

**TEACHER:** The theme of this unit was inspired by a discussion of the environment. Students researched a variety of animal images. During the lessons we discussed expressive use of lines and the techniques needed for

working in oil pastels. We also discussed composition and the use of a horizon line.

This drawing demonstrates Bradley's growth in various performance indicators across media: proportion, control of a medium, gesture, observation of detail, balanced composition and expression. Bradley works hard in the art studio and always has a smile on his face as he works. He has a great time making art and his work reflects that playful spirit.

## Inspirational Figure

### Madeline Abbenda

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

#### Mixed-media sculpture

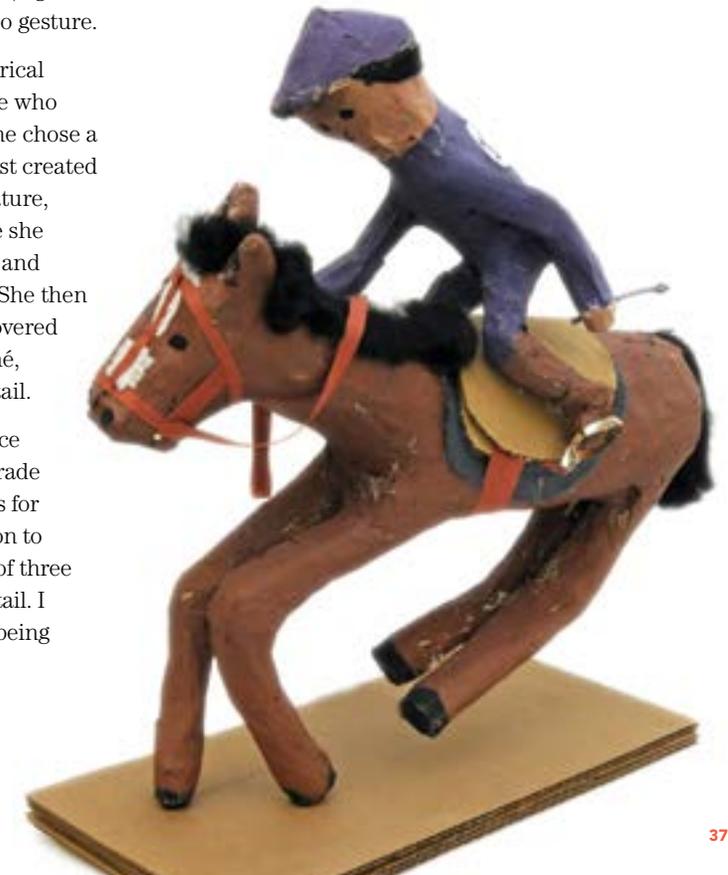
**STUDENT:** I enjoy making art because it is a way to see things in a new way. I want viewers to think that the figure is real and that it's popping off the page. It is the winner of two horse races. I worked hard to put every detail into it.

**TEACHER:** This was the final project in a figure-based unit. The unit began with a figure collage which focused on shape. Then next lesson was figure drawing from life, again stressing shape but also gesture.

Students chose a historical or contemporary figure who inspires them. Madeline chose a famous jockey. She first created a paper and tape armature, building on knowledge she had acquired of shape and figural representation. She then attached the pieces, covered them with paper maché, painted and added detail.

This is a wonderful piece that reaches the fifth grade performance indicators for sculpture in its attention to expression, rendering of three dimensionality and detail. I have had the honor of being

Madeline's art teacher during her entire time at PS 40. She is an especially thoughtful artist who has a great vision that she is able to realize. Her creative nature, and her ability to manipulate materials have grown and matured. Madeline faces challenges head on and is not afraid to push herself to the next level. This is another special piece by a very special artist!





## Self-Portrait

### Jamal Brown

Grade: 5  
 School: PS 163, Alfred E. Smith School, Manhattan  
 Art Teacher: Nia Mason

#### Colored pencil, oil pastel, and paper collage

**STUDENT:** Making art is magical. My artwork is good and colorful and it's my best. I worked very hard on it and as I did this work, I felt like a good artist. I took my time and just kept at it. It came out okay even though where I wanted to put the word "Lakers" it didn't fit.

**TEACHER:** Students observed the textures and patterns Picasso and Matisse created in different media. They too were asked to work in a variety of media. Layering and repetition were discussed. Students created self-portraits using mirrors for feature placement, details and

shading. Portraits were cut out and students given the freedom to place them any way they wished. We discussed different ways of achieving compositional balance. Jamal has been in my art class for several years. At times he has found it difficult to concentrate and to accept his work as being successful. On this project, working carefully, he remained focused and followed through. It was a feat for him to complete this work and to be pleased with his accomplishments. As he expressed, he feels it is his best.



## Hill Valley

### Gisella Campos

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

#### Watercolor, pencil, marker, and torn-paper collage

**STUDENT:** I worked really hard on this artwork over a long period of time. First this was a drawing, then it was a watercolor and then I made it into a collage that looks like a painting. It was fun making *Hill Valley* and great to see the finished work.

**TEACHER:** Students worked from self-selected landscape photos. They used their drawings as bases for their watercolors, which ultimately became paper collages. This extended exercise gave students a familiarity with Impressionism through a very unfamiliar experiential approach. Gisella's work exhibits a great sense of composition and restraint and is a very beautiful and complex visual expression.

## Still Life with Red Apple

### Matthew Funes

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Grade: 5  
School: PS 214, Cadwallader Colden, Queens  
Art Teacher: Susan Hoch

#### Oil pastel on paper

**STUDENT:** I've loved to draw ever since I was five years old. My work has gotten better after many years. When people look at my artwork, I want them to think it's great and that it must have been hard to complete. I want them to wonder if this is my favorite work and if it is, I



want them to ask, "Why?" Many people I know tell me that I am a good artist and my friends say that I am amazing in art. I am happy when I am making art. My mother likes my artwork because she loves for me to be happy.

**TEACHER:** This artwork was part of a drawing unit. After studying the still lifes of Vincent van Gogh and Paul Cézanne for techniques in shading, blending, highlighting and composition, students created still life collages using fruits and vegetables.

It is important for my students to feel self-confident; therefore, teaching these skills needed

to be differentiated to reflect their needs and developing skills. Matthew is a wonderfully talented student and a very serious artist. While he was assembling his artwork I would pass his table to take a peek. His composition was different every time! He was very focused on the subject, the highlighting and the textured background. I was struck by the simplicity of his final decisions. Matthew's artwork reflects careful placement of shapes and color, contrast, thoughtful composition, layering, experimentation, control of the drawing tools and awareness of visual textures.



#### Self-Portrait

### Jeffrey Gilles

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Grade: 5  
School: PS 297, Abraham Stockton, Brooklyn  
Art Teacher: Elaine Greenstein

#### Ink on paper

**STUDENT:** My artwork is about life. I want the viewer to be aware that people hide in the shadows and they should not.

**TEACHER:** Students looked at portraits by Diego Rivera, Henri Matisse and Oskar Kokoschka. They used oil pastels, pencils, and reed pens with brushes and ink to create a series of portraits that demonstrated volume, proportion, gesture and control. Jeffrey's portrait is bold, solid and balanced in a way that is expressive, interesting, and just plain wonderful.



## Self-Portrait

### William Leon

Grade: 5  
School: PS 164, Caesar Rodney, Brooklyn  
Art Teacher: Elise McCarthy

#### Watercolor on paper

**STUDENT:** I want the viewer to say, "Wow! I think this looks really good!" Art is a way to express my feelings. I am really proud of myself!

**TEACHER:** Early in the unit students were asked to study themselves in the mirror. They ultimately painted self-portraits. William created an excellent self-portrait; the painting looks just like him!



## Blue-Eyed Owl

### Nayla Lopez

Grade: 5  
School: PS/MS 31, William L Garrison, Bronx  
Art Teacher: Stephanie Fiorino

#### Watercolor and India ink on paper

**STUDENT:** Art to me is not just a picture or a painting, it is beauty with colors and details that make the subject come to life. When I make art it represents my feelings and my owl was made from my feelings. I wanted it to be just like a real owl. I wanted my owl to represent a real loving beautiful animal.

**TEACHER:** Students were asked to look at owls and observe line quality and texture. They decided to do close-ups of animal faces. I demonstrated how to use pen and ink to create outlines, texture and patterns. Watercolors were used to complete the owl and background. The draw-

ing unit included observation of details and the use of familiar tools in new ways. Previously students used ink with brushes; this was their first experience using ink with a bamboo pen. Students utilized their expressive skills to create their own texture and line quality. Nayla was thoughtful in her process, exploring the weight of the lines as she worked with the bamboo pen. She recorded the owl's individual features and added her own point of view. As she fulfilled the goals of the project she had a true creative problem-solving experience. Her owl painting has given her a confidence in her ability that will stay with her for a long time.

## Self-Portrait

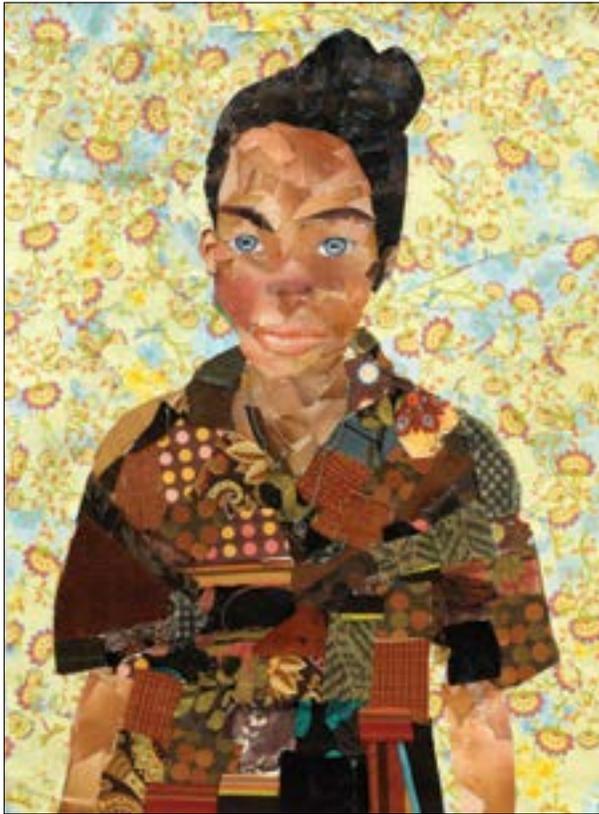
### Breanna Pettway

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

#### Mixed-media collage

**STUDENT:** Being an artist gives me the opportunity to make artwork that reflects my imagination. Ms. Zapata has played a role in my creative development by teaching me new skills to improve my techniques. I met the many challenges I faced in creating this work (including finding just the right colors) by being patient and not giving up. Through all the hardwork, I managed to complete my artwork.

**TEACHER:** My sixth grade art students studied facial proportions and created multiple drawings prior to the self-portrait project. They critiqued self-portraits created by other artists throughout history. The students were asked to reflect upon their own personalities and interests and then to decide how they could convey those qualities in their artwork.



Breanna successfully created a balanced, mixed-media self-portrait composition. She used a variety of materials to create various shapes, colors and textures in her collage. Breanna's artwork truly conveys a deep emotion to the viewer. Breanna, an extremely motivated student, puts tremendous efforts into her artwork. I know that she is very proud of her self-portrait. Other students in my class were inspired by watching her work.

## Wicked Twin

### Oumy Souane

Grade: 6  
School: PS/MS 165,  
Robert E.  
Simon,  
Manhattan  
Art Teacher: Mark Rode

#### Cut construction-paper collage

**STUDENT:** Art is different from every other subject in school. With art, I can express myself without actually speaking. After I finish a work of art I feel free and have a sense of accomplishment. Mr. Rode helped me build my confidence as an artist. Now I feel proud of everything I do. Art

is a part of me! When I create art, I always face challenges. I do, however, always overcome them. For instance, when I was making this self-portrait, I wanted to create something that would really stand out to the viewer. First, I couldn't think of anything unique but then I thought of something that was special about me and inserted it into my artwork. The result was fabulous!

**TEACHER:** Students were charged with creating alter-ego self-portraits collages. They had lively discussions about self-portraits of Pablo Picasso, Frida Kahlo, and Gustave Courbet including what these artists conveyed through their portraits. Students discussed what



they would express and what they would be willing to reveal in their portraits. Principles of design were reviewed.

Oumy created a powerful self-portrait, truly expressing her personality. Vibrant, energetic and bold describe Oumy's character and her artwork. It is important for artists to be willing to take chances, and Oumy does this with every work she creates. She always experiments within the context of the lesson.

*The Blueprint for Teaching and Learning in Visual Arts* describes art as "a safe arena for experimenting in the construction of new relationships between inner and outer realities." This project enabled students to explore those realities.

## Frozen in Silence

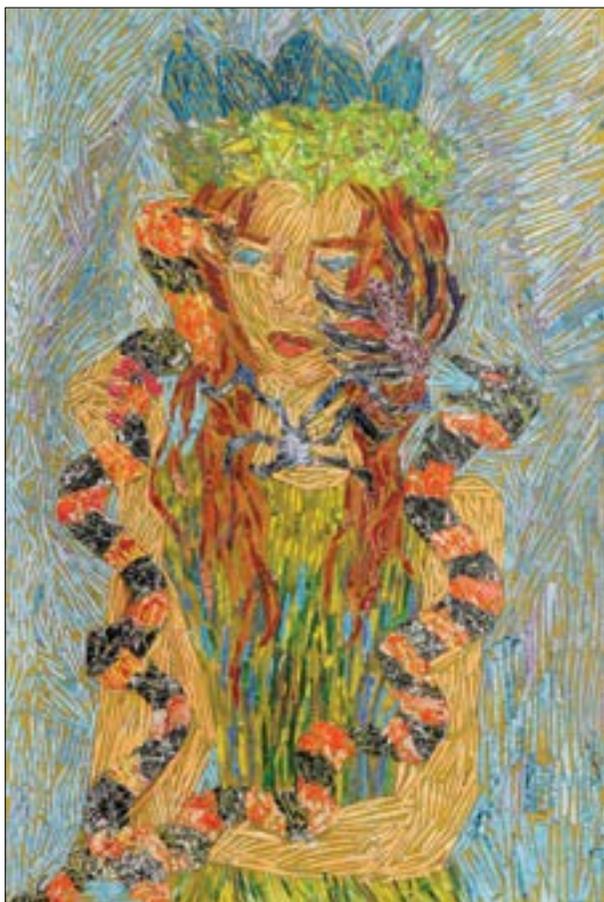
### Charlotte Calmer

Grade: 7  
School: MS 67, Louis Pasteur Middle School, Queens  
Art Teacher: Georgia Daskarolis

#### Mixed-media collage

**STUDENT:** Being an artist develops my creativity and allows me to express myself in more than one medium. My art teacher has increased my self-awareness and confidence. As I work she teaches me new techniques and ways to experiment with a variety of art media. *Frozen in Silence* originally was a simple concept, but there were many unexpected challenges. Ms. Daskarolis encouraged all of us to be patient and gave us the freedom to not plan every step and just let our creativity flow naturally.

**TEACHER:** This unit on mixed media collage began with a challenge; students were asked to tell a story through their artwork. The unit addressed performance indicators for Grade 8 collage as defined in



the *Blueprint for Teaching and Learning in Visual Arts*, chiefly the creative use of materials and textures, and the creation of a balanced composition that included the thoughtful placement of colors.

I was inspired by Charlotte's *Frozen in Silence*, constructed of tiny fragmented slivers of color that seem to vibrate. Her work is a vivid representation of one's confrontation with fear.

## Pollution

### Gabriel Cavounis

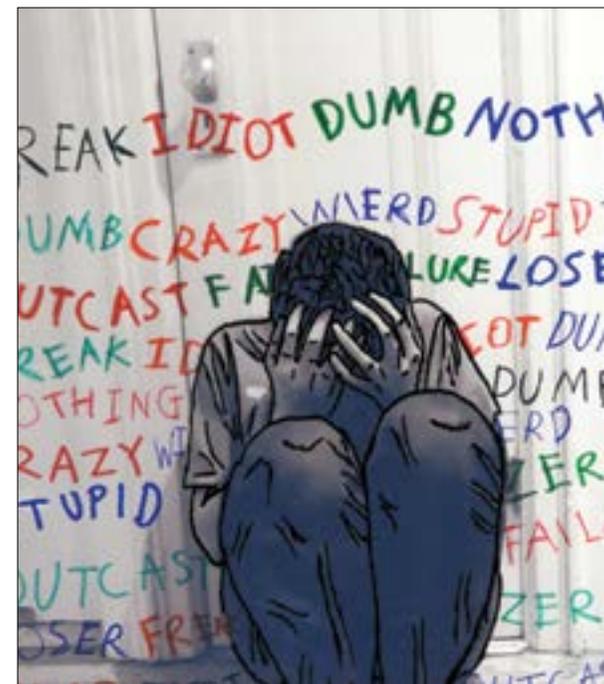
Grade: 7  
School: PS/IS 178, Holliswood School, Queens  
Art Teacher: Marisa Guglietta

#### Marker on digital photograph

**STUDENT:** Art is my platform, my journal, my autobiography, and my looking glass into a world I can create and control. Art has allowed me to shape my world and make it truly my own. By creating a positive environment in which I truly can express who I am without judgment or criticism, Mrs. G has given me the confidence to push my boundaries and she challenges me to do my best.

It was challenging to tap into the emotions that inspired me to create my piece. At one time or another, I experienced the impact of all the words I incorporated into my photograph. It also was challenging to find a pose that expressed both fear and a sense of refuge. Of all the photographs I took, I decided on the image that had the greatest impact and best expressed the message I wanted to convey.

**TEACHER:** Students were asked to create a work of art with a personal perspective and a dynamic impact. We looked at work from



various artists, including finalists from last year's competition. Students created a mixed media art piece using both technology and traditional art tools. Throughout the year we focused on a variety of art media, skills and art styles. This unit of study allowed Gabriel to utilize the knowledge he acquired and incorporate a personal voice.

Many of the students' images related to feelings of awkwardness: not fitting in, trying to find their place. We demand much of our students and must remember they are not children or adults, but somewhere in the middle. Adults must give middle schoolers time to find and express themselves. This unit provided that for my students.

## Element Puzzle

### Winy Chen

Grade: 7  
School: IS 201, Dyker Heights, Brooklyn  
Art Teacher: Tonia Franzese

Watercolor, tempera, and marker on paper

**STUDENT:** Some may see a pencil as just a pencil, but I am an artist and see things differently. I see shadows on the pencil. I think to myself, how would this pencil look if the color were different? How would the pencil look if the shadows were darker? I imagine the object in these ways and draw or paint it on paper. This is how Ms. Franzese has influenced me. I see things from different points of view. I did face some challenges creating this artwork. Because the colors of the puzzle pieces represent what happens in life, it took awhile to come up with the different color variations.

**TEACHER:** This unit focused on representing objects (art supplies and musical instruments) from various points of view. Students paid attention to the details, perspective and scaling of their objects. Personal expression was found in their choices of views and compositional decisions.



Working in multi-media allowed students to explore connections between materials as they created specific effects. Observational painting helped develop students' awareness of light, value and contrast within the objects. *Element Puzzle* is a unique composition. Winy addressed the topic, expressing it in her own way.

## Swamp House

### Sabrina Lugo

Grade: 7  
School: IS 229, Dr. Roland N. Patterson, Bronx,  
Art Teacher: Gilbert Fletcher

Mixed-media sculpture

**STUDENT:** It's strange, but when I look at a completed project I am amazed at what I was able to do. Mr. Fletcher always gives us difficult problems to solve, but he is always positive and says, "You can do this." The first challenge was to decide on the materials to build a house. I started with a sketch, then constructed the walls and floor. The most difficult part was getting the house to stand and the walls to hold together as a unit. I was able to solve these problems by attaching the walls together first and then securing it once it was together. When the house did not fall over, I knew I met the challenge.

**TEACHER:** Students explored many unique houses built of recycled, found and odd materials. Some houses were designed and built by architects as environmental studies to help save the planet. Other houses were built to climate specifications and many were created by artists. Although this is a swamp house of Louisiana, we discovered similar houses in India, Vietnam and other tropical regions.

*Swamp House* demonstrates balance, movement and unity through color and form. It has

a playful nature to it; if hung from the ceiling it would be a Calder-like mobile. Sabrina enjoyed this project even when it became challenging; as she added new materials it created more problems to solve. Once *Swamp House* took shape, from house to sculpture, the glow on Sabrina's face spoke for itself. Sabrina's work is wonderful because she successfully solved visual and structural problems.



## Swinging Healthy

Sara Ng

Grade: 7  
School: MS 74,  
Nathaniel  
Hawthorne,  
Queens  
Art Teacher: Irene  
Papamichael

Print of work created in  
Photoshop

**STUDENT:** Art inspires and comforts me. I am encouraged to be creative. My art teacher is kind, patient, encouraging, and very supportive. She also is a source of inspiration. At first I couldn't come up with a good idea for my project, but I didn't want to give up.

I thought of the importance of staying healthy. Then I came up with the idea of combining healthy eating and physical exercise to promote healthy living. A big challenge I faced was the accidental deletion of my artwork. It forced me to start over and strive to make the work better than it was before.

**TEACHER:** Working in the style of the Renaissance painter Giuseppe Arcimboldo, students transformed natural objects into portraits of fantasy. They selected various fruits and vegetables to replace familiar



features and were asked to overlap their shapes, and make scale changes and color alterations. Our school is a model for wellness, developing ways for students to live healthier and more active lives. I incorporated discussions about nutrition in the art classroom to help raise awareness. By carefully planning her project, Sara was able to create a calm and playful mood through her use of color and composition. She also tricks the viewer's eye with images that are not what they seem to be.

## Street Lattice

Beatrice Del Negro

Grade: 8  
School: IS 239, Mark Twain  
School for the Gifted &  
Talented, Brooklyn  
Art Teacher: Julie Checkett

Black-and-white photograph from  
35mm film

**STUDENT:** I have learned to appreciate the beauty of the world—not just the beauty, but the symbolism in our lives, and in our environment. Holding a camera to my eye allows me to see our world in a way that only artists can. Ms. Checkett has taught me to capture this alternate world in my photographs. *Street Lattice*, named for the complex lines meeting at an intersection, was one of my most challenging photographs. To capture the intersection, it needed to be taken from above. I captured the image through a window, placing the camera in an awkward position. There was a good chance that the image would be unfocused, or just on the cusp of being focused, but I captured the photograph perfectly focused without a tripod or any assistance other than my hands. It's a great feeling to know that I have captured a beautiful moment and that the moment can be shared.



**TEACHER:** *Street Lattice* was the product of a photography unit on photojournalism. Examining the negative I was struck by the powerful composition and geometry of Beatrice's city scene. Her approach to the assignment and choice of vantage point was unexpected and refreshing to see. During these last few years I have watched Beatrice develop into an exceptionally observant photographer. She is a talented artist with compelling perspective and a unique shooting style. Beatrice has flourished as a person and as an artist. *Street Lattice* is a fine example of her distinct interpretation of the world.



*Dinner 1916*

### Cayla Einstein

Grade: 8  
 School: JHS 157, Halsey Junior High School, Queens  
 Art Teacher: Stephanie Lamere

#### Watercolor on paper

**STUDENT:** I began balancing the left and right sides of my brain when I started taking art very seriously. My life had been only about academics. Now my life is less stressful and much more fun and creative. My art teacher constantly pushes me to improve my work; she knows my abilities and the standards I set for myself. She gives us interesting projects that always leave room for our own ideas. This was one of the first times I have ever used watercolors. The textures were hard to do, but I just had to remember: paint what you see. At first I was

afraid to experiment with different colors considering I was still a beginner with watercolor. I tried not be afraid of messing up and I took a couple of risks with color.

**TEACHER:** As part of our exploration of color and value theory, students created watercolor still lifes. Cayla used watercolor to express a full range of values from dark to light. Her completed painting shows ability far beyond that required. Her art work is powerful and engaging and Cayla's hard work is evident.

### The Beauty of Ballet

#### Sabrina Gorodetsky

Grade: 8  
 School: IS 239, Mark Twain School for the Gifted & Talented, Brooklyn  
 Art Teacher: Ellen Shlayan

#### Oil paint on board

**STUDENT:** As an artist I see, and think about, details that others don't. My art teacher told me to paint something that I am passionate about, besides visual arts. Most people pay attention to a dancer's upper body, not realizing that the legs and feet are the hardest working

part of a dancer's body. In *The Beauty of Ballet* I wanted to draw people's attention to the most beautiful and hard working parts of a dancer.

**TEACHER:** In this painting unit students carefully planned the layouts of their sketches before redrawing their compositions onto wooden boards. Students applied the painting skills acquired working in other paint media, to working with oil paint. They gained a great awareness of lights and darks,



as well as value and contrast as they worked on their paintings. In *The Beauty of Ballet* I was touched by Sabrina's ability to portray the delicate beauty of the ballet dancer through the soft rendering of light and use of smooth brushstrokes. It was creative of Sabrina to concentrate on the ballerina's legs and feet to emphasize the rigor of ballet.

## Penguin

### Jonathan Hannam

Grade: 8  
School: PS 37,  
Staten Island,  
Dist. 75  
Art Teacher: Rebecca  
Kaufman

Tempera and oil pastel  
on paper

**STUDENT:** During art class I make believe I am someplace peaceful so I can focus on my artwork. I can draw well and lots of people tell me I'm a good artist. It's fun to make art work and good to look at something I made. Ms. Kaufman makes sure I do my best and that I focus on my art. The penguin is beautiful in black and white and I like the light blue in the background with the beautiful snowflakes. It's amazing.

**TEACHER:** The winter months gave us beautiful snowy scenery to observe and to paint. We felt the freezing weather outside, and inside class that day we focused on the animals that live in the cold. The students worked on creating a snow-covered, cold environment. The lesson required students to use pastels and paint to create animals that would contrast with the ambiance of a snowy environment. The way Jonathan

placed the penguin and filled the page demonstrates how he understands scale, perspective and balance. Jonathan created texture by using rough strokes and uneven lines with pastels, and he used thick globs of paint for the snow. It created interest and made the penguin stand out from the background. Jonathan knows how to use art materials to solve design problems. There is a certain sense of quiet to Jonathan's picture.



## The Driving Force of Color

### Adrika Haque

Grade: 8  
School: IS 125,  
Thomas McCann,  
Queens  
Art Teacher: Clarisse  
Frenkel

Chalk pastel on  
paper

**STUDENT:** The world isn't just black and white; there are myriad shades in between. My art teacher has made me see all of these different shades in the world of art. The challenge I faced in creating this drawing, was to get the correct proportion of this vintage car. It was quite difficult. However, I kept working on it until I thought it looked right.

**TEACHER:** This drawing unit focused on drawing model vintage cars from observation, while employing perspective, proportion, dynamic composition and expressive use of color through the medium of oil pastel. Students did several sketches, with emphasis on creating unique and exciting compositions and interesting points of view.

Close attention was paid to the details of the vintage cars that defined certain time periods. Students explored color, as they chose values that would achieve the



sculptural metallic forms of the cars. Students were given the freedom to create a setting for the car.

Students had worked on still-life drawings and paintings. I felt the need to try something different that would be exciting and allow students to explore color, perspective, and composition in an a novel way. I purchased a number of model vintage cars that represented a range of types and time periods. Some of these cars evoked movie coolness, elegance or a throwback to another era. Adrika's pastel drawing is of a vintage 1939 Chevrolet Coupe, manufactured just before our entrance into World War II. Her composition is dynamic: it focuses on the front structure of the car, capturing the simplicity and elegance of the time period through her use of vibrant, unadulterated colors. The sky is one of innocent white clouds against a sunny pure blue—another sharp contrast, this time to the world situation in 1939.

## Wolf-Face

### Olivia Kusio

Grade: 8  
School: New Explorations Into Science Technology and Math, Manhattan  
Art Teacher: Hilary Svihla



#### Charcoal pencil on paper

**STUDENT:** Art has taught me that something doesn't have to be perfect for it to have a lasting effect. This is the first time I worked on such a large scale and that could have easily overwhelmed me. I don't think I would have even considered working in this format, if my art teacher did not propose the project. Ms. Svihla helped me improve my artwork by teaching me how to create a wide range of values and how to capture light in a drawing. Capturing the expression was a challenge. I found the eyes were important to the overall expression of the wolf. The creation of my art piece taught me the magic of proportion and composition.

**TEACHER:** This drawing unit involved charcoal drawings of animals, with particular attention paid to simulated texture, value, and pattern. After warm-up exercises in charcoal, with students creating

texture swatches of animal fur, skin and scales, they practiced shading with a range of values. Light pencil sketches of their chosen animals indicated the basic shape of the animal. Students added texture and value to their drawings with charcoal pencil, creating the illusion of volume and depth. The class enriched their visual arts vocabulary, learning terms such as simulated texture, value, implied texture, pattern, contrast, and movement. Olivia's charcoal drawing of the wolf is captivating and complex. She used the wolf's eye as the focal point. Olivia's artwork exhibits a strong understanding of the elements of art and principles of design. In the art studio, Olivia truly immerses herself in her artwork.



## Guitar

### Nicole Mendoza

Grade: 8  
School: IS 230, Magnet School for Civics in the Community, Queens  
Art Teacher: Maria Bonilla

#### Cut-paper collage

**STUDENT:** Music can change the way people feel. To create this artwork I had to express this and show the viewer that music can bring joy and happiness. I needed to find beautiful papers to represent the joy guitar music can give people. My art teacher helped me to organize my ideas in boxes of different sizes. This helped me to abstract my guitar shapes. As an artist, I have the ability to show people who I am and what I can do. I try to make each work of art better than I expected it to be when I began.

**TEACHER:** Our collage unit was inspired by the centennial of Picasso's cardboard *Guitar*. Students looked at this sculpture and at Picasso's collage work of the same year. As the young artists began preparatory sketches, I asked them to de-construct, stretch and morph the still life shapes. Then they focused on shape, color and texture to create beautiful collage works. Nicole's collage was an in-depth work in which she pushed the envelope to create essential shapes that represented musical sounds.

## Chinatown

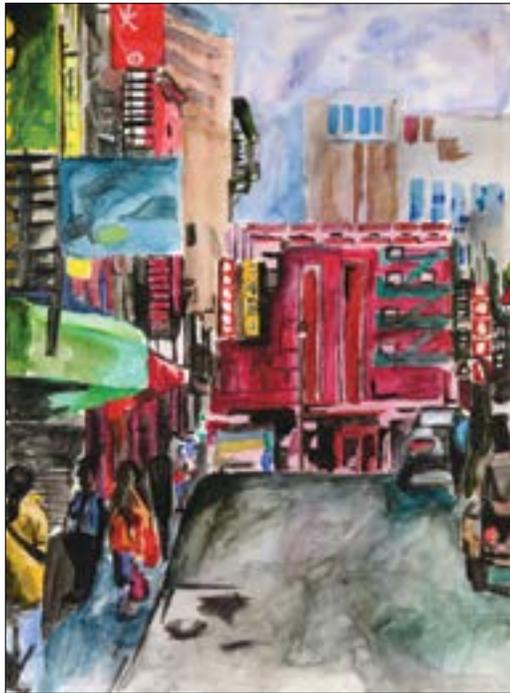
### Shane Stock

Grade: 8  
School: PS/IS 49, Dorothy Bonawit Kole, Queens  
Art Teacher: Susan Bricker

#### Watercolor on paper

**STUDENT:** An artist can draw just what he sees but the point is to evoke a message difficult to express in words. As an artist I am able to view an object's literal aspect and its hidden meaning. My art teachers have supported me, especially in my recent application to high school. Ms. Huala, helped me grow as a person and as an artist. My current teacher, Ms. Bricker, exposed me to the art world and gave me more confidence as an artist. She taught me to critique my work. Creating *Chinatown* using a loose medium was challenging, because I like to have control in my work. I solved this by painting in a loose way with paint mixed with less water; it was more concentrated giving me more control.

**TEACHER:** Students looked at contemporary architectural photography and early 20th century photographs by Alfred Stieglitz and Paul Strand, learning compositional strategies. During a walking tour of Lower Manhattan they took photographs. Each selected one photograph as source material for a painting. Shane made a special trip on his own to take extra photographs.



Using Edward Hopper's sketches and paintings, students explored how artists prepare for finished pieces. They made sketches based on their photographs and then made under-drawings on watercolor paper, learning techniques for color mixing, creating gradations using value, wash and layering. They practiced using watercolors beginning with washes, eventually building paint layers and adding details.

Shane demonstrates talent and commitment to the visual arts. This has been nurtured by both his home and school families and resulted in his acceptance to LaGuardia High School.

## Dorron

### Dorron Yunayev

Grade: 8  
School: IS 98, Bay Academy, Brooklyn  
Art Teacher: Meredith Samuelson

#### Chalk pastel on paper

**STUDENT:** As my art skills increase I become more creative. My art teacher introduced me to all different kinds of art. She taught me the history and background of art forms. This was my first time working with chalk pastels. I had to get used to this new medium and I did. I learned they are very good tools to color with and are easy to blend.

**TEACHER:** This portrait project built on previous lessons about proportion, contour and value as well as discussions about personal expression. Working together, students carefully composed photographs with a strong light source and an interesting composition. Dorron's photo was especially dramatic, lending a sense of mystery to him. Students worked from the photos to draw the contours of the features and shadows, then used chalk pastels to add color and value.



Dorron has been a strong and motivated student since I first taught him in the sixth grade. Although many of the students were intimidated by this project, Dorron committed to seeing it through despite challenges. What I particularly love about this drawing is the fact that what appears to be simple is actually quite complex. While the viewer only sees half of Dorron's face, the details that he worked into the project are focused, thoughtful and beautifully subtle.



## Empty

### Michelle (Qian Hui) Zheng

Grade: 8  
 School: PS 184, Shuang Wen School, Manhattan  
 Art Teacher: E-Anna Soong

#### Graphite on paper

**STUDENT:** How would a tree look to me if I were an ant or a giant? Being an artist I now observe things from different perspectives. My art teacher taught me about body proportions, shading and highlighting, allowing me to create more realistic images. Ms. Soong also taught me that if there is a time limit, you should get down the basic structure of whatever you are drawing before moving on to detail.

**TEACHER:** Students practiced observational drawing with still lifes and figural set-ups and created value scales. Some sessions focused on gestural and contour drawing. Others were more open-ended; students selected the medium and created their own still lifes or figural poses.

When Michelle is at work she is extremely focused, taking risks and always looking to see how she can improve her artwork. Michelle has taken it upon herself to research the physics of light and how it can affect her art.

## Self-Portrait

### Victor Grossman

Grade: 9  
 School: Fiorello H. LaGuardia High School of Music & Art and Performing Arts, Manhattan  
 Art Teacher: David Driggers

#### Charcoal on paper

**STUDENT:** Artistic observation has allowed me to appreciate the world more. Light and color are more beautiful with careful observation. Mr. Driggers has increased my appreciation of the great masters such as Rembrandt and

Leonardo da Vinci, the skills and techniques they used, and how these skills may be applied to my own artwork. I was challenged to create a successful composition and to develop my use of lights and darks. As I learned in class, if I work through the process and use the skills I am taught, I can meet the challenge.



**TEACHER:** This self-portrait assignment was one of the last in a series of projects designed to introduce students to the foundations of drawing: composition, line, space and tone. As an additional challenge students learned to handle charcoal on toned paper. Studying how masters used self-portraits as a powerful means of expression helped students to feel included in the rich tradition of art-making. Victor's self-portrait is a testament to his desire to learn and to use the skills necessary to create a quality work of art.

## The Tree of Fall

### Xiao Ting Lan

Grade: 9  
School: Brooklyn College Academy  
Art Teacher: Linda Kessler

Pencil and construction-paper collage

**STUDENT:** I set goals for myself as an artist. This work is based on a mosaic project. A challenge I faced was sketching the tree. I didn't know what to do at first so I began to sketch my tree as I interpreted it. The next challenge was enlarging the tree; if I enlarged the tree, it wouldn't look the same but I didn't really care if it was not

perfect. The hardest challenge was the gluing. It was a difficult project but I am happy with the results.

**TEACHER:** Students were asked to interpret their photographs of fall foliage as a mosaic landscape.

Developing their observation and design skills to transfer their ideas from one medium to another allowed students to demonstrate their understanding of the elements of art and the principles of design. They needed to simplify,



crop and re-organize and revisit how they used color, shape and pattern in their compositions. Xiao's choice of black and yellow contrasting against the complementary colors of blue and orange creates an exquisite harmony. Xiao's patience during the process resulted in a texture simulating the beauty of mosaics.

## Untitled

### Zayed Haq

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

Black-and-white photograph from 35mm film

**STUDENT:** I believe that we go through the journey of our everyday lives blindly, not really taking time to consider what is around us. At times we can miss the beauty of simple things or even just something strange to our eyes. As an artist, my eyes are slightly wider and more open to the world and my surroundings.

I was narrow-minded and I thought art was mainly abstract and that photographs were just pictures of everyday life—just snapshots. My teacher taught me the difference between snapshots and photographs. Now I understand that even the simplest photographs can be pieces of art because they are composed so carefully. It is difficult to take the time to carefully compose your art. Another challenge was New York City itself. Many people passed right in front of my camera, directly in my viewfinder. I was on the sidewalk so decided to step closer to the curb to dodge New York's human traffic. Then I faced another problem, cars. I waited and finally there was less traffic; the trains and buses had passed, cars moved smoothly and there were fewer people around.



That gave me the perfect opportunity to take my shot.

**TEACHER:** Students discussed the concept of manmade vs. natural, explored their environment and recorded their interpretations based upon this theme. The students learned about the aspects of composition and tonal value to create a visual statement.

It was important for students to acquire the vocabulary necessary to discuss their work, as well as work of established artists such as Manuel Alvarez Bravo. Students focused on the technical and artistic aspects of the medium and recognized the effective framing of a subject. Included in student portfolios were written reflections based upon the images chosen for final portfolios.

There is no greater joy than seeing a student make connections between textbook and class discussions, and the tangible results of their own application of this knowledge. Zayed's perspective, overall composition, framing and tonal quality contributed to my decision to submit his work for P.S. Art.

## Break

### Keshawn James

Grade: 11  
School: Landmark High School, Manhattan  
Art Teacher: Paula Walters

Black-and-white print from digital photograph

**STUDENT:** Being creative is who I am and I'm glad to be able to express that in many different ways. It makes me feel free! My teacher and I spent so much time talking about what mood I wanted to capture. We also talked a lot about creating movement and creating an interesting composition. The main challenge was getting



the lighting right. I was glad that I was able to learn computer editing programs that helped me make my work stronger.

My inspiration was St. Marks Place on a warm day last year. I noticed an Asian man sitting next to a set of stairs, beside a store, with an apron on. To me, it looked like he was on a work break. The picture sums up New York City and the slogan "the city that never sleeps." He may be on a break, but in a sense he is still working.

**TEACHER:** Students developed artwork with strong messages. In this assignment students were challenged to create a series that showed how they

connect to the environment they live in. They were able to use any medium to develop their concept. Keshawn chose to focus on the perception of New York City as "the city that never sleeps." He wanted to explore the idea through the eyes of a native New Yorker—someone who is able to appreciate those precious moments of rest. He chose the medium of photography, because as Keshawn said, "It reminds me of tourists walking around the city with their cameras around their necks. It makes me wonder if they ever get to see this side of New York." He captured a private moment that is happening in a very public way.

## Time Passages

### Helen Lin

Grade: 11  
School: Summer Arts Institute, at Frank Sinatra School of the Arts High School  
Art Teacher: Jane H. Kahn

Pen and ink on paper

**STUDENT:** Whenever I see a really pretty sky or the cool way a neon light casts color on its surroundings, I stop whatever I am doing to recognize the beauty of the moment. I think what it would be like to make a piece of work that captures the feeling I have at that moment. Whenever I make art, I gain insight into the places that I want to surround myself in, how I view myself, and who I want to be. Dr. Kahn taught me to work with many different media and think more creatively. I used to be very anxious about my art and showing my work to people, but she has helped me to have more confidence.

Drawing and inking this surreal piece taught me to push myself. This was the first time I have dedicated so much of myself to an artwork. I learned to cope with problems such as inking while staying up late and then mistakenly spilling ink all over my clothes. A challenge for me was working in a new medium. I had never worked with pen and ink before, but with the help of my art teacher I have learned to love it. Pen and ink is the main medium that I work in nowadays.



**TEACHER:** Helen was my student at the Summer Arts Institute, a Department of Education sponsored intensive arts program for middle and high school students. Helen has a strong work ethic; although, the studio program ran from 9 AM to 3 PM five days a week, Helen took work home to continue working on her piece.

*Time Passages* is an example of Helen's determination and the passion with which she applied herself. She was timid given her lack of experience, but as she worked her confidence and enthusiasm grew. Helen was drawn to the medium of ink. The work is complex, compelling, intelligent and also amusing. The detail work is astounding.

## The Colors of India

### Stephanie Romero

Grade: 11  
School: Harry S Truman High School, Bronx  
Art Teacher: Raphael Lopez

Color print from digital photograph

**STUDENT:** Art is inspirational and artists are exceptional people who can dream big hoping that others will value their work. My teacher is someone who has the passion and the knowledge to inspire me to become a better artist. Mr. Lopez is a talented

and hardworking teacher whose guidance helped me refine my photographic skills. His critiques and observations were always helpful as I developed my unique artistic expression. He supported me during the entire process and made the class fun and interesting.

**TEACHER:** This work came from a photography lesson that was part of a unit focusing on techniques used to create digital photo-montages. We began with a discussion of students' artistic visions. The task required students to superimpose a



self-portrait image onto an image representing the culture, traditions and architecture of India. Works by professional photographers were shown demonstrating how to achieve certain effects. Students composed unique images with personal and creative interpretations that expressed a deep understanding about composition, color and digital manipulation. Stephanie is a talented young artist with a true artistic vision.



## Man in the Shadow

### Xin Zhang

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

Digital print from black-and-white negative

**STUDENT:** I did not know much about art or photography before I enrolled in Mr. Solo's photography class. Now I view the world through the eyes of an artist, thinking about making photographs even though I might not have a camera with me. Mr. Solo taught me that the visual world provides us with the inspiration we need to work as artists. This photograph is the result of a design problem that my teacher presented to the class. Coming up with a solution to this design problem was challenging. I hunted around my neighborhood for the locations that could provide me with the best results. I am pleased with my work.

**TEACHER:** This photograph is part of a project requiring students to create portraits that illustrate their understanding of design concepts learned in our photography studio. Xin created an image that is emotionally and visually charged and one that is also well crafted. Xin's image reveals his ability to observe the world around him and take pleasure in the everyday visual gifts that our city has to offer. He then translated what has inspired him into visual poetry.



## After the Storm, Far Rockaway

### Solomiya Antoniv

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

#### Watercolor on paper

**STUDENT:** Far Rockaway was one of the places that suffered the most after Hurricane Sandy. Its shore was swept away in an instant. Many of my close friends are still facing struggles of loss to this day, and that's the feeling I wanted to express in this piece. Being an artist has always been more than just drawing objects or places that I see. Every piece I create expresses my feelings. My art teacher opened my eyes to art from different time periods.

**TEACHER:** Students learned the basics of traditional old master drawing and painting techniques. They were then encouraged to select an issue outside of themselves, and to create a personal work of art in their own choice of medium. Solomiya's choice of subject matter, Sandy and its aftermath, was a challenging topic for a young artist. She was able to depict the feeling of the storm, and its effect on those living in devastated areas.

## In the Midst of Childhood

### Alosha Arias

Grade: 12  
 School: Bard High School Early College Queens  
 Art Teacher: Anne Turyn

#### Chromogenic print

**STUDENT:** Being behind the camera has allowed me to experience a feeling of calm detachment, as if I had the ability to see the world without actually being in it.

I am extremely grateful that my professor of photography, Mrs. Turyn, gave me the opportunity to explore the world through a lens. When I was asked to choose an area of my life to photograph for a few months, I immediately thought of the many children who come to me for tutoring in school. There is something quite beautiful in the still free-spirited, innocent minds of these children. In this photo I wanted to capture the feeling of being in the clouds—a world where time moves slower and curious wonder reigns freely.

**TEACHER:** My 12th grade students chose a documentary project to shoot during the semester. Alosha documented the after-school tutoring with which she was involved.



Towards the end of the semester Alosha asked the children to write about tutoring. Alosha selected her strongest images that represented the children's experiences but wanted to incorporate their words as well. Alosha worked hard and took her project farther than I expected. Her solution was an elegant one. All the students were focused during the semester, but Alosha's attention was outstanding. She started the semester with bold images and continued to be challenged by the small space in which she was working.

## End of Wits

### Elizabeth Carter

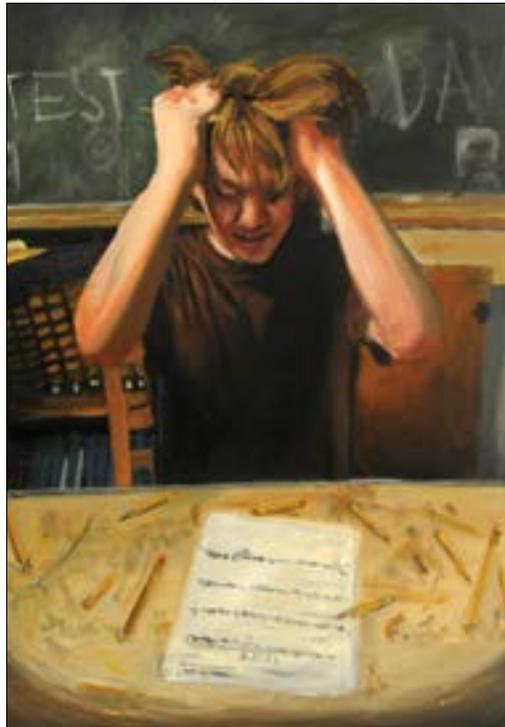
Grade: 12  
School: High School of Art & Design, Manhattan  
Art Teacher: James Harrington

#### Oil on canvas

**STUDENT:** Without art, I would be so incredibly bored, wandering from hobby to hobby without one exact focus. When I entered Mr. Harrington's AP art class I discovered a place where I felt relaxed and could do what I truly wanted to.

Mr. Harrington's class was about developing skills and then being creative with those skills. There was some restriction – the theme, a concentration – that framed a series of paintings. This allowed room to do as we pleased. The main challenge with *End of Wits* was time: I started it before school let out for summer break and it was not completed until the fall of this school year. I struggled with this painting wanting every little thing to be perfect. I lost track of time as I worked. Even now, there are still things I want to go back and fix. My work paid off though; *End of Wits* is one of my favorite creations.

**TEACHER:** My role is to be a guide for my students as they find their artistic identities. I can teach them technique, but finding inspiration is an exploration for which they must take the lead. As my students approach their senior year I want them to have greater latitude. It is satisfying to watch



students take roads I wouldn't have necessarily taken; they light the way for me. It's a symbiotic relationship—I share my knowledge with them and they share their inspiration with me. On the whole, I come out way ahead.

Elizabeth is a remarkable and versatile artist, developing a theme that compelled our attention. This artwork allowed her to explore dark endings as well as new beginnings. She is bold enough to paint with a palette knife and technically sophisticated enough to use glazes effectively. *End of Wits* is a portrait of a classmate who is at a breaking point. It captures the frustration we all encounter at some point in the learning process.

## Happy Endings

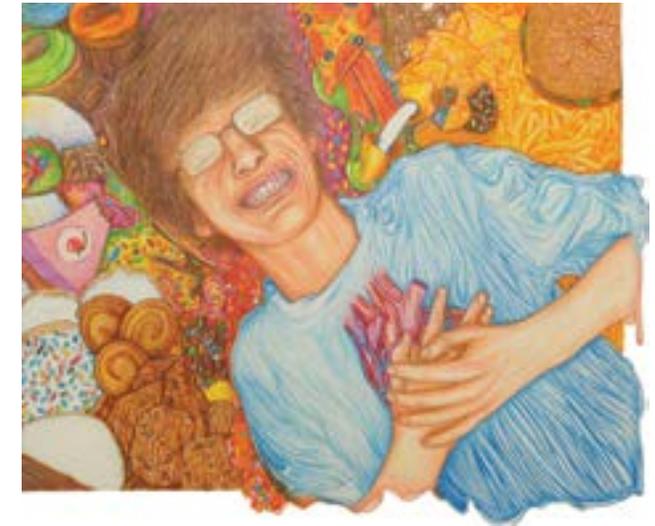
### Christopher Duncan

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

#### Colored pencil on paper

**STUDENT:** One of my goals is to create art that has a message and is powerful enough to influence

others. I am very passionate about my art, always striving to make my work the best it can be. I view things in a different way, seeing beauty in places where others may not. My art teacher has guided me through many art projects this school year. I am encouraged to be as creative as I like, expressing myself through my work. Although I have this artistic freedom, I look to my teacher to further challenge me. She critiques my work in a constructive manner. Creating *Happy Endings* I had the challenge of trying to depict a person experiencing a heart attack. Communicating the message that we are a society of over-indulgent people was my biggest challenge. I needed to photograph myself in various positions in order to get the image I wanted.



**TEACHER:** Christopher's true passion is animation and upon close scrutiny of this self-portrait, we realize this is a colored-pencil drawing and not a computer-generated image. Superb draftsmanship and extreme attention to detail produced an image that appears to be created digitally. It dramatically communicates his message: eating junk food increases the risk of heart failure. The subject's fierce expression and the use of intense colors and harsh lines combine to place the emphasis on the message. There is an excitement that a truly realistic representation would not have conveyed. Christopher is planning to attend the School of Visual Arts and will major in animation. I am confident that he will be very successful.

## Virgen Morena

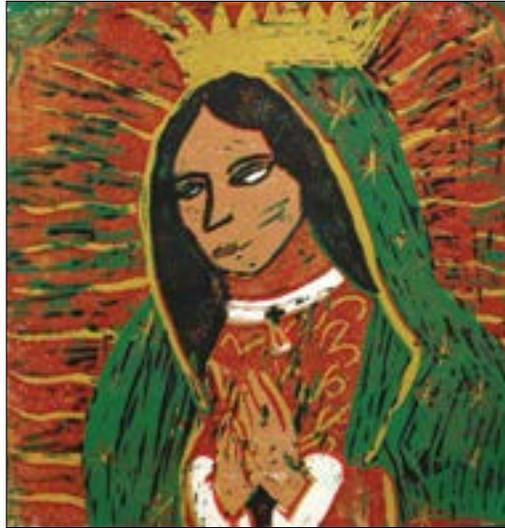
### Amareli Flores

Grade: 12  
School: Leadership and Public Service High School, Manhattan  
Art Teacher: Joyce Riley

#### Reduction block print

**STUDENT:** Being an artist has made a difference in my life because it shows I have passion for something I love. I want to keep practicing so I can be a better artist. My art teacher, Ms. Riley, has played a role in my creative development by showing me different types of art and teaching me to draw, paint and create. She inspires me to improve my art skills. The main challenge I had with this artwork was being patient. I couldn't wait to see the final results. It was difficult to register the print because I wanted it to be perfect. It's not perfect but I am happy with it because it's my artwork. I am proud to say I did it with a lot of love.

**TEACHER:** We started the school year thinking about the concept of "home" and how each of us interprets that concept differently. Some students expressed home figuratively and others emotionally. After working with collage, watercolor and acrylic on canvas, students began the printmaking process. We looked at prints by Hokusai, Jacob Lawrence, Andy Warhol



and works done by former students. We also talked about various printmaking techniques focusing on relief and reduction printing. Amareli hit the trifecta with her reduction print *Virgen Morena*. First, her interpretation of home reflects her culture and what is important to her. Secondly, her colors are rich yet simple and symbolize the Mexican flag. Finally, Amareli really understood the medium and mastered the reduction printing technique with each layer of color.



### Gold-Tooth Smoker

#### Allan Gendelman

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

#### Photograph from 35mm film

**STUDENT:** My mind has 35mm frame lines engraved into its vision. I am able to see beauty in things that other people do not. My world has become as colorful as Fujichrome Velvia film. My art teacher, Mr. Molina, introduced me to street photography and since then I have seen the streets as one big scene. The streets started to speak to me and I replied with my camera. Mr. Molina introduced me to the works of other photographers. This is so important; it opened up a world of other artists and people of all kinds. The biggest obstacle in creating my artwork was dealing with the technical aspect. There were several challenges that presented themselves during the process.

I had to adapt to situations and overcome problems. That is the beauty of photography. It constantly makes you think.

**TEACHER:** Grittiness is a recurring theme in Allan's photographs. Regardless of how people perceive his subject matter, he searches for the beauty in all things. In this image, his use of composition, scale and color elevate his subject matter. I encourage students to photograph what they know. Family is a popular topic among my students and Allan decided to focus on an interesting member of his family. As always, he sought to make an image that reveals a lot about his subject but still has an element of mystery.

## The Journey of a Face

### Yostin Gonzalez

Grade: 12  
School: Fordham High School for the Arts, Bronx

Art Teacher: Lisa Mota

Acrylic and graphite on paper



**STUDENT:** When I was little my grandfather told me stories all the time. They were stories about when he was young, when he was in the army, and other events from his life. My grandfather died but because of him I now see older people as books of history. In this portrait I was working on creating an older man to show the story behind his face. The challenge of this work was to create emotion in his facial expression.

When I was younger I never wanted to take art classes. I thought they were boring and simple until I got into high school and met my art teacher, Lisa Mota. The way she teaches made me look at art class in a different way. It's more complex and there is a lot to learn. I realize that taking art classes would help me to increase my art skills.

**TEACHER:** Seniors are enrolled in a Portfolio Development class. Their assignment is to create a cohesive series of ten pieces investigating a common theme. Students created thumbnails and mapped out the work they were planning based on their individual choices. Yostin has been creating a series of portraits that convey personality and meaning behind the figure. This image invites us to understand the man portrayed. I was immediately drawn to the figure because of the aged face and the story that this man must have to tell. The eyes are serene, but there is also a sense of pain. Yostin has managed to create interest in this man's story. The aesthetic qualities of this image are of a high standard and Yostin's attention to detail is precise. I was extremely proud of what Yostin accomplished.

## We Are All Trayvon Martin

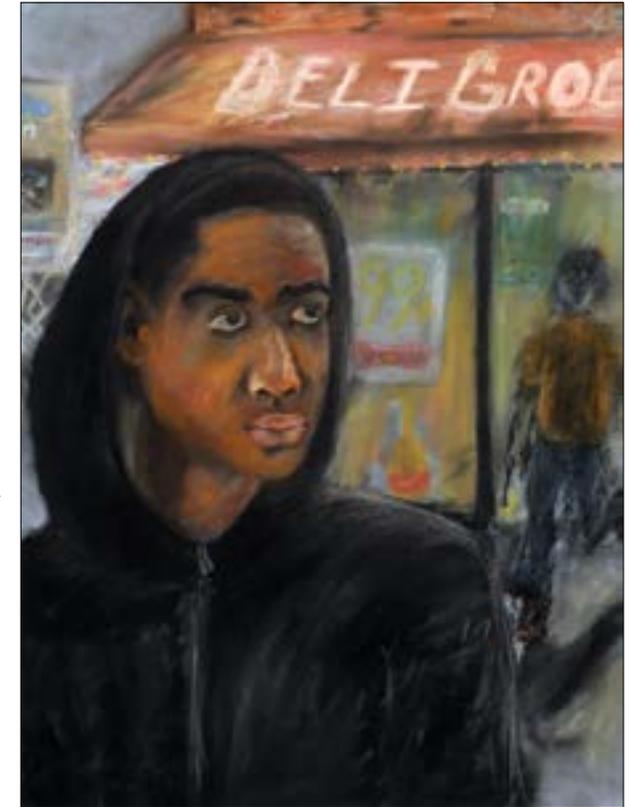
### Aaron Howard

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

Chalk pastel on paper

**STUDENT:** When making this piece I tried to put myself in Trayvon Martin's shoes, and visualize how he would want his story to be told. I didn't want my work to bring shame to the Black community by creating something that could be misconstrued or found offensive. I avoided this by not using Trayvon as a model, but instead making it a self-portrait. I tried to capture the essence of him as well as the situation.

I use different media to display my ideas, whatever pain I've gone through and whatever burdens my family has faced. I've found my outlet in art. No amount of counseling or lectures could compare with the escape route I've found by making art. When I came to Gramercy Arts High School, I met Mr. DeMartino, a man of many talents, whom I felt I could relate to due to our similar backgrounds. He's introduced me to art museums and college programs. For his effort and much needed guidance, I thank him.



**TEACHER:** Working primarily from direct observation, students learned the basics of traditional old master drawing and painting techniques. They were encouraged to select an issue outside of themselves, and to create a personal work of art in a medium of their own choosing. Aaron has successfully depicted a difficult topic, clearly one he has thought about considerably. By using his own image to represent the spirit of Trayvon Martin, he is making a statement about how America views too many young Black men as criminals. His piece is strong visually, and his use of color truthfully evokes his subject.

## DIY

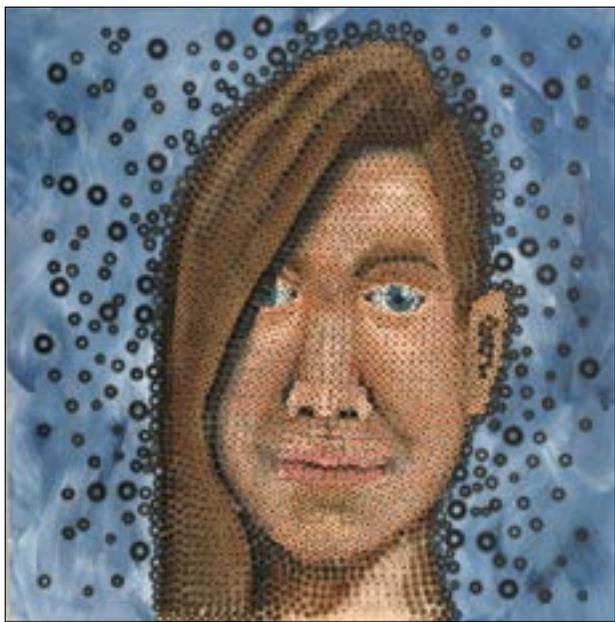
### Megan LaCognata

Grade: 12  
School: Scholars' Academy, Queens  
Art Teacher: Kelly Trpic

Screws and acrylic on gypsum board

**STUDENT:** My work parallels the reconstruction following the destruction of Hurricane Sandy. I used materials that are being used to rebuild my house, Sheetrock and screws, which was a challenge in itself. In creating this piece I was faced with the question of whether or not I wanted to invest so much time on such an elaborate piece. I decided to take on the challenge, and continued with it because perseverance is key.

After Hurricane Sandy, my portfolio, like those of my classmates, was destroyed. So were my school's art supplies. In addition to rebuilding the art room, resuming classes normally, and replacing supplies, Ms. Trpic allowed me the use of her limited supplies and let me work in her room for hours on end. As my art teacher since middle school, she has taught me basically everything I know about art and continues to go out of her way to help me.



**TEACHER:** This work was inspired by the devastating effect of Hurricane Sandy, which severely impacted this student. Megan was completing her portfolio for college admission. On the day of the storm, half of her portfolio was in my classroom and the other half was at home. Both locations were submerged and all of her artwork was destroyed. At an extremely difficult period in her life she was still determined to put together a portfolio and to get accepted into a college art program. She gathered the materials she had around her and captured herself in it. This work exemplifies her mastery of technique and style and demonstrates the power of art. Megan's determination, commitment, creativity and talents are inspirational.

## Amankae

### Ming Lei

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

Colored pencil and graphite on paper

**STUDENT:** My art teacher challenged me to merge my love for fashion design and fine arts. She has shown me the work of different designers and artists and their work has broadened my creative thinking. I am now more open to experimenting with my work and challenging myself to create work beyond my comfort zone, whether it is a garment, a painting or a mixed media piece. When creating this piece I had some doubts about my abilities. I knew that I wanted the colors of the skin on the clean white of the paper. I wasn't sure where to add some shading but I got advice from my peers and my teachers and I decided to keep the clean white back ground. This piece was very risky for me because I had never worked on a surface so large.

**TEACHER:** At the beginning of senior year, art majors are asked to come into portfolio class with an action plan for their portfolio. Ming's interest in understanding how art and fashion design work together is remarkable. Her ability to connect both to create a cohesive



and extensive portfolio is amazing. From the defined lines to the softly lit pencil markings, *Amankae* is a piece that is hard to walk away from. I was immediately struck by this piece and by how well Ming can marry her love for fashion with her need to be technically adept.

## Going the Distance

### Jean-Doris Muhuza

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

#### Charcoal on paper

**STUDENT:** Artists are aware of the beauty in their surroundings.

I see formations of clouds as majestic, flight patterns of birds as elegant and landscape designs as intricate. Drawing has always been a part of my life and has been a liberating and fulfilling experience. My teacher gives me excellent feedback to help me improve my work. She pushes me to work beyond my comfort zone and as a result, my art continues to evolve as my personal style emerges. Due to her business experience prior to teaching, she runs her classes in a way that prepares us for the real world. Meeting deadlines, collaborating with other students and coming to class prepared will help to make me successful someday.

Creating this artwork was a challenge due to its unusual viewpoint and the use of foreshortening. It relates to my childhood struggle with obesity. Seeing how far I have come from being that 100-pound overweight kid makes me realize



that there are no limitations to what can be accomplished. I lost the weight by running, which is why I am posed in a track runner's start position.

**TEACHER:** This assignment challenged students to create an oversized self-portrait from an unconventional viewpoint. The taut expression and lined features attest to a life of struggle. A feeling of form and volume is created by the contrast of shadow and line. Jean's distinctive style emphasizes the eyes and mouth and the minimal detail forces the viewer to look directly into the face. This powerful and dramatic image is fascinating, yet unsettling. This project reflects the *Blueprint* benchmarks since the artist has developed a personal style and an awareness of the power of art to communicate and influence others. Jean is a gifted artist and dedicated to his craft.

## Grandfather

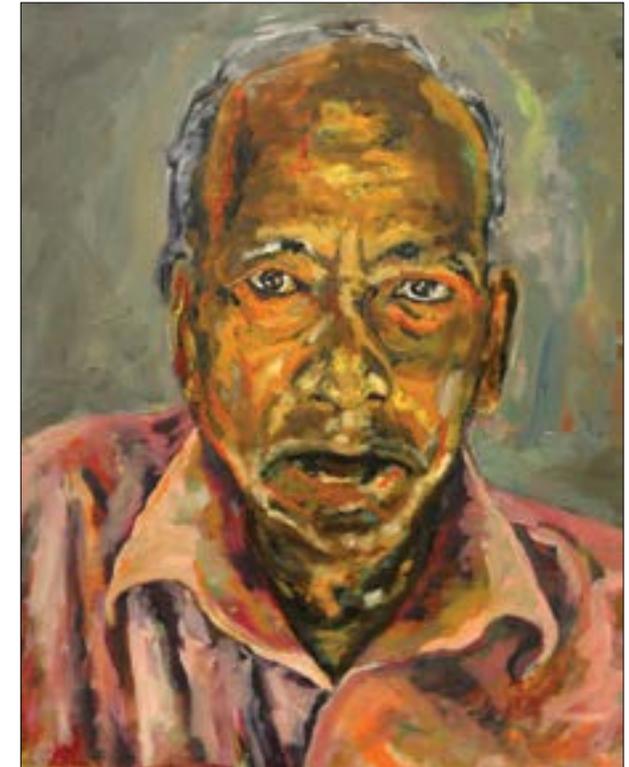
### Tushar Nath

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

#### Oil on canvas

**STUDENT:** My art teachers are my gurus. Their knowledge has been acquired throughout their lives as artists. I ask them questions and they always give me answers. I apply what I learn from them and follow my heart to create and develop my own work.

Throughout history people have had to be creative in order to survive, using what was available to craft what was needed. Just like that, an artist must be able to use what he has, to create what he must. He must not complain that he does not have what he needs, but instead must find alternative solutions. This is what it means to be a true artist - to be creative. I faced few challenges while painting this portrait of my grandfather, but was bothered by controlling the lights and darks in both of his



ears. I overcame that problem by applying what I learned in my art classes.

**TEACHER:** Tushar Nath was in my Introduction to Painting class in which we worked on various subjects and techniques. Tushar is an exceptional student who continues to work at his craft in and out of class. He attended the Vermont Studio Center last summer as a representative of LaGuardia High School. Tushar's great strength is paint application. He handles the material with intuition and maturity. His color sense is exceptional and the unity of the work combines all of these qualities.

## Fish Face

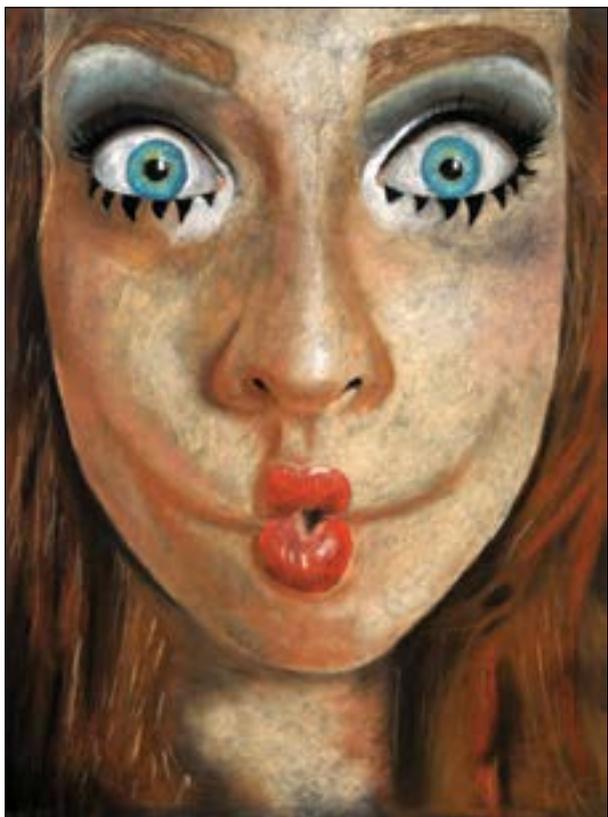
Katarzyna Nowak

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

Chalk pastel on paper

**STUDENT:** When my teacher told the class we would be working with soft pastels, I got a little nervous. I've worked with oil pastels before but I knew soft pastels would be different. I was concerned that my vision would not show in my piece. Once I started drawing, I loved it. I immediately got to work. The only other problem I had was trying to draw the small little details in the eyes, but my teacher helped me get through it.

Art has shaped me into the person I am today - happy and wild. Being an artist means freedom to me. A huge weight on my shoulders goes away when I draw or paint. Ms. Carnevale challenges me to do the best work I can. She helps me find inspiration for my work and gets me through my artist's block.



**TEACHER:** This was one of the first lessons I presented to my portfolio class. The self-portrait is an essential element for a senior portfolio. The assignment was to make a face by contorting their features to achieve the most unique look, and then snap a picture! Using Chuck Close as inspiration students used the grid method. Kasia caught the true essence of this assignment. Her "fish face" captured both her sense of humor and her extraordinary drawing skills. She also showed great mastery of pastels, a medium in which she has never worked.

## Snowy Cityscape

Anis Pimentel

Grade: 12  
School: Bronx High School for the Visual Arts, Bronx  
Art Teacher: Linda Stern

Colored pencil on paper

**STUDENT:** This piece illustrates my fire escape during an early snow storm. The contrast of the white snow with the bright and rusty shades of reds and oranges made the fire escape pop. I was challenged to illustrate a night scene without blurring out essential features, such as the tree. I was afraid that the night would just be perceived as a black background and that the snow would look like a uniform pattern of white dots. By adding navy blue to the black, it looks like an actual nighttime scene. For the snow I used Wite-Out and textured it throughout to add depth. I mixed shades of red, brown and orange to show rust, a bit of texture, shade and thickness. There is no such thing as mistakes in art, only challenges.



**TEACHER:** For a colored-pencil cityscape project, my 12th grade portfolio class was asked to find unique views of the Bronx. Anis was influenced by Edward Hopper's drawings discussed in class; she created a night scene with an interesting point of view. Her photography class has strengthened her composition skills. Anis has a willingness to push herself and that speaks to the growth I have seen in her artistic ability. Anis is greatly influenced by science and the world around her. I look forward to see the direction she takes as she enters a college art program.

## South Ferry Station

### Gerald Rivera

Grade: Ungraded  
School: Bronx High School for the Visual Arts, Bronx  
Art Teacher: Karin Sagona

Oil paint, ink, and Wite-Out on paper

**STUDENT:** There were a lot of tough times in my life and drawing always helped me.

I like drawing the subways and buses of New York City. I know all about the MTA and I study its changes. I used to draw only in black and white. Ms. Sagona told me to be more creative. I changed my drawings from black and white to color. I draw more than buses and subways now. I also draw people. My drawing is good because I have added a bit of color and there is more color in my life.

**TEACHER:** Each of my students with autism is unique. I first taught Gerald when he was fifteen years old. Verbal communication was challenging but his drawings told me much about his talent. I am amazed at the detail and precision of Gerald's drawings which show great potential.

Gerald has a strong interest in the transit system. He researches photographs, prints and paintings of New York City



from different eras. He follows the changes, construction and repairs undertaken by the MTA including the repairs to the South Ferry subway station, damaged during Hurricane Sandy.

Gerald accesses resources with the support of his father, to extend his learning beyond the classroom; he visits MoMA and the NY Transit Museum. His literacy skills improve as he reflects on his work and process. Artistically, his greatest advancement is the addition of color to his drawings.

Coincidentally, this work was submitted to P.S. Art during Autism Awareness Month, demonstrating the potential in individuals diagnosed with autism. Autism has made it difficult for Gerald to communicate but autism also has given Gerald a gift.

## Wave at Clove Lakes Park

### Tiffany Saw

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

Ceramic earthenware

**STUDENT:** *Wave at Clove Lakes*

*Park* was my first sculpture and it was my first time working with clay. It took weeks experimenting with clay and sculpting methods to get everything right. It was also my first time glazing and I had to glaze my rocks over and over until I was satisfied with the colors.

When I first walked into my art class I had little experience with painting and I had never sculpted, so I was at a loss. The guidance and knowledge my art teacher gave me shines through in my work. My teacher has always pushed me to research other artists and techniques in order to give my work deeper meaning, and to experiment with different media and techniques to develop my skills. This work was influenced by the Japanese printmaker Hiroshige.



**TEACHER:** In this assignment, students were asked to photograph a particular place as the basis for a work of art and then choose the medium. Students connected their ideas with those of established artists. Tiffany made an interesting connection between a personally relevant subject and the work of a great Japanese printmaker.

## Is That Enough?

### Lobsang Tsewang

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

#### Plaster sculpture

**STUDENT:** I lived in Nepal when I was younger. This sculpture represents an unforgettable moment of my life when I was about six. It was New Year's Day and my mom was holding my hand in a crowd. I saw a nearby ice cream shop and I started asking for ice cream. My mom refused several times saying she did not have enough money, but I kept insisting. She became frustrated and pulled out her purse. I thought she was going to buy me an ice cream. But instead she showed me her empty purse and said, "Is that enough?" That was a painful moment for me. Since then, I never demanded anything that she cannot afford because it pains me just as it pains her. I decided to make a sculpture by casting my mother's hands using plaster. The most challenging part was getting her permission because I did not want to bring up the past. To my surprise she agreed to do it without any hesitation. For this piece I also created a purse that she once had.



My art teacher provides endless support and encouragement and builds my confidence. One day I shared this personal experience with him and he gave me the idea to transform the experience into an artwork. He taught me how to work with plaster to create *Is That Enough?*

**TEACHER:** This is Lobsang's response to the project theme and question: "What does money mean to you?" After looking over the sculptures of George Segal and John Ahearn who both worked with plaster to cast the human figure, Lobsang decided to work with Ridged Wrap (plaster cloth), a medium with which he had experience. I demonstrated how to cast a human hand, and then Lobsang practiced the method on his fellow classmates. He masterfully casted and positioned his mother's hands and purse to achieve a spatially balanced work of art – encapsulating a poignant moment between mother and son.

## Homesick

### Nilufa Yeasmin

Grade: 12  
School: Fordham High School for  
the Arts, Bronx  
Art Teacher: Lisa Mota

#### Charcoal and acrylic on paper

**STUDENT:** I thought I knew everything there was to know about art. My art teacher and peers have humbled me through their critiques of my work. Ms. Mota has introduced me to a variety of media. Since freshman year she has taken pictures of my completed projects and when I look back at my work, I'm astonished at how much I've progressed. Through Ms. Mota's art history lessons I've expanded my vocabulary. She has enabled me to create artwork that has an aesthetic appeal and an underlying meaning.

I was extremely homesick for Bangladesh and decided to incorporate my feelings into my artwork. I used charcoal for my self-portrait and acrylic paint for the Bangladeshi flag. The red circle aligns with my birth mark symbolizing that my heritage is a part of me that will never change.

We had the task of making a conceptual piece using the prompt; "Inside the artist's mind." The greatest challenge that I faced while making *Homesick* was getting an idea from my mind onto paper. I was not comfortable doing a self-portrait. To get more



comfortable with my facial features I decided to do multiple self-portraits. I noticed that I always altered certain features that I disliked. Slowly I got more comfortable with myself and decided that I could move on to the final work.

**TEACHER:** Seniors decide on a theme for independent projects and create a cohesive unit of work investigating that theme. This is a research-based unit of work requiring thought, creativity and logic. Seniors wrote extensively and produced artist statements to accompany each piece. Nilufa had been struggling with creating expressive imagery for her personal story. This image came from a conceptual art challenge; students were asked to look into themselves for inspiration. The power of this piece comes from its size, the cropping of the face and the story behind the woman's eyes. The odd placement of the green swipe of acrylic paint is mesmerizing. This was a turning point in Nilufa's artistic identity.

## PS Art Semi-Finalists 2013

Daniel Abramshe <i>Bird In The Brush</i> John Ericsson Middle School 126- Magnet School For Environmental Engineering, Brooklyn Grade: 6 Art Teacher: Nina Fagiola	Francisco Almadovar <i>'Mx'</i> PS/IS 140, Brooklyn Grade: 7 Art Teacher: Genesis Frederick  Taisha Alvarez <i>Self-Portrait</i> Girls Prep, Bronx Grade: 4 Art Teacher: Katharine Hopkins  Kalani Alvarez <i>In The City</i> P 17x @ 161, Bronx Grade: 4 Art Teacher: Sarah Pezanowski  Jessica Ariza <i>Creation</i> William Mckinley IS 259, Brooklyn Grade: 8 Art Teacher: Roma Karas  Jared Ayala <i>Hear Me Roar</i> PS 102, Queens Grade: 4 Art Teacher: Timothy Roeschlein  Nathalia Azpeitia <i>Winter Self Portrait</i> PS 36 Unionport, Bronx Grade: Kindergarten Art Teacher: Jason Holt  Mariama Bah <i>The Tall Giraffe</i> PS/IS 268, Jamaica, Queens Grade: 1 Art Teacher: Wendy Newman  Isaac Baird <i>Untitled</i> Institute For Collaborative Education, Manhattan Grade: 8 Art Teacher: Chad Marshall  Alexandra Berman <i>The Statue Of Liberty</i> Jesse Isidor Straus, Manhattan Grade: 2 Art Teacher:	Skye Baptiste <i>Untitled</i> Institute For Collaborative Education, Manhattan Grade: 11 Art Teacher: Paul Nowell  Naeem Barrett <i>Uprooted</i> Bayside High School, Queens Grade: 12 Art Teacher: Cheryl Steinberg  Cristal Basurto <i>The Lion</i> PS 155, William Paca, New York Grade: 1 Art Teacher: Risa Schneider  Jacqueline Baudanza <i>Autumn Silence</i> IS 24, Myra S. Barnes, Staten Island Grade: 8 Art Teacher: Lori Langsner  Timothy Bello <i>Gray Day In New York City</i> The Robert Randall School, Staten Island Grade: 5 Art Teacher: Elena Seminara  Noah Beltran <i>Rainforest Self- Portrait</i> PS 503, Brooklyn Grade: 3 Art Teacher: Carlos Graupera  Micah Benoit <i>Joaquin</i> The Center School, Manhattan Grade: 8 Art Teacher: Chad Marshall  Genevieve Bowen <i>Family Portrait</i> PS 132, The Conselyea School, Brooklyn Grade: 1 Art Teacher: Heather De Koning Foley  Melanie Borja <i>Polar Bear Dreams</i> The Jean Paul Richter School, Queens Grade: 2 Art Teacher: Vicki Heit  Brena Borrayo <i>A Day in the Classroom, Self- Portrait</i> PS 132, The Conselyea School, Brooklyn Grade: 5 Art Teacher: Heather De Koning Foley  Genevieve Bowen <i>Family Portrait</i> PS 132, The Conselyea School, Brooklyn Grade: 1 Art Teacher: Heather De Koning Foley	Mila Dau Jamison Betancourt <i>Upstream Salmon</i> The Rosa Parks School, Queens Grade: 2 Art Teacher: Aleksandar Popovic  Jonathan Birns <i>Edge Of Midtown</i> James Madison High School, Brooklyn Grade: 10 Art Teacher: David Mahl  Marley Blake <i>Marley</i> The Curtis School, Staten Island Grade: 5 Art Teacher: Linda Gerecitano  Nicole Block <i>Cheetah</i> The Richmondtown School, Staten Island Grade: 4 Art Teacher: Victoria Patanio  Melanie Borja <i>Polar Bear Dreams</i> The Jean Paul Richter School, Queens Grade: 2 Art Teacher: Vicki Heit  Brena Borrayo <i>A Day in the Classroom, Self- Portrait</i> PS 132, The Conselyea School, Brooklyn Grade: 5 Art Teacher: Heather De Koning Foley  Genevieve Bowen <i>Family Portrait</i> PS 132, The Conselyea School, Brooklyn Grade: 1 Art Teacher: Heather De Koning Foley	Tyler Boyce <i>The Bright Sunset</i> PS/IS 66, Brooklyn Grade: 3 Art Teacher: Sasha Silverstein  Miles Braxton Parris <i>Abstract New York City</i> Talented And Gifted School For Young Scholars, Manhattan Grade: 4 Art Teacher: Jessica Clark  Ayanah Bristol <i>Family Portrait</i> Girls Prep Bronx, Staten Island Grade: 5 Art Teacher: Katharine Hopkins  Anjali Bromfield <i>Skylines</i> Bronx High School for the Visual Arts, Bronx Grade: 11 Art Teacher: Linda Stern  Kayla Burke <i>Rise and Fall</i> Brooklyn College Academy, Brooklyn Grade: 10 Art Teacher: Linda Kessler  Tiara Cadett <i>Mother's Eye</i> Cascades, Manhattan Grade: 12 Art Teacher: Adriana Santiago  Amber Cadore <i>The Maharian</i> <i>Monster</i> Science and Medicine Middle School, Brooklyn Grade: 7 Art Teacher: Grace Linn  Lulu Carrero <i>Self Portrait</i> Philip Livingston, Brooklyn Grade: Kindergarten Art Teacher: Haya Moline
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## PS Art Semi-Finalists 2013 continued

Tiffany Cascio <i>Mystical Leaves</i> Queens Valley School of the Arts Grade: 7 Art Teacher: Catherine Kramer  Isaiah Castellano <i>Self-Portrait</i> Charles James Fox Elementary School, Bronx Grade: 3 Art Teacher: Jean Cohn  Jeilis Castillo <i>Our Generation</i> <i>Kachina Doll</i> MS 117, Wade Academies, Bronx Grade: 6 Art Teacher: Liza Wax  Jowyn Chan <i>Snow Tree</i> JHS 184 Edward Bleeker School, Queens Grade: 7 Art Teacher: Vickie Byron  Zoe Chan <i>Untitled</i> The Anderson School, Manhattan Grade: 7 Art Teacher: Vahan Nahabedian  Lori Chan <i>Audrey Hepburn</i> Irwin Altman, Queens Grade: 8 Art Teacher: Megan Mcallister  Julio Chavez <i>The Long Road</i> Long Island City High School, Queens Grade: 12 Art Teacher: Patricia O'rourke  Kelly Chen <i>Flowers in a Vase</i> William T Sampson, Brooklyn Grade: 1 Art Teacher: Janet Penello	Evan Chen <i>Sunset Bird Song</i> PS 102, Elmhurst Grade: 5 Art Teacher: Timothy Roeschlein  Grace Chen <i>Self-Portrait</i> PS/IS 49 Dorothy Bonawit Kole, Queens Grade: 6 Art Teacher: Katherine Huala  Nadia Choudhury <i>Molly Pitcher</i> Alfred Zimberg School, Queens Grade: 5 Art Teacher: Shirley Passando  Audrey Chu <i>Audrey's Tree</i> Augustus Saint- Gaudens, Manhattan Grade: 2 Art Teacher: Craig Kane  Nasheda Coleman <i>Purge</i> Millennium Art Academy, Bronx Grade: 12 Art Teacher: Laura Blau  Nasheda Coleman <i>Torn</i> Millennium Art Academy, Bronx Grade: 12 Art Teacher: Laura Blau  Dave Conde <i>The Power of Two Bros</i> PS 77, Brooklyn Grade: 8 Art Teacher: Amie Robinson  Isobel Connelly <i>Vanity</i> School of the Future, Manhattan Grade: 9 Art Teacher: Janine Kelly	Anayah Conyers <i>Self-Portrait</i> Alfred E. Smith School, Manhattan Grade: 3 Art Teacher: Nia Mason  Kristin Cour <i>Untitled</i> Townsend Harris High School, Queens Grade: 10 Art Teacher: Margherita Wischerth  Paquan Cuisckelly <i>Enveloped In Tranquility</i> Gramercy Arts HS, Manhattan Grade: 10 Art Teacher: Jack DeMartino  Emily Dana <i>Bursting At The Seams</i> Scholars' Academy, Queens Grade: 11 Art Teacher: Kelly Tropic  Katherine Diaz <i>Civil Rights News</i> Dr. Roland N. Patterson, Bronx, Grade: 8 Art Teacher: Gilbert Fletcher  Sonam Dorjee <i>City at Dusk</i> Thomas Mccann, Woodside Grade: 8 Art Teacher: Clarisse Frenkel  Ivy Elicier <i>Cityscape</i> Ellen Lurie, Manhattan Grade: 2 Art Teacher: Neil Aristy  Kristina Erskine <i>Dikat</i> Academy for Environmental Leadership, Brooklyn Grade: 11 Art Teacher: William Wrigley	Zelinette Estrada <i>Expressionism</i> Queens Collegiate: A College Board School, Queens Grade: 6 Art Teacher: Renee Andolina  Jeancarlos Estrella <i>The Agony And Ecstasy Of Luck</i> Newtown High School, Queens Grade: 12 Art Teacher: Jay Feigelis  Jomo Falconer <i>Secret</i> Millennium Art Academy, Bronx Grade: 12 Art Teacher: Laura Blau  Kiyan Fawaz <i>Set Orange to the Face!</i> New Explorations Into Science, Technology And Math, Manhattan Grade: 5 Art Teacher: Christina Soriano  Ayana Felix <i>Transparency</i> The Math & Science Exploratory School, Brooklyn Grade: 8 Art Teacher: Kristel Mckanna  Ditiya Ferdous <i>Portrait</i> Fiorello H. Laguardia High School Of Music & Art And Performing Arts, Manhattan Grade: 12 Art Teacher: Jewel Ross  Joshua Fernandez <i>Casper The Friendly Ghost</i> P17X@43, Bronx Grade: Kindergarten Art Teacher: Tany'a P. Wells- Vasquez	Mia Ferraro <i>The Brooklyn Bridge</i> Silas Dutcher School, Brooklyn Grade: 2 Art Teacher: Gloria Truppi  Ariana Finemore <i>Everything at Once</i> Frank Sinatra School of the Arts HS, Queens Grade: 9 Art Teacher: Jane H. Kahn  Sekasia Flagler <i>Heart</i> Madiba Prep Middle School, Brooklyn Grade: 6 Art Teacher: Curtis Buckner  Kenny Flores <i>Now You Can Be Whatever You Want</i> Juan Morel Campos, Brooklyn Grade: 3 Art Teacher: Shulie Cooper  Ruben Foderingham <i>Penguin</i> PS 245, Brooklyn Grade: 1 Art Teacher: Lauren Donner  Janissa Francisco <i>Kiss Me</i> In-Tech Academy, Bronx Grade: 12 Art Teacher: Bruno Santini  Abraham Fu <i>A Bird on Sticks</i> The Fresh Meadow School, Queens Grade: 2 Art Teacher: Deborah Passik  Annalisa Gambino <i>Pensive Girl In Field</i> IS 2, Staten Island Grade: 6 Art Teacher: Suzanne Berkovitz
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PS Art Semi-Finalists 2013 continued

Nicole Garcia <i>Mourning In Kathmandu</i> Harry S Truman High School, Bronx Grade: 10 Art Teacher: Raphael Lopez	Danasia Gilyard <i>The Red Orchid</i> Wadleigh Secondary School, Manhattan Grade: 11 Art Teacher: Gretchen Gibbs	Ana Hernandez <i>Untitled</i> William A. Morris IS 61, Staten Island Grade: 7 Art Teacher: Gladys Incle-Ramos	Kira James <i>My Outer Space Journey</i> George H. Lindsay, The Williamsburg Magnet School for Communication and Multimedia Arts, Brooklyn Grade: 2 Art Teacher: Linnea Westenberg	Owen Johnson <i>Snake In The Jungle</i> Jose Celso Barbosa, Manhattan Grade: 2 Art Teacher: Cathy Ramey
Miyoko Garcia <i>Hello Mr. Black Cat</i> P352X - The Vida Bogart School For All Children, Bronx Grade: 1 Art Teacher: Mary McGaw	Elijah Gonzalez <i>Silent Library, Self-Portrait</i> PS 132, The Conselyea School, Brooklyn Grade: 5 Art Teacher: Heather De Koning Foley	Oscar Hershkowitz <i>Self Portrait From Observation</i> Augustus Saint-Gaudens, Manhattan Grade: 1 Art Teacher: Craig Kane	Arsalan Jan <i>Ni Hao, America!</i> PS 77, Brooklyn Grade: 8 Art Teacher: Amie Robinson	Aaron Jones <i>I Rise Above</i> The Helen Keller School, Bronx Grade: 5 Art Teacher: Susan Laspina
Evelyn Garcia <i>My Friend Jackie</i> Juan Morel Campos, Brooklyn Grade: 3 Art Teacher: Shulie Cooper	Yu Tong Guan <i>Portrait of Me as a Rockstar</i> The Ovington School, Brooklyn Grade: 4 Art Teacher: Kellyanne Thompson	Karen Huang <i>My Classroom Window</i> PS 169, Brooklyn Grade: 5 Art Teacher: Pnina Srour	Brian Jean <i>Classic City</i> The Magnet School for Math and Science Inquiry, Brooklyn Grade: 6 Art Teacher: Leeanne Thristino	Taylor Jones <i>Self Portrait</i> Frederick Douglass Academy, Manhattan Grade: 8 Art Teacher: Luz Ceballos
Christopher Garcia <i>Conte Pepper</i> IS 347, Brooklyn Grade: 8 Art Teacher: Robert Aviles	Amr Hanon <i>The Mysterious Man</i> Queens Valley School of the Arts Grade: 3 Art Teacher: Catherine Kramer	Calvin Huddleston <i>Self Portrait With Sunglasses</i> Frederick Douglass Academy, Manhattan Grade: 12 Art Teacher: Luz Ceballos	Jason Jiang <i>Asian Orchid</i> The Rosa Parks School, Queens Grade: 5 Art Teacher: Aleksandar Popovic	Shariar Kabir <i>Wolf Mask</i> IS 392, Brooklyn Grade: 8 Art Teacher: Joan Esposito
Audrey Gatta <i>Icing on the Cupcake</i> New Explorations Into Science, Technology And Math, Manhattan Grade: 6 Art Teacher: Monica Hopenwasser	Dominick Harley <i>Ironman And Me</i> P17x@43, Bronx Grade: 2 Art Teacher: Tany'a P. Wells-Vasquez	Mohammed Iqbal <i>An Unusual Day</i> The Arthur Ashe School, Queens Grade: 3 Art Teacher: Debbie Rich	Rebecca Jimenez <i>Unusual Suspects</i> Ellen Lurie, Manhattan Grade: 5 Art Teacher: Neil Aristy	Edward Khakham <i>Alone</i> Holliswood School, Queens Grade: 6 Art Teacher: Marisa Guglietta
Allan Gendelman <i>Mobile Stranger</i> Abraham Lincoln High School, Brooklyn Grade: 12 Art Teacher: Carlos Molina	Iyeshima Harris <i>Manny</i> Academy For Environmental Leadership, Brooklyn Grade: 11 Art Teacher: William Wrigley	Charlie Jacoby <i>Feelings</i> PS 154, The Windsor School, Brooklyn Grade: 1 Art Teacher: Kelly Normand	Katherine Jin <i>Indifference</i> Louis Pasteur Middle School 67, Queens Grade: 8 Art Teacher: Georgia Daskarolis	Christna Lafaille <i>The Brooklyn Bridge</i> Herman Schreiber School, Brooklyn Grade: 2 Art Teacher: Erica Giller
Allan Gendelman <i>Smoking Man</i> Abraham Lincoln High School, Brooklyn Grade: 12 Art Teacher: Carlos Molina	Gianna Hernandez <i>Untitled</i> Cascades, Manhattan Grade: 12 Art Teacher: Adriana Santiago	Shaquasia James <i>Music Is Life</i> Bronx Community High School Grade: 11 Art Teacher: Jennifer Russell	Edward Khakham <i>Alone</i> Holliswood School, Queens Grade: 6 Art Teacher: Marisa Guglietta	Christna Lafaille <i>The Brooklyn Bridge</i> Herman Schreiber School, Brooklyn Grade: 2 Art Teacher: Erica Giller
	Keshawn James <i>Sandy</i> Landmark HS, Manhattan Grade: 11 Art Teacher: Paula Walters	Shalisa Johnson <i>The Calm Before the Storm - Red Fern Projects, Far Rockaway</i> Gramercy Arts HS, Manhattan Grade: 11 Art Teacher: Jack DeMartino	Nicholas Kea <i>Manning</i> Battery Park City School, Manhattan Grade: 2 Art Teacher: Julie Smith	Christna Lafaille <i>The Brooklyn Bridge</i> Herman Schreiber School, Brooklyn Grade: 2 Art Teacher: Erica Giller
	Kristin Hernandez <i>My Robot</i> PS 35, Nathaniel Woodhull School, Queens Grade: 1 Art Teacher: Silvia Huggler		Neil Aristy <i>Turtle</i> Queens College School for Math, Science and Technology, Queens Grade: 8 Art Teacher: Kaya Wielopolski	Christna Lafaille <i>The Brooklyn Bridge</i> Herman Schreiber School, Brooklyn Grade: 2 Art Teacher: Erica Giller

PS Art Semi-Finalists 2013 continued

Amelia Klochkova <i>Trees</i> The Brooklyn Studio Secondary School, Brooklyn Grade: 9 Art Teacher: Karen Mason	David Lim <i>School</i> Queens Collegiate: A College Board School, Queens Grade: 12 Art Teacher: Renee Andolina	Ariana Makumov <i>Random Anger</i> Holliswood School, Queens Grade: 6 Art Teacher: Marisa Guglietta	George Matthews <i>W 67th Street</i> P17X@43, Bronx Grade: 7 Art Teacher: Tany'a P. Wells-Vasquez	Leslie Miranda <i>My History</i> Young Women's Leadership School Of Astoria, Queens Grade: 11 Art Teacher: Carly Massey
Anna Ko <i>Self Portrait</i> Nathaniel Hawthorne, Queens Grade: 8 Art Teacher: Andrew Zaben	Linda Lin <i>The Green Wonder</i> New Explorations Into Science, Technology And Math, Manhattan Grade: 5 Art Teacher: Christina Soriano	Malaika Malik <i>Going To Work on the Verrazano Bridge</i> PS 69, Vincent D. Grippo, Brooklyn Grade: 2 Art Teacher: Angela Fremont	Ella Mcdermott <i>My Sister And I are on a Merry Go Round</i> PS 267, East Side Elementary School, Manhattan Grade: Kindergarten Art Teacher: Akiko Hanratty	Nayo Miyakoshi <i>Self-Portrait</i> Talented and Gifted School for Young Scholars, Manhattan Grade: Kindergarten Art Teacher: Jessica Clark
Julia Kossakowski <i>Family Portrait</i> PS/IS 49, Queens Grade: 1 Art Teacher: Susan Bricker	Zhi Lin <i>Make A Wish</i> William Mckinley IS 259, Brooklyn Grade: 7 Art Teacher: Roma Karas	Bryana Malucin <i>Freire</i> <i>Owls at Night</i> The Jean Paul Richter School, Queens Grade: 2 Art Teacher: Vicki Heit	Melina McGaw <i>Black Bird</i> Frank Sinatra School of the Arts HS, Queens Grade: 9 Art Teacher: Jane H. Kahn	Cynthia Moe <i>Self Portrait as a Police Officer</i> A.B.L.E., Brooklyn Grade: 2 Art Teacher: Lisa Pines
Megan Kwan <i>Lotus Flower Blooming</i> IS 201, Dyker Heights, Brooklyn Grade: 7 Art Teacher: Dorothy Serposs	Bei Yu (Yukki) Lin <i>Strawberries</i> Thomas Mccann, Woodside Grade: 8 Art Teacher: Deborah Herrand	Ruben Manopla <i>The Rendered Soul</i> Edward R. Murrow HS, Brooklyn Grade: 12 Art Teacher: Spy Kontarinis	Joy Mckoy <i>Real Life</i> PS/IS 66, Brooklyn Grade: 4 Art Teacher: Sasha Silverstein	Gabriella Monahan <i>Self-Portrait with a Twist</i> High School of Art & Design, Manhattan Grade: 12 Art Teacher: James Harrington
Sade Lamidi <i>Girl With Hoop Earrings</i> The Bayview School, Brooklyn Grade: 5 Art Teacher: Monique Stanton	Juan Lopez <i>Self-Portrait</i> William A. Morris, Staten Island Grade: 8 Art Teacher: Gladys Incle-Ramos	Robert Marino <i>New York City in Print:Subway. 2013.</i> Journey Prep, Bronx Grade: 2 Art Teacher: Peaches Lewis	Tina Mei <i>Red: Bubbles</i> Edward R. Murrow HS, Brooklyn Grade: 12 Art Teacher: Spy Kontarinis	Juliana Montoro <i>Juliana</i> PS 38, Pacific School, Brooklyn Grade: 5 Art Teacher: Oscar Rodriguez
Troy Lecointe <i>Superstition</i> Fordham High School for the Arts, Bronx Grade: 12 Art Teacher: Lisa Mota	Ayanna Lubin <i>Tea Cup</i> IS 392, Brooklyn Grade: 7 Art Teacher: Joan Esposito	Michelle Marquez <i>My Mom Is Important To Me</i> George H. Lindsay, The Williamsburg Magnet School For Communication And Multimedia Arts, Brooklyn Grade: 2 Art Teacher: Linnea Westenberg	Jessica Mejia <i>Secret Life</i> Sunset Park High School, Brooklyn Grade: 12 Art Teacher: Jeremy Nadel	April Morales <i>Instrument Fragments</i> John Ericsson Middle School 126, Magnet School for Environmental Engineering, Brooklyn Grade: 6 Art Teacher: Nina Fagiola
Jie Hui Li <i>Oink Oink</i> PS97, Brooklyn Grade: Kindergarten Art Teacher: Lisa Angel	Padma Mahabir <i>Landscape</i> Queens Collegiate: A College Board School, Queens Grade: 7 Art Teacher: Renee Andolina	Kiana Mason <i>Self Portrait</i> Frederick Douglass Academy, Manhattan Grade: 8 Art Teacher: Luz Ceballos	Elizabeth Melendez <i>Puzzled In Memory</i> Susan E. Wagner High School, Staten Island Grade: 12 Art Teacher: Fanelle Goldstein	Alexia Morrison <i>Fallen Pieces</i> Brooklyn College Academy, Brooklyn Grade: 10 Art Teacher: Linda Kessler

PS Art Semi-Finalists 2013 continued

<p>Jacqueline Moshkovich <i>Athenian Still Life</i> IS 239, Mark Twain, Brooklyn Grade: 7 Art Teacher: Valerie Louzonis</p>	<p>Aniqa Nuzhat <i>Papillon</i> PS 877, Queens Grade: 4 Art Teacher: Kathleen Izzo</p> <p>Osaretin Obahiagbon <i>The Soldier Fish</i> <i>Guarding the Castle</i> The Curtis School, Staten Island Grade: 2 Art Teacher: Linda Gerecitano</p> <p>Veronica Obara <i>My Skyscraper</i> PS 312, The Bergen Beach School, Brooklyn Grade: 2 Art Teacher: Jennifer Skopp</p> <p>Adrianna Ogando <i>Houses on Waterbury Avenue</i> PS/MS 194, Bronx Grade: 6 Art Teacher: Helen Serrano</p> <p>Edna Olea <i>Dog</i> PS 155 William Paca, New York Grade: Kindergarten Art Teacher: Risa Schneider</p> <p>Moises Oliva <i>Skateboard</i> P17X@43, Bronx Grade: 6 Art Teacher: Tany'a P. Wells-Vasquez</p> <p>Anthony Orozco <i>Still life 1</i> IS 230, The Magnet School for Civics in the Community, Queens Grade: 7 Art Teacher: Maria Bonilla</p> <p>Isaiah Norris <i>Bird's Eye View</i> The Helen Keller School, Bronx Grade: 1 Art Teacher: Susan Laspina</p>	<p>Kevin Osada <i>Train.</i> Elizabeth Blackwell, Queens Grade: 8 Art Teacher: Angie Roque</p> <p>Melissa Pacheco <i>No Name</i> Wadleigh Secondary School, Manhattan Grade: 12 Art Teacher: Gretchen Gibbs</p> <p>Saemi Park <i>Me in My Neighborhood</i> PS 58, SS Columbia School, Staten Island Grade: 1 Art Teacher: Annmarie Driscoll</p> <p>Priyanka Paul <i>Eye Reflection</i> Inwin Altman Middle School, Queens Grade: 8 Art Teacher: Harriet Sohn</p> <p>Jayden Paul <i>Self-Portrait</i> PS 347, ASL &amp; English Lower School, Manhattan Grade: Pre-K Art Teacher: Ellen Manobla</p> <p>Erick Pena <i>Flowers Under Stress</i> Robert E. Simon, Manhattan Grade: 8 Art Teacher: Mark Rode</p> <p>Henessy Perez <i>The Big City</i> The Wright Brothers School, Manhattan Grade: 2 Art Teacher: Sheeri Novick</p> <p>Paloma Perez-Zarzecka <i>The Songs of My Life</i> Ditmas IS 62, Brooklyn Grade: 8 Art Teacher: Therese Liffey</p>	<p>Ashley Perrine <i>Imaginary Creature, Elegraffesaurus</i> PS 312, The Bergen Beach School, Brooklyn Grade: 3 Art Teacher: Jennifer Skopp</p> <p>Skyy Phillips <i>Fall Observations</i> Talented and Gifted School for Young Scholars, Manhattan Grade: 8 Art Teacher: Jessica Clark</p> <p>Nazin Rahman <i>Storm Painting</i> IS237, Rachel Carson, Queens Grade: 6 Art Teacher: Lisa Kaplan</p> <p>Widni Ramirez <i>Modern Koi</i> Leadership and Public Service High School, Manhattan Grade: 12 Art Teacher: Joyce Riley</p> <p>Brandon Ramsaywack <i>The Good Boy</i> <i>Verses the Bad Boy</i> PS/IS 268, Brooklyn Grade: 4 Art Teacher: Wendy Newman</p> <p>Jahzeel Requena <i>Rainbow Lizard and Flying Lizard</i> The Lorraine Hansberry Academy, Bronx Grade: 1 Art Teacher: Qinqin Li</p> <p>Seira Reyes <i>Justin as Batman</i> The Elmhurst School, Queens Grade: Kindergarten Art Teacher: Elizabeth Chacon</p>	<p>Elisea Rivera <i>Robot Uprising</i> Bronx High School for the Visual Arts, Grade: 11 Art Teacher: Teresa Bologna</p> <p>Destiny Rivera <i>Night City</i> Robert E. Simon, Manhattan Grade: 7 Art Teacher: Mark Rode</p> <p>Gerald Rivera <i>Red Train</i> Bronx High School for the Visual Arts, Grade: Ungraded Art Teacher: Karin Sagona</p> <p>Alex Rosales <i>The Flytrap</i> Luis Munoz Marin Bilingual School, Bronx Grade: 5 Art Teacher: Evelyn Ortiz</p> <p>Justina Rosenboom <i>Winter Poinsettia</i> JHS 184, Edward Bleeker School, Queens Grade: 7 Art Teacher: Vickie Byron</p> <p>Qing Ru <i>Pointillism</i> IS 237, Rachel Carson, Queens Grade: 8 Art Teacher: Sherri Archetti</p> <p>Helen Ruan <i>My Own Reflection</i> PS 69, Vincent D. Grippo School, Brooklyn Grade: 4 Art Teacher: Angela Fremont</p> <p>Zhani Ruiz <i>Self Portrait</i> PS/IS 140, Brooklyn Grade: 6 Art Teacher: Genesis Frederick</p>
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PS Art Semi-Finalists 2013 continued

<p>Vinipta Sabbithi <i>Untitled</i> The Magnet School For Civics in the Community, Queens Grade: 7 Art Teacher: Maria Bonilla</p> <p>German San German <i>Germ</i> Bronx, High School For The Visual Arts Grade: 9 Art Teacher: Teresa Bologna</p> <p>Luci Sanchez <i>Spotted Fish</i> The Rosa Parks School, Queens Grade: 2 Art Teacher: Aleksandar Popovic</p> <p>Raoul Sandoval <i>A Man in the Park with a Bird</i> The Curtis School, Staten Island Grade: 2 Art Teacher: Linda Gerecitano</p> <p>Jasmin Santana <i>Self Portrait</i> IS 347, Magnet School Of Humanities, Brooklyn Grade: 7 Art Teacher: Robert Aviles</p> <p>Thiara Santurria <i>The Three Little Pigs</i> Crescent School, Bronx Grade: 1 Art Teacher: Dianne Giuliano</p> <p>Tiffany Saw <i>A View From Sand Lane</i> Curtis High School, Staten Island Grade: 12 Art Teacher: Emily Smith</p>	<p>John Serrano <i>The Jungle</i> The Elmhurst School, Queens Grade: 1 Art Teacher: Elizabeth Chacon</p> <p>Ise Sharpe <i>Yssjah Miller</i> The Center School, Manhattan Grade: 8 Art Teacher: Chad Marshall</p> <p>Mahnoor Sheikh <i>Untitled</i> PS 207, Elizabeth G. Leary, Brooklyn Grade: 8 Art Teacher: Michele Kelly</p> <p>Haruka Shiraki <i>Untitled</i> The Math &amp; Science Exploratory School, Brooklyn Grade: 8 Art Teacher: Kristel Mckanna</p> <p>Dilbar Shodieva <i>New York in the Morning</i> Kensington, Brooklyn Grade: 3 Art Teacher: Joanne Suzuki</p> <p>Kayla Sie <i>Katie Walking on the Bridge</i> PS46, Queens Grade: 2 Art Teacher: Rita Rothenburg</p> <p>Adrian Siguencia <i>Superstorm Sandy in Brooklyn</i> PS 245, Brooklyn Grade: 2 Art Teacher: Lauren Donner</p> <p>Neetu Singh <i>My Culture</i> Queens Collegiate: A College Board School Grade: 12 Art Teacher: Renee Andolina</p>	<p>Aaron Siu <i>My Self Portrait</i> Verrazano School, Brooklyn Grade: 2 Art Teacher: Cynthia Russo</p> <p>Kaliyah Skerrit <i>Cycle</i> Emolior Academy, Bronx Grade: 6 Art Teacher: Tracy Adams</p> <p>Emma Sprague <i>Untitled</i> Institute for Collaborative Education, Manhattan Grade: 11 Art Teacher: Paul Nowell</p> <p>Shania Sprout <i>Egyptian Mosaic Medallion</i> Marta Valle High School, Manhattan Grade: 9 Art Teacher: Joan Meyer</p> <p>Stephany Starzyk <i>The Beach</i> The Math &amp; Science Exploratory School, Brooklyn Grade: 8 Art Teacher: Kristel Mckanna</p> <p>Imani Steele <i>Self Portrait</i> Theatre Arts Production Company School, Bronx Grade: 10 Art Teacher: Anna Castelli</p> <p>Kate Sukhmandan <i>Fox Mask</i> IS 392, Brooklyn Grade: 8 Art Teacher: Joan Esposito</p> <p>Hugo Sundberg <i>School Bus</i> PS 267, East Side Elementary School, Manhattan Grade: Kindergarten Art Teacher: Akiko Hanratty</p>	<p>Destiny Suriel <i>Swimmer</i> Nathaniel Woodhull School, Queens Grade: 5 Art Teacher: Silvia Huggler</p> <p>Stepanie Surita <i>Untitled</i> Philippa Schuyler Middle School, Brooklyn Grade: 6 Art Teacher: Mignon Simonelli</p> <p>Thanjila Thahsin <i>Walking the Dog</i> PS 164, Caesar Rodney, Brooklyn Grade: 2 Art Teacher: Elise McCarthy</p> <p>Natalee Thongsongkrid <i>Untitled</i> IS 230, The Magnet School for Civics in the Community, Jackson Heights, Queens Grade: 7 Art Teacher: Maria Bonilla</p> <p>Jose Torres <i>Untitled</i> Juan Morel Campos Secondary School, Brooklyn Grade: 11 Art Teacher: Laura Pawson</p> <p>Casiana Torres <i>Girl Interrupted</i> High School of Art &amp; Design, Manhattan Grade: 12 Art Teacher: James Harrington</p> <p>William Torres <i>The Bridge</i> P17X@43, Bronx Grade: 5 Art Teacher: Tany'a P. Wells-Vasquez</p>	<p>Benjamin Tseng <i>Me at Home</i> PS 94, The David Porter School, Queens Grade: 4 Art Teacher: Eden Morris</p> <p>Zafar Tursunov <i>Kony 2012</i> The International HS @ Prospect Heights, Brooklyn Grade: 11 Art Teacher: Cynthia Chatman</p> <p>Arthur Tyminsky <i>My Self-Portrait Collage</i> PS 41, Staten Island Grade: 4 Art Teacher: Susan Alvarez</p> <p>Helena Uceda <i>Duck Bowl</i> PS 154, The Windsor School, Brooklyn Grade: 2 Art Teacher: Kelly Normand</p> <p>Vlad Vakhrushev <i>Vlad</i> Bay Academy, Brooklyn Grade: 8 Art Teacher: Meredith Samuelson</p> <p>Oscar Vanegas <i>Guitar</i> Thomas McCann, Queens Grade: 8 Art Teacher: Deborah Herrand</p> <p>Samantha Velasquez <i>Untitled</i> Townsend Harris High School, Queens Grade: 11 Art Teacher: Margherita Wischerth</p> <p>Julian Velazquez <i>The Anniversary</i> In-Tech Academy, Bronx Grade: 12 Art Teacher: Bruno Santini</p>
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## PS Art Semi-Finalists 2013 continued

Ty Velez <i>Manga Style Portrait</i> Cascades High School, Manhattan Grade: 11 Art Teacher: Adriana Santiago	Winni Wu <i>Tai Chi in the Morning</i> PS 69, Vincent D. Grippo School, Brooklyn Grade: 5 Art Teacher: Angela Fremont	Jeremy Zhang <i>Pigeon City!</i> PS 503, Brooklyn Grade: 3 Art Teacher: Carlos Graupera	Freshta (Rebecca) Zoraksh <i>My Green Nose</i> PS 330, Queens Grade: Kindergarten Art Teacher: Laurie Marcus
Perene Wang <i>Untitled</i> Senator Robert F Wagner Middle School, Manhattan Grade: 6 Art Teacher: Heather Mcardle	Emily Xie <i>Portrait of Grandpa</i> MS 104, Simon Baruch Middle School, Manhattan Grade: 6 Art Teacher: Sarah Rosenblum	Jennifer Zhang <i>The Awakening</i> MS 67, Louis Pasteur Middle School, Queens Grade: 7 Art Teacher: Georgia Daskarolis	Sarah Zuckerman <i>Masked</i> Tottenville High School, Staten Island Grade: 12 Art Teacher: Elvira Larocca-Vonroth
Zoe Washington <i>Emily</i> PS 245, Brooklyn Grade: 3 Art Teacher: Lauren Donner	Cindy Xu <i>The Lost Flower</i> IS 201, Dyker Heights Brooklyn Grade: 7 Art Teacher: Dorothy Serposs	Sheng Nan Zhang <i>Cut Paper Self-Portrait</i> MS 104, Simon Baruch Middle School, Manhattan Grade: 8 Art Teacher: Mary Beth Giraci	
Lania Williams <i>Collagraph with Letters and Numbers</i> PS 312, The Bergen Beach School, Brooklyn Grade: 1 Art Teacher: Jennifer Skopp	Rong Feng Ye <i>Dog in its Habitat</i> IS237, Rachel Carson, Queens Grade: 6 Art Teacher: Lisa Kaplan	Annie Zheng <i>Garden City</i> Scholars' Academy, Queens Grade: 11 Art Teacher: Kelly Trpic	
Amy Williams <i>Dreamland</i> Grant Avenue Elementary, Bronx Grade: 1 Art Teacher: Leslie Concannon	Mark Zarbailov <i>Dream</i> The Magnet School for Math and Science Inquiry, Brooklyn Grade: 8 Art Teacher: Leeanne Thristino	Jesse Zheng <i>Panda Mom and Baby</i> William T Sampson, Brooklyn Grade: 5 Art Teacher: Janet Penello	
Kayla Williams <i>Family Portrait</i> Girls Prep Bronx, Grade: Kindergarten Art Teacher: Katharine Hopkins	Linda Zeng <i>Cubist Violin</i> PS/MS 194, Bronx Grade: 7 Art Teacher: Helen Serrano	Zheng Feng Zheng <i>Leo's Face</i> Seth Low, Brooklyn Grade: 7 Art Teacher: Deborah Glassman	
Guiyon Wu <i>Slab Built Teapot</i> John Dewey High School, Brooklyn Grade: 11 Art Teacher: Michael Solo	Xin Zhang <i>Man in the Forest</i> John Dewey High School, Brooklyn Grade: 11 Art Teacher: Michael Solo	Eric Zheng <i>The Various Instruments</i> IS 201, Dyker Heights, Brooklyn Grade: 7 Art Teacher: Tonia Franzese	

## About Studio in a School

STUDIO IN A SCHOOL fosters the creative and intellectual development of young people in New York City through visual arts programs both in and outside of school. We collaborate with teachers, administrators, and parents to enhance the learning experience of public school students to create visual art programs that have lasting impact on participating communities. Professional artists lead our programs that introduce visual arts to young learners from the five boroughs and continue to nurture their talents as they grow along their creative journey. STUDIO offers students the opportunity to explore a full range of media, including drawing, painting, sculpture, collage, 2-D design, and printmaking.

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 close to 800,000 students and partnered with over 700 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 secondary 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](http://www.studioinaschool.org)

### Studio in a School Board of Directors

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## P.S. Art 2013 Selection Panel and Project Teams

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### *Selection Panel*

**Agnes Gund**

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

**Barbara Gurr**

Visual Arts Administrator, retired

**Michelle Hagewood**

Assistant Museum Educator for Studio Programs  
The Metropolitan Museum of Art

**Maira Kalman**

Artist and Author

**Caroline Kennedy**

Honorary Director  
The Fund for Public Schools

**Anne Strauss**

Associate Curator, Department of Modern and  
Contemporary Art

### *New York City Department of Education*

*Office of Arts and Special Projects*

**Paul King**, Executive Director

**Karen Rosner**, Coordinator of Visual Arts

**Benjamin Espinosa**, Project Coordinator

### *Office of Strategic Partnerships*

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

### *Studio in a School*

**Thomas Cahill**, President & CEO

**Marisa Beard**, Project Consultant

**Jonas Stigh**, Director of Marketing & Public  
Relations

**Tamar Steinberger**, Exhibitions Manager

**Michael Miller**, Art Handler



### *Selection Panel*

Selection Committee with Thomas Cahill and Karen Rosner

(Standing left to right): Thomas Cahill, Agnes Gund, Caroline Kennedy, Maira Kalman, Karen Rosner

(Seated left to right): Anne Strauss, Barbara Gurr, Michelle Hagewood



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

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