

# PS art 2014

celebrating the creative spirit of NYC kids



## P. S. Art 2014 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 10 through August 24, 2014**

### **The Tweed Courthouse**

52 Chambers Street  
New York, New York

**August 26 through November 15, 2014**

The New York City Department of Education gratefully acknowledges Studio in a School for its generous sponsorship of P.S. Art 2014, 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: *Sliced Apples*, Christine Chu, Grade: 12, Fiorello H. LaGuardia High School of Music & Art and Performing Arts, Manhattan

Back Cover Image: *Self-Portrait*, Raymond Alvira, Grade: 10, Boys and Girls High School, Brooklyn

The P.S. Art 2014 Exhibition and Catalogue were produced by the New York City Department of Education in collaboration with Studio in a School and The Metropolitan Museum of Art.

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## **Celebrating the creative spirit of NYC kids**

Letter from the Chancellor, New York City Department of Education, Carmen Fariña. . . . .	4
Letter from the United States Ambassador to Japan, Caroline Kennedy. . . . .	5
Celebrating Creative Youth, Tom Cahill, President and CEO of Studio in a School. . . . .	6
A Message from The Metropolitan Museum of Art, Thomas P. Campbell, Director . . . . .	7
Student Artwork and Reflections by Artists and Teachers. . . . .	9
P.S. Art 2014 Semi-Finalists. . . . .	87
About Studio in a School . . . . .	97
Selection Panel and Project Teams . . . . .	98

# Letter from the Chancellor

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Congratulations to all the students whose exemplary artwork is displayed in the annual exhibition at The Metropolitan Museum of Art, *PS Art: Celebrating the Creative Spirit of NYC Kids*. My compliments are also extended to the gifted visual arts teachers whose instruction led to the creation of these works of art, and of course to the families who nurture and support our young artists.

This catalogue contains images of all seventy-seven works of art exhibited in the Ruth and Harold D. Uris Center for Education, and represents the creative spirit of students from elementary, middle and high schools across the City, including schools in District 75.

As engaging as the artwork, are the comments of our young artists and their teachers. Enjoy the images and text; both speak to the importance of arts education in providing opportunities for communication, exploration, and self-expression.

The artwork that comprises P.S. Art 2014 will be viewed and appreciated by visitors from across the City and country and around the globe. I extend my sincere gratitude to our partners in this initiative, The Metropolitan Museum of Art and Studio in a School. P.S. Art is proof positive of what is created when the Department of Education collaborates with cultural institutions and arts education organizations.

To the administrators whose students' artwork appears in the exhibition, I thank you for your ongoing commitment to excellence in visual arts instruction. There is no example of success without partnerships like these. I look forward to continuing this tradition as art is a tool for students to not only self-express and explore, but also to shine!

Warmly,

A handwritten signature in cursive script that reads 'Carmen'.

Carmen Fariña

Chancellor

# Letter from the United States Ambassador to Japan

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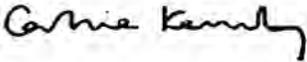
Dear Friends,

Congratulations on the launch of the 2014 P.S. Art!

I am sad that I cannot attend in person this year, but I want you to know that while I may be thousands of miles away, I continue to think often of our city's public school artists. When I arrived in Japan, I was excited to display student artwork throughout the Embassy. We very carefully shipped over many pieces of artwork created by NYC public school students and now every day I can be inspired by our students' talent as I go to work. I can't wait to receive this year's catalogue and see the artwork of all the winners!

Best wishes to all the student artists showcased at The Metropolitan Museum of Art. I hope you come visit your artwork often at the Museum this summer.

Sincerely,

A handwritten signature in black ink that reads "Caroline Kennedy". The signature is written in a cursive, flowing style.

Caroline Kennedy

United States Ambassador to Japan

# Celebrating Creative Youth

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Congratulations young artists! P.S. Art highlights your inspiring creativity and your artwork will surely delight many visitors to The Metropolitan Museum of Art. This exhibition demonstrates the importance of imagination, expression, and observation in education.

The extraordinary artworks range from a pre-kindergarten student developing expressive abilities and fine motor skills with drawing materials to a high school student displaying a mastery of technique and personal vision with acrylic paints. You display innovative thinking and talent beyond your years.

Your artworks also demonstrate the vision and dedication of NYC public school art teachers and their impact on student learning. They nurture creative discoveries with curricula that encourages you to look, create, share, and respond to works of art.

Studio in a School is delighted partners with the New York City Department of Education, The Fund for Public Schools, and The Metropolitan Museum of Art to showcase your talents.

We remain committed to nurturing young talents and will be offering all graduating secondary students free Saturday art classes to build on the work they do in school. High school seniors in this exhibition will also receive scholarships to apply towards college education or continued art studies.

We hope that art will continue to enrich the your lives and you will continue to explore, discover, create, and learn for years to come.

Sincerely,

A handwritten signature in black ink that reads 'Thomas Cahill'. The script is fluid and cursive, with a prominent 'T' and 'C'.

Thomas Cahill  
President & CEO  
STUDIO IN A SCHOOL

# A Message from The Metropolitan Museum of Art

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The Metropolitan Museum is an institution founded on the cornerstones of art and learning. Whether we are guiding first-time visitors in the galleries or offering fellowships for the most advanced scholars, the Museum is a resource for everyone. Of critical importance to us are young learners who are exploring art and honing their own art-making skills. Indeed, not only do many of them represent the next generation of artists, but perhaps more significantly, studies have shown that through arts education they may develop and expand their creativity and flexibility to succeed in fields beyond the arts as well.

While the Met is a place that celebrates artists from all corners of the globe and across time, we are especially honored to collaborate with the New York City Department of Education, the Fund for Public Schools, and Studio in a School to host the 12th annual *P.S. Art* exhibition showcasing the tremendous talent of K–12 students right here in the five boroughs. This exhibition exemplifies our close and ongoing relationship with the City’s public schools, and our shared goal of providing excellence in arts education. Whether we are partnering with educators to develop their plans for class trips to the Museum, or customizing a professional-development workshop for school principals, our aim is to support school communities in ways that are ultimately relevant and accessible to the most important beneficiaries: the students.

On behalf of the Metropolitan Museum, I heartily congratulate all of the *P.S. Art* artists as well as the educators and families who constantly inspire, guide, and motivate them. We encourage these artists to keep making art and keep visiting art museums for inspiration. We look forward to welcoming them back to the Met this summer and invite other visitors, too, to enjoy and be inspired by *P.S. Art 2014*.

Sincerely,

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

Thomas P. Campbell  
Director  
The Metropolitan Museum of Art



**Student Artwork**

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**Celebrating the creative spirit of NYC kids**

# I Visit Africa with Balloons

## Luke Lyons

Grade: Pre-Kindergarten  
School: Brooklyn Arbor Elementary School  
Art Teacher: Laurie Marcus

### Mixed-media on paper



**Student:** I put a giraffe, zebra, rainbow, balloons, and blue shoes in my artwork to make people feel happy. Making art makes me feel happy. I am in Africa. I am holding balloons. I see a zebra and a giraffe.

**Teacher:** The focus of the self-portrait lesson was to draw using careful observation, and to place ourselves in the geographical context of another country. To simplify the global concept for students in Pre-K we talked about animals that are native to other countries, and showed students where they lived by laying out realistic plastic animals on a large map. Students picked the area they wanted to visit based on the animals. Africa was a very popular destination for Pre-K!

Students experimented with pencil, permanent marker, watercolor, crayons, oil pastels, and watercolors. Given a choice of materials, they are more likely to develop a personal language. I chose Luke's self-portrait because of the intensity of his observation and the joyful quality of his working process. After carefully observing his face, Luke added the animals, balloons, and a rainbow. He made changes along the way as the materials inspired him.

# Big Polar Bear

## Mahamadou Kanuteh

Grade: Kindergarten  
School: Concourse Village Elementary School, Bronx  
Art Teacher: Courtney Watson

### Oil pastel on construction paper



**Student:** My art is big and I like it. I like to make art because it is fun, and I like to draw animals. I want people to know that I like polar bears. Polar bears have soft white fur. Polar bears eat seals.

**Teacher:** This project was done in collaboration with the classroom teacher. Students were learning about the Arctic and researching different Arctic animals. Students learned how to draw animals by breaking them down into shapes. We spoke about texture and how to use oil pastels. Mahamadou learned all about the polar bear. The way he applied the oil pastel in quick overlapping lines replicated the look of fur and demonstrated Mahamadou's understanding of texture.

# My Family

## Kristen Morris

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

### Watercolor on paper



**Student:** I hope that the viewers will be as happy to see my picture as I was when I painted it. I painted my mom, my sister, my dad, and myself. We have a lot of fun together, and I love my family. I hope the viewer can see that. Making art is so much fun. I love it and I always try to be very careful when I am working. I worked hard on my painting. It was not so easy. I picked all my colors carefully and always listened to my art teacher.

**Teacher:** This unit was aligned with the kindergarten social studies curriculum. While students discussed the variety of family structures in their classroom, in the artroom students examined various works that depict families, such as *Mother with Child* by Käthe Kollwitz, *Families* by John Ward, and a variety of family portraits by Fernando Botero. The goal of the unit was to create a family portrait that demonstrated the use of detail, an understanding of shape, color, and composition, and control of the paint medium.

Kristen is only 5 years old, yet she is a serious artist who strives for improvement and perfection. She is focused and eager to learn, and makes thoughtful artistic decisions. Kristen has a big smile on her face whenever she enters the art room.

# Cat on a Mat

## Kevin Ramirez

Grade: Kindergarten  
School: PS 57, Crescent, Bronx  
Art Teacher: Dianne Giuliano

### Watercolor and crayon on paper

**Student:** My cat is a friendly cat. Maybe people who look at my cat have their own cats. My cat may look like their cats and they can identify with my cat. My cat is sitting on a mat. I wish I had a real cat or a dog. I would play with my pet, if I had one. Pets are good friends to have. I love to make art. I enjoy painting and drawing. It's fun to make art projects and I like to be creative.

**Teacher:** Kevin's watercolor painting of a cat began with a discussion of textile patterns found on mats. I gave the students basic instructions on how to draw a cat using shapes such as a circle for the head and triangles for the ears. Students learned the correct use of watercolor paint and crayon wax resist. They practiced painting with careful brush strokes. Kevin demonstrated control of the medium and used beautiful colors in his artwork. He experimented with color and was able to show his own personal style.

Kevin is a talented student who is focused and enjoys all tasks. He loves art and always helps his classmates.

The expression that Kevin gave to the cat makes you feel the cat is looking directly at you. The cat seems happy, just as Kevin intended it to be. I look forward to seeing this kindergarten student do more in the future. He is a talented young artist and I know he will treasure his cat painting.



# Lines and Colors

## Shane Stanley

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

### Tempera on paper

**Student:** I like to make art because it makes me feel good and makes me feel proactive! I want people to know that my art comes from my soul. When people look at my artwork, I want them to think it's great and feel happy.

**Teacher:** To introduce painting to my kindergarten students, I displayed several paintings by Vasily Kandinsky. They identified the various lines in the painting and discussed how different brushes can create different lines. We discussed composition and the interesting way the lines were arranged on the paper. Students then created black line paintings and were asked to organize space in creative ways.



The following week, we looked at the same paintings, but this time our discussion centered on shape and color. The students studied their black line paintings and experimented with color mixing and brushstrokes, creating shapes and lines while exploring the spaces between the black lines. Shane loves coming to art class. He approaches his work with enthusiasm and becomes totally engaged in his creations. Shane's painting shows focus and a sense of purpose in its use of line, shape, and color.

# Self-Portrait

## Leonardo Velez-Martinez

Grade: Kindergarten  
School: PS/MS 194, Bronx  
Art Teacher: Maileen Santiago

### Crayon on paper

**Student:** Making art is fun. I like this portrait because it's me. I used a mirror to draw my face.

**Teacher:** This began as a lesson to teach the differences between abstract and realistic art by comparing our images in a mirror to images by Joan Miró. The students were able to identify specific shapes and lines of the face while looking in the mirror. They were able to use expressive words to describe themselves. Students explored and made connections by recognizing that basic elements make up all works of art. This helped them to draw self-portraits, combining line and shape for facial features.



# Portrait of a Lady

## Michael Castro

Grade: 1  
School: P352X @ 134, District 75, Bronx  
Art Teacher: Mary McGaw

### Tempera and marker on paper

**Student:** Making art is my favorite thing to do. I like painting portraits because I like to make artwork about people I know.

**Teacher:** I taught a unit on portrait painting. To provide sources of reference and inspiration, students were introduced to well-known works of art from the online collections of New York City museums and the National Portrait Gallery. As students developed their visual arts vocabulary they were able to discuss their portraits in terms of the elements of art. Michael experimented mixing colors and using a variety of lines. *Portrait of a Lady* demonstrates his control of the paint medium, observation of detail, and use of expression.

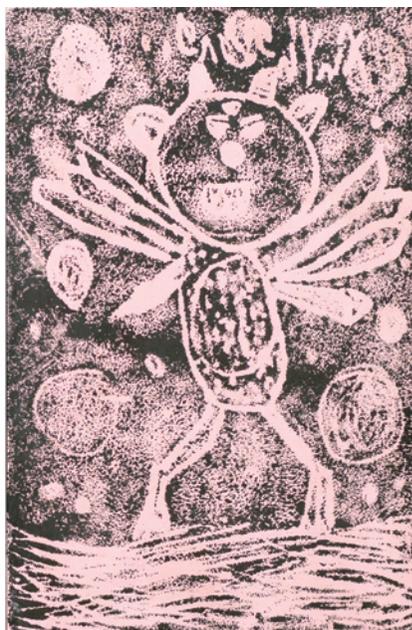


# Monster #5

## Xin Ying Dong

Grade: 1  
School: PS 105, The Blythebourne School, Brooklyn  
Art Teacher: Ai Zhen Li

### Ink relief print



**Student:** I see monsters in my dreams. I want people to see those monsters. They are scary. This artwork is very creative because I used my imagination to make it. I want to become an artist when I grow up because I'm very happy when I make art.

**Teacher:** Students were inspired by the book *Where the Wild Things Are* by Maurice Sendak. We discussed Sendak's use of texture in drawing "the wild things." Students created their imaginary animal prints combining different animal body parts. Then they added textures. Xin Ying used texture in a unique way. Her composition of lines and shapes reflects a maturity beyond her years.

# Betheline's Surprise Birthday Party

## Betheline Gay

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

### Watercolor, crayon, tempera on paper

**Student:** It's fun to paint. I get to use the colors that I like by mixing colors to create new ones. I think that this artwork is perfect and that I painted it well.

**Teacher:** I read *Just for You*, by Mercer Mayer, and the children identified the emotion in each illustration of the main character. They analyzed how Mayer made changes in each drawing. Volunteers came up to model different emotions, and students discussed lines they would use to show each expression. Then they were asked to draw.

The students then compared and contrasted two portraits on the SMARTBoard: *Little Girl in a Big Straw Hat* and *a Pinafore* by Mary Cassatt and *Ruby Green Singing* by James Chapin. They described the pose and gaze of each subject. Their final project was to draw a self-portrait that expressed an emotion. Students used mirrors to achieve their likeness. Betheline's self-portrait looks like her and communicates surprise. I love the many ponytails and barrettes dancing around her head.



# Toucan in the Rainforest

## Ryan Li

Grade: 1  
School: PS 1, The Bergen, Brooklyn  
Art Teacher: Jacqueline Cruz

**Oil pastels, tempera cake resist on paper, and cardboard**



**Student:** I found out that artists painted animals in many picture books, and I learned to draw animals. I feel I'm an artist because people say I draw good. I looked at a picture of a toucan and I drew what I saw. I used oil pastels, and then I painted the habitat of the jungle. I want people to feel happy when they see my toucan.

**Teacher:** First-graders did research on animals using nonfiction books. They drew the animals, cut them out, and then placed them into habitats they had constructed. Throughout the unit, engaging questions were asked. How do artists show distance in their drawings? Is the sky always blue? Ryan's work so beautifully captured a bright bird in the rain forest. His careful brushstrokes created a colorful place for his toucan. Ryan's skills as an artist impress all who see his work.

# I Am a Rock Star!

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## Evan Varriano

Grade: 1  
School: PS267, East Side Elementary School, Manhattan  
Art Teacher: Akiko Hanratty

### Mixed-media papier-mâché sculpture

**Student:** I want to be a rock star. When people see my rock star puppet I want them to think about music, and smile. My dad is a great artist and I like to create art with him. Sometimes he even takes me to his studio and we paint together.

**Teacher:** First-graders explored various art materials and techniques. They worked three-dimensionally and considered the appearance of their puppets from all sides. The skin colors were mixed with primary colors and a tint technique. We talked about the similarities and differences of skin tones, hair, and facial features. The students gave their puppets unique personalities by adding clothes and accessories. Evan used a pencil to coil paper, creating his orange curly hair. He added a guitar to make himself a rock star. I admire his skills of observation and his ability to reflect on the process of making his puppet.

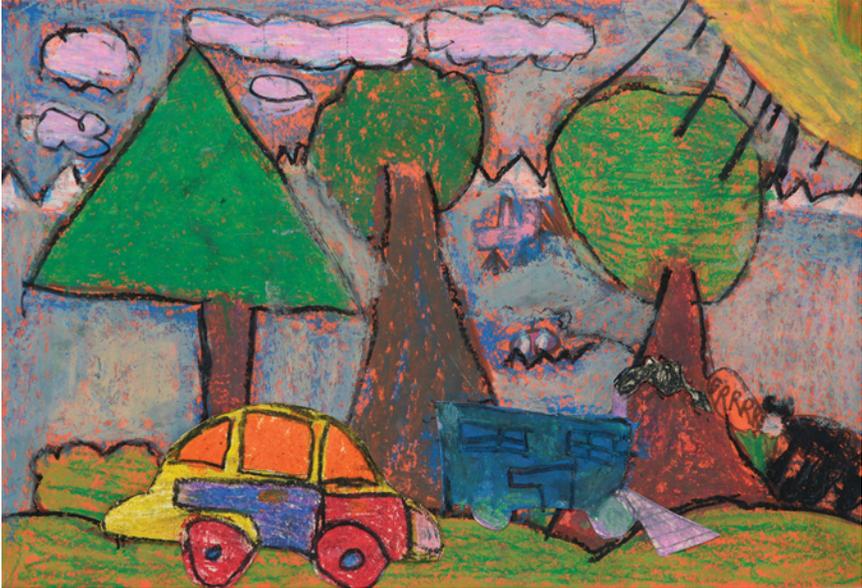


# Landscape

## Alayna Albert

Grade: 2  
School: Mott Haven Academy Charter School, Bronx  
Art Teacher: Suzanne Vera

**Pencil, colored pencil, and oil pastel on paper**



**Student:** I like to make art because it's very fun and I like the way I do it. I used pastels and some crayons to draw this, and then I added some stuff to make it real, like a car and a train. In my artwork the people are going to explore some animals like the bear and the bird.

**Teacher:** This student work was created as part of a unit on landscape and mixed media. We focused on drawing and the use of expressive line and color. In this unit the students discussed works of art, developed a visual arts vocabulary, and used a variety of tools and techniques. Students worked collaboratively to give feedback, ask questions of one another, and find inspiration in each other's work. This work represents my own growth as an art teacher toward weaving the *Blueprint for Teaching and Learning in Visual Arts* into my practice and developing a student-centered classroom culture.

# Portrait

## Norley Argueta

Grade: 3

School: School for Environmental Citizenship, Bronx

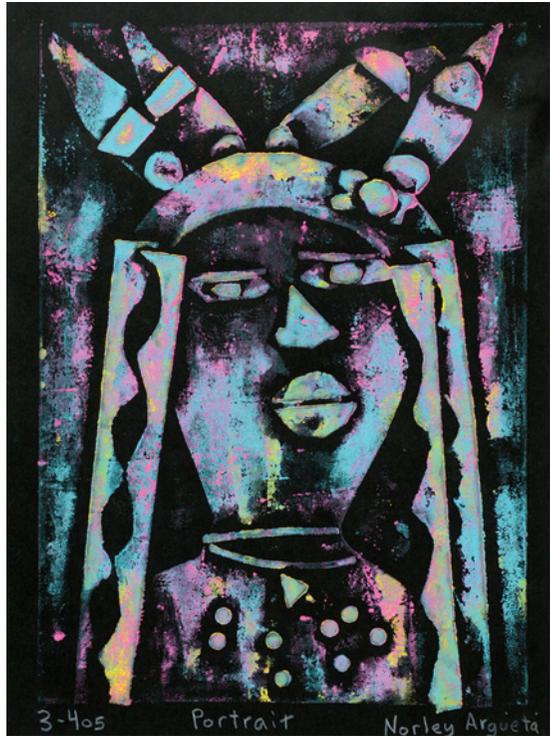
Art Teacher: Michael Williams

### Collograph print

**Student:** I make art because it is fun and you can learn something new, like how to make a portrait of a princess. There were a lot of steps to make this print, but it was worth it.

**Teacher:** Previous to this unit, students learned collage techniques. This led smoothly to the creation of collographs. Lessons in drawing expressive portraits built the students' confidence to transition from one medium into another. Plates were created entirely with recycled materials. The students learned to roll up the plate and rub down the print using a handmade, inexpensive baren with no

need of a press. Students made multiple copies of the prints using different colors. Norley's portrait exhibits serenity, majesty, and dignity. Her use of negative space in her composition is sublime. Her choice of colors is subtle.



# The Golden Giraffe

## Grace Lum

Grade: 3  
School: PS/IS 102, The Bayview, Queens  
Art Teacher: Sarah Holden

### Cut- and torn-paper collage

**Student:** I have loved art since I was a little kid. The art room is a place where you can imagine anything. It's a wondrous place where anything is possible! I worked really hard on my collage, and I want my work to inspire people to make their own art. If younger kids see my collage, maybe they will want to be artists like me. I made this collage in the art room with Ms. Holden, but I learned a lot about giraffes when I researched them with my classroom teacher.

**Teacher:** Students in the third grade learned about Africa in their social studies curriculum, and were studying the animals of Africa with their classroom teacher. Collaborating with their teacher, I created this collage unit. Students looked closely at pictures and created sketches of animals to plan their collages. They experimented with tearing and cutting, and creating textures with paper. I encouraged them to use these techniques when creating their collages. They incorporated their knowledge of the animals to create backgrounds and add details to their work.

I have had the pleasure of teaching Grace since kindergarten, where she already stood out as a talented young artist. As soon as we started this unit I knew Grace's collage would be something special. Grace incorporated all the techniques she had been taught.



# Cityscape at Night

## Samara Mohammed

Grade: 3  
School: PS/IS 268, Queens  
Art Teacher: Wendy Newman

### Cut-paper collage



**Student:** This is a busy city with tall buildings. I put snow in my cityscape because it's been a snowy winter. When it snows at night it looks like glitter falling from the sky, especially when the moon shines. When I make art I get to create different ideas on paper. I enjoyed playing with the paper to make this cityscape. I cut out all kinds of shapes. I made pointy shapes at the top of my building to make different types of rooftops in the city. I spent a lot of time making the windows. When the wind is blowing it pushes the water up. I cut out the paper to look like waves. I chose a variety of blues to show the changes of color in the water.

**Teacher:** Students used textured painted and commercial papers to make their collages. They learned how to cut a variety of geometric and organic shapes, and to use positive and negative space to create interesting compositions. Samara's use of color and layering shows depth, and the density of the city from a child's perspective. I especially like the snow and the rising moon against the colorful array of buildings. Samara's work demonstrates a strong sense of the placement of shapes and use of color. Her consideration of the water and the sky as important elements in her work is important to the success of the piece. It's magical and depicts an authentic perspective of the city by an eight-year-old.

# Snow Day

## Jenna Pucciarelli

Grade: 3  
School: PS 48, William C. Wilcox, Staten Island  
Art Teacher: Christine Gross

### Watercolor and Sharpie on paper



**Student:** I always found art fun. You can be open-minded. My painting has a lot of color and texture. I tried hard because it was not easy to get the colors to stay in one place.

**Teacher:** This unit was inspired by Faith Ringgold’s story quilts. Students sketched part of a story from their own lives. Then they drew on watercolor paper, concentrating on the details that would help tell their stories—what they were doing, who was with them, how they felt. After looking at watercolors in picture books, students had the opportunity to edit their drawings, and darken lines they wanted to emphasize. Before adding color, students were introduced to the unique qualities of watercolor, and learned how artists paint wet on wet, mix colors, paint with a dry brush, draw with the brush over dried paint, paint with water, and correct areas with water. Throughout the course of making their paintings, students discussed their process and gained more control of the medium. Jenna’s work is expressive in its use of space and placement of figures. Her use of mark and line are unique and fun. Her colors are vibrant and her artwork demonstrates a growing understanding of how watercolor works.

# The Red Rooster

## Dharmesh Seenanan

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

### Tempera and oil pastel on paper



**Student:** This is a realistic painting of a rooster and I had fun making it. I feel proud of myself when I look at the finished artwork. In my rooster each brushstroke is one feather. It took a long time to create because first I practiced drawing the rooster and making different brushstrokes.

**Teacher:** Our school has within the building District 75 students. These students began the unit by discussing Pablo Picasso's and Marc Chagall's artistic interpretations of roosters. Students did preliminary sketches and practiced various painting techniques such as layering of colors. Oil pastels added layers of texture. Dharmesh's artwork is exemplary because of its precise brushstrokes, thoughtful color choices, sense of proportion, control of line, and overall composition.

# Under the Sea

## Jayme Diaz

Grade: 4

School: PS 76, The Bennington School, Bronx

Art Teacher: Lawrence Dobens

### Watercolor and marker on paper



**Student:** I want people to feel they are the sharks or the other creatures under the sea. I want them to know that the ocean is a beautiful place, but it can also be mystical and dangerous. When I make art, I get to express how I feel and I get to create new ideas so that maybe someday, I can be a tattoo artist.

**Teacher:** As part of the fourth-grade science curriculum, students study animals and their habitats. We drew animals as part of this unit, but for a final project, I wanted students to explore combining the real and the imaginary to create new creatures. Jayme's watercolor is an exciting combination of sea creatures in a natural habitat. His use of color both hides and reveals animals in a frenzied dance of life.

Jayme's natural gifts for drawing are on display here, and his work is entirely consistent across all media. He is a serious young artist, and his work deserves recognition.

# Statue of Liberty

## Leah Quinones

Grade: 4  
School: Bronx Little School,  
Bronx  
Art Teacher: Helen Pylarinos

### Collograph print

**Student:** Art is my favorite thing to do. I like to make art because it inspires me to try different things.

Creating the print *Statue of Liberty* encouraged me to go there, look at it carefully, and do it better next time. My print of the Statue of Liberty represents freedom and liberty.

**Teacher:** The class viewed images of New York City landmarks for a printmaking unit, and students were excited to use the city as their inspiration. They created collographic plates of landmarks. Working toward the fifth-grade printmaking performance indicators, the class developed criteria that included using a variety of lines and shapes to show textures on their plates.

Leah was engaged in all lessons of this unit from sketching to creating the plate and printing. This print shows the culmination of her planning and effort.



# Handstand

## Luis Rivadeneira

Grade: 4

School: PS 503, The School of Discovery and Exploration, Brooklyn

Art Teacher: Ellen Izzo

### Collograph print, and collage

**Student:** I like using different papers in collage. Cutting and moving papers around can give you ideas. I cut out tracings of my own hands and put them in my artwork. I placed my hands in this way to demonstrate that I was doing something with them up in the air. Then I turned it upside down. I was thinking, as I was working, how beautiful it would look when it was finished. Do you think he is playful?

**Teacher:** Throughout the year, students have been studying the portrait across all art media. This work combines string prints of facial features arranged into a portrait. The shape of the face was determined, cut out, and then collage elements were added to create a portrait. Luis worked so diligently. Spanish is his dominant language, so he watches especially carefully to see how to use and manipulate materials. He is then able to work independently to convey his ideas on paper.



# Mystery Pot

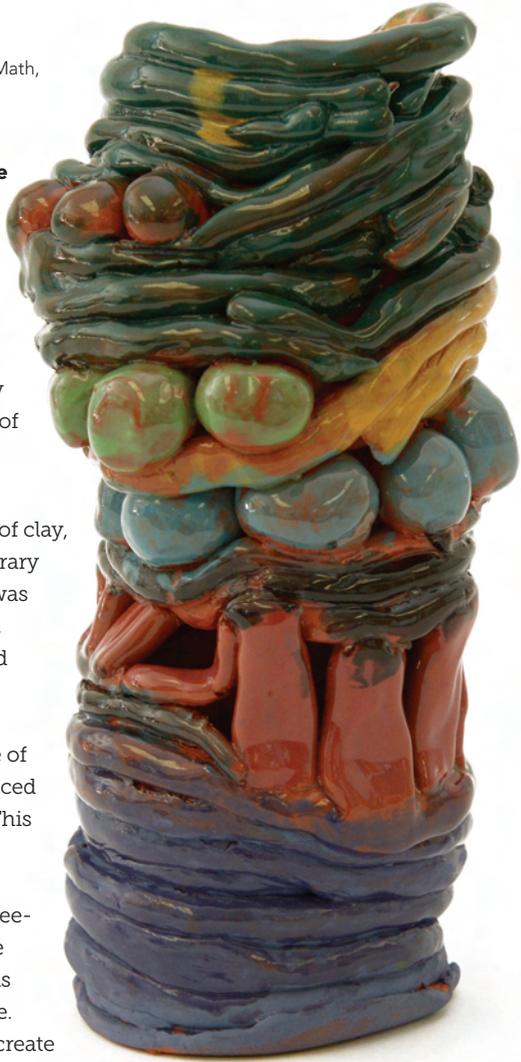
## Johnnie Walcott

Grade: 4  
School: Queens College School for Math,  
Science and Technology  
Art Teacher: Kaya R. Wielopolski

### Clay with underglazes and clear glaze

**Student:** I think that this is an interesting piece. It was fun to make and it is very special to me. It also brings back good memories of my early childhood. When I make art, I always put all my effort and heart into it. It is my way of communicating to others.

**Teacher:** Our clay unit began with students discussing characteristics of clay, looking at coil vessels by contemporary artists, and noting how each work was unique. Following a demonstration, students focused on how they could be creative within the coil-vessel structure. Emphasis was placed on movement and expression. The use of underglazes and clear glazes enhanced the expressiveness of their pieces. This unit taught students to understand both the process of creating in clay and the challenges of painting a three-dimensional object. Johnnie's piece is very expressive. It bends and turns yet still maintains a sense of balance. Johnnie tried a number of ways to create variations within the coil vessel and keep the structural integrity of the piece intact. I just love it!



# Still-Life Collage

## Grace Wang

Grade: 4  
School: PS/IS 49, Dorothy Bonawit Kole, Queens  
Art Teacher: Susan Bricker

### Painted-paper collage

**Student:** I am a shy person and most of the time I rarely talk. Making art connects me to the real world and gives me a good way to show my thoughts and my feelings about life. Making art gives me self-confidence because people always like my work. All my ideas for *Still-Life Collage* came from my family kitchen. The sun is always shining through the window. We have healthy fruits on the kitchen table, and my mom buys flowers for our home. I used complementary colors throughout. I thought about the balance of color, and the balance of objects in my artwork.

**Teacher:** This is the result of a unit on collage and color theory. Students began with observational drawings of flowers. They looked at the plant drawings of Ellsworth Kelly and noticed how simple contours can communicate the unique, organic shapes of plants and flowers.

Students made hand-painted paper for the whole class to use for its collages. They focused on mixing primary colors to make secondary colors, mixing white and black into their colors to make tints and shades, and using scraper tools to create textures. Students selected specific papers for their flowers and backgrounds, creating either a complementary or analogous palette. Students cut blooms, stems, and leaves based on their observational drawings. As they composed, they considered positive and negative space, as well as some of the symbols and strategies used in various still-life paintings we studied.



# American Songbirds

**Shirley Chen, Kevin Dong, Tony Dong, Selina Lin, Yu Xuan Lin, Kevin Liu, Selina Pan, Vanessa Wu, Raymond Yu, Xinlei Zhao, Freya Zhu, Qiong Ying Zhang**

Grade: 5  
School: PS 69, Vincent D. Grippo School, Brooklyn  
Art Teacher: Angela Fremont

## Glazed and twice-fired ceramic clay



**Raymond:** Making art is magical, like a parallel universe. There's a lot to the ceramic process. First we formed the shape with clay and added texture. We put it in the kiln (an oven for baking clay) for twenty-four hours. Then, we glazed the birds and put them into the kiln again. Presto! Done. **Shirley:** I love to draw and color and I have improved since I was younger. My art looks more like nature now. **Vanessa:** I like to make art because art has no mistakes. This leads to an infinite amount of artwork. Making art is a skill that can only be mastered by people who really care about it. **Tony:** I like to make art because it helps me relax. **Kevin D.:** I made this art because I want to learn. I tried my best and I did not rush. **Xinlei:** I think making art sometimes calms you. **Freya:** It is like freedom. **Kevin L.:** I like to make art because I think of nature. **Selina P.:** Art is just like dreaming. When I create art it's like I am going inside my artwork. **Qiong Ying:** I like to make art because it's fun. **Selina L.:** My artwork is beautiful and everybody's work is all wonderful to see!

**Teacher:** Students enjoyed weeks of exploring the qualities of clay by pinching, coiling, creating texture, and learning the techniques of scoring and slip to create a strong bond between parts. Their skills in the medium developed quickly. *American Songbirds* is based on earlier studies of birds done in their fourth-grade papier-mâché unit. Students worked as artists do, using an engaging theme to explore a variety of media. The ceramic birds were so original, the use of glazes was outstanding, and the principles of working with clay, well learned. Students realized that they had improved their skills and had learned how artists work. They were so proud of their birds. It was really an amazing unit.

# Upstate Landscape

## Mosi Clayton

Grade: 5  
School: Amistad Dual Language School, Manhattan  
Art Teacher: Rachelle Street

**Pencil, ink, crayon, watercolor on paper**



**Student:** I hope my artwork makes people feel hopeful, peaceful, and calm. For me, art is everything. When I make art I get lost in another world. I do not see a pencil or a paintbrush at all. Instead I see colors, lines, and images. Somehow when I look at my final product, I don't even know how I first began. I was inspired by a Thomas Cole landscape. He used oils to do his work and I used watercolors and crayons. When it was finished, I saw an abstract image of autumn.

**Teacher:** I make connections to other curricula in my art units. Fifth-graders learn about New York State and they study the Hudson River School. This was the first major art movement in America and also an environmental movement in reaction to the Industrial Revolution. Students reinterpreted Hudson River School images using watercolor techniques such as wax resist. They utilized their color-blending skills to create varied and interesting landscapes.

Mosi is a standout artist in his class. He found a way to make the image his own through the layering of wax crayon, pencil, marker, and watercolor paint. He constantly reworked the image, adding new textures and shades to make the composition interesting. He took his time, returning to the piece until he was entirely happy.

# Man with Car

## Kamrin Jennings

Grade: 5  
School: PS 149, Danny Kaye, Brooklyn  
Art Teacher: Karen Landau

### Colored pencil on paper



**Student:** I want my art to bring back memories. When people look at my artwork, I want them to think of a time when they had a strong, emotional feeling. Making art is my gift and passion and I want to use it to speak to the world. I want viewers to know my artwork is genuine and comes from a deep place in my soul.

**Teacher:** Kamrin's drawing came from a unit on portraits. We examined the portraits of Frida Kahlo, discussed the proportions of the face, the different emotions that people feel, and how their expressions change. Students discovered that the eyes are important features for showing emotion. Students were asked to draw portraits of people with particular expressions. Kamrin's work demonstrates proportion, control of pencil, and expression, all reflecting the *Blueprint for Teaching and Learning in Visual Arts* performance indicators for drawing. Kamrin's artwork is a strong piece with a lot of expression and depth of emotion.

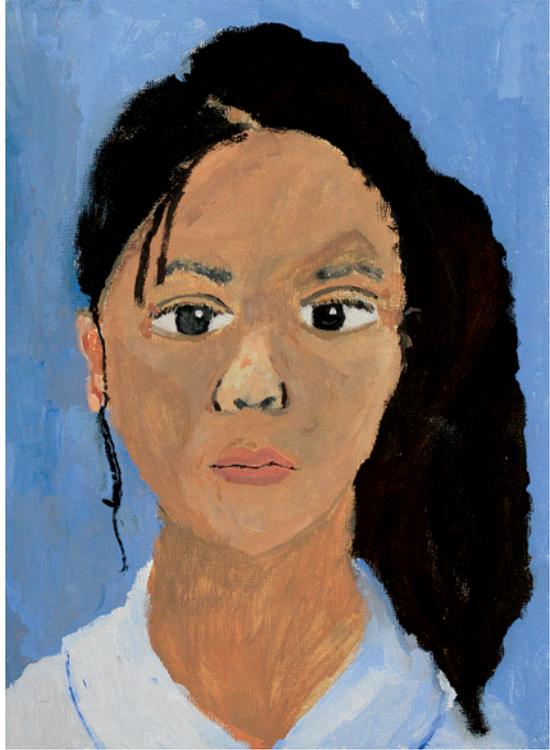
# Student In Blue

## Emily Jin

Grade: 5  
School: NEST+m, Manhattan  
Art Teacher: Christina Soriano

### Tempera on panel

**Student:** Making art is so endless. It's like trying to touch the sky. When I mix colors on my palette, I try to make soft pastel-like colors and light tones. When I paint, I don't splash onto the surface. I use a light touch with the brush so the colors blend together in a subtle manner. Each and every color is different, and it is so much fun to combine them to make more amazing colors. I enjoy going beyond mixing blue and yellow to make green, and I add shades and tints to the mix.



I tried to paint my own mixed emotions onto the panel. For example, while I was painting the background I felt lighthearted, so I used light blue and white. I painted the expression that best fit me. I wanted to make the portrait look like me and no one else, and to give people a good idea of my personality.

**Teacher:** This unit honed fifth-graders' observational drawing and painting skills. We discussed how light creates different values within the face. Using various brush types and brushstrokes, students learned to apply several methods of pencil shading to their sketches: hatching, cross-hatching, stippling, and blending. We then explored how the physical motion of these shading techniques in drawing could be carried over into painting.

Students created paintings that demonstrated observation of detail, the use of tints and shades, and the use of primary and secondary colors. Emily created a balanced composition that demonstrated her use of earlier observational sketches and an awareness of light and value. Emily was new to the school several years ago. I was impressed by her ability to transition so well. She didn't know anyone yet, she was so comfortable being independent. Emily has always participated in the art studio by giving and accepting constructive feedback with maturity and grace.

# Bird

## Taniyah Hall & Jessica Lee

Grade: 5  
School: PS 199, Frederick Wachtel, Brooklyn  
Art Teacher: Elaine Greenstein

### Cut-paper collage



**Taniyah:** With art, anything is possible. I like to make art because I can let out all sorts of feelings to express myself. Jessica and I made this collage together. We started out as friends but partway through, we had a personal disagreement. Even though we were not speaking, we worked on our own parts and it turned out beautifully anyway. We are friends again. **Jessica:** I would like people to feel happy when they look at this collage. I think if they are having a sad day, art might cheer them up. This piece was not easy to make. We had to add lots of parts to make this piece work. Working with a partner was hard because we disagreed. Sometimes I let Taniyah have her way and sometimes she let me have my way. We made it work.

**Teacher:** Students looked at collages by artists such as Henri Matisse and Romare Bearden. They focused on texture, shape, details, space and composition. They experimented making their own small collages. After selecting a partner and one of the sketches, they began work on large collages. When collages were completed, students wrote about the process. I was impressed with the choices the artists made in creating this piece. They were bold about making changes, and able to add just enough details.

# Flame-Colored Tanager

## Jeremy Mora

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

### Watercolor on paper

**Student:** I want people to feel surprised when they see my art and to think that we kids are capable of making amazing things. I draw things that I see and I make up characters. I want my viewers to see that I have a special talent.

**Teacher:** This drawing and painting unit developed students' observational skills. They learned the basic techniques of watercolor painting and how to use different brushes to create an original work of art. This unit addressed the fifth-grade *Blueprint for Teaching and Learning in Visual Arts* performance indicators for drawing: observation of detail, use of tints and shades, and achieving a balanced composition. Jeremy used carefully drawn lines, with great attention to detail. This complemented the wide strokes of his watercolor brush.



# Water Reflection

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## Aurel Nahas

Grade: 5

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

Art Teacher: David Chimoskey

### Pencil on paper



**Student:** I am the artist and I can decide what I will draw. Sometimes I want the viewer to get my sense of humor, and at other times to see that I am a skilled artist. Recently I became interested in learning how to draw reflections realistically. Mr. Dave has been inspiring me for years with creative projects and he helps me understand that I am creative. He showed me a cool technique, focusing on one part of the drawing at a time. It helped me concentrate and not worry about the entire drawing. There is a lot of energy that goes into following a picture square by square, and I am happy with the result.

**Teacher:** This was a spontaneous assignment that grew from a student's inquiry. Aurel asked how to draw reflections on water. There are a variety of ways to approach this, and I introduced him to the grid system and the portraiture of Chuck Close, explaining how spectacular effects can be created by breaking down an image and focusing on the line, shape, and pattern in smaller increments. Aurel is a special person; he took the initiative to search out an answer to his question. He has a strong desire to learn and strives to be the best at what he does.

# Una Città Antica

## Aniqa Nuzhat

Grade: 5

School: PS 877, The 51st Avenue Academy, Queens

Art Teacher: Kathleen Izzo

### Low-relief mixed-media collage sculpture



**Student:** I want people to feel engaged and moved by my artwork. Making art involves me in another world. I want the viewer to go inside my artwork and try to experience what I did to create it.

**Teacher:** This art piece is a mixture of drawing, collage, and low-relief sculpture. Aniq's imaginary city is drawn using the technique of one-point perspective, demonstrating the artist's keen ability to use lines, volume, shapes, colors, and textures effectively. Her original drawing transitioned into a low-relief sculpture incorporating cardboard, textured papers, and oil pastels. *Una Città Antica* reflects a wonderful sense of personal expression. I have known Aniq for two years. She is a wonderful artist and an excellent student with great potential. She is committed to whatever task is put before her.

# Nothing's What It Seems

## Austin Yeung

Grade: 5  
School: PS 173, The Fresh Meadow School, Queens  
Art Teacher: Deborah Passik

### Chalk pastels, and glue on construction paper



**Student:** I make art because I want to present my own viewpoint, story, or lesson. I hope that people understand my message. I want people to think carefully about my artwork and not decide too quickly what it says. When they look at my work, I want them to stay on their toes and be alert. I believe I can teach people about different things in life through my artwork.

**Teacher:** Students explored and experimented with chalk pastels, discovering how they can be blended to create soft transitions between colors or applied directly in strong strokes. Students also learned that color can create mood. Austin's rainforest has a mysterious story with its dark colors, camouflaged spider, bent branches, and the relationship between the bird and snake. We wait for something to happen. The artist drew on his imagination and his observation of details. Austin has consistently infused his work with personality and thought.

# Peace Lily

## Neil Jimenez

Grade: 6

School: PS/MS 218, Rafael Hernandez Dual Language Magnet School, Bronx

Art Teacher: Mary Agramonte

### Watercolor on paper



**Student:** My behavior in school used to be ghastly. However, I learned when I am angry to put that energy into drawing. With Ms. Agramonte's help I learned the colors of my emotions. Now, drawing my emotions in colors calms me. My teacher gave me new skills in art and increased my creativity by making me think of many amazing ideas. The complicated component in creating *Peace Lily* was making the background the right color; fortunately it came out just as I wanted.

**Teacher:** Students closely examined live plants noting as many details as possible, and then applied the painting skills they had acquired. Neil's painting is so very striking with its strong and well-balanced composition. Yet it is delicate with its careful application of layered colors, tints, and shades.

# Autumn Breeze

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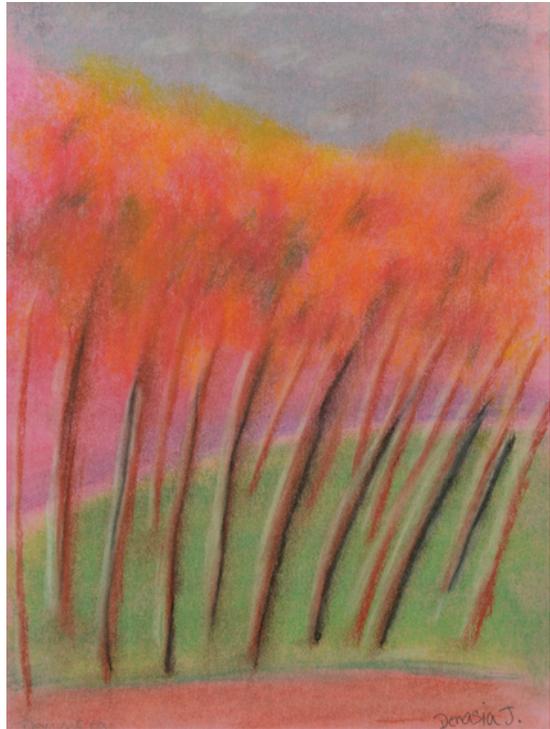
## Denasia Johnson

Grade: 6  
School: P723X @ Bivona, District 75, Bronx  
Art Teacher: Frann Rizzo

### Chalk pastel on paper

**Student:** I have always enjoyed art but it became more challenging in middle school. Ms. Rizzo introduced me to new materials, and to new artists, and their techniques. I feel that my art looks more grown up now. When I worked on *Autumn Breeze*, blending colors was a challenge, but I experimented with color to get it just right.

**Teacher:** Students were inspired by the work of Wolf Kahn. His landscape paintings are sometimes soft and luminous and, at other times, bold and intensely colored. Using Kahn's technique students chose a season and created landscapes with soft pastels, applying one color on top of another and making layers of blended and interacting colors. *Autumn Breeze* is very original and demonstrates Denasia's awareness of light, value, and contrast. The swaying trees and the artist's beautiful choice of colors create movement as well as the illusion of depth.



# The Eye

## Tianna Pinckney

Grade: 6  
School: EmoliorAcademy, Bronx  
Art Teacher: Tracy Adams

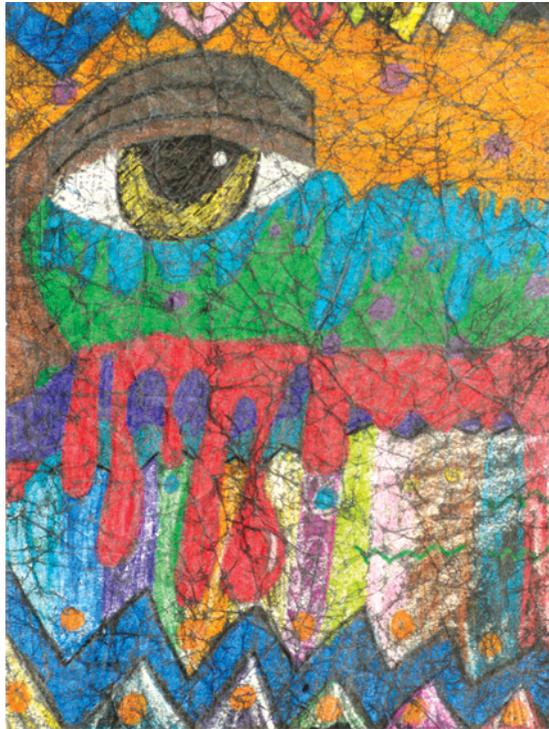
### Crayon resist with tempera and crayon on paper

**Student:** Being an artist gives me a voice. Ms. Adams encouraged me as an artist and helped me to develop my art skills. I always like to draw eyes because they have a lot of details. One challenge I faced was deciding how to add the eye into my abstract artwork. I found a way to do this successfully.

**Teacher:** This unit focused on using the elements of art to create an abstract composition. Students studied works by Vasily Kandinsky, Henri Matisse, and Sophie Taeuber-Arp.

Tianna transformed her drawing into an abstract artwork by using the crayon resist technique. This project gave her many opportunities

to express her creative voice through the use of line, shape, space and color. *The Eye* is a striking work of art. It was creative of Tianna to incorporate a realistic component into an abstract work. Her piece is powerful and engaging.



# Animal Boy

## Phoenix Purnell

Grade: 6  
School: PS/IS 66, Brooklyn  
Art Teacher: Sasha Silverstein

### Clay patinaed with tempera paint

**Student:** People compliment my artwork and I receive good grades, so I believe that being an artist adds to my self-esteem. My work has been displayed in the school and exhibited in art shows. But there are always challenges. It was difficult for me to make the clay sculpture smooth. I found by using a variety of tools, I could get the effects that I wanted.

**Teacher:** Students in the Special Education class learned facial proportions. Students created expressive sculpture busts in clay by modeling, carving, and pinching, thus creating texture. A patina was added to enliven the surface of the clay and bring out details. At each step, we looked at examples of portraits and self-portraits throughout art history and discussed their characteristics. This sculpture has a presence, a bravado almost. I would love to see it really large.



# Self-Portrait

## Anastasia Rybitskiy

Grade: 6  
School: PS/MS 49, Dorothy Bonawit Kole, Queens  
Art Teacher: Katherine Huala

### Pen and ink on paper

**Student:** Art is my hobby. When I finish my homework, I like to take out some color pencils and crayons and free draw. My art teacher gives me a lot of inspiration for my artwork. Even when I am behind the rest of the class or want to redo my artwork, she tells me that I did a great job and should persevere.

Ms. Huala let me work on my portrait at home. It took me around a week to finish, but I did it!

**Teacher:** Anastasia's drawing is a final piece from a drawing unit. Students made pen-and-ink self-portraits with a high degree of detail and a wide range of values. The artists looked at Lucian Freud's pen-and-ink portraits and discussed how he created a psychological portrait

through the description of facial features. We discussed the photographs of August Sander and considered how objects in a picture add meaning to a work of art. Several lessons were spent on using pens to show value as well as a visual texture. Anastasia's drawing shows an incredible degree of detail. Every mark has a sense of purpose. What is most impressive is Anastasia's ability to take the skills she learned and turn them into a truly expressive work of art.



# Complementary Colored Cityscape

## Camila Santana

Grade: 6

School: PS 128, The Lorraine Tuzzo, Juniper Valley School, Queens

Art Teacher: Eileen Conlisk

### Chalk pastel on paper



**Student:** I believe I got my artistic ability from my father, and that makes me proud to carry on his genes. The compliments I get from teachers and classmates boost my confidence and make me work harder. I am new to the school and my art teacher has been teaching me a lot of new techniques. I also learned new art vocabulary that I use when I speak about my artwork. Chalk pastels are a new medium for me. Often my hands would get covered in chalk and rub onto my artwork. I had to be very careful and precise when making this work of art.

**Teacher:** This project was an introduction to complementary colors as well as to silhouette art. We discussed the differences between landscapes and cityscapes. Students created complementary-colored cityscapes based on a city of their choice. The challenge was to use only one set of complementary colors to create a dual-level cityscape with chalk pastels. They had to manipulate the pastels using their fingers, tissues, and Q-tips to achieve the illusion of distance and depth. Using her creative intuition, Camila took her work to the next level by adding details to her work and using analogous colors to create the effect of glowing lights throughout her silhouette. She used scale to her advantage; the stars in the sky create the illusion of depth within the cityscape. The large full moon added a sense of atmospheric wonder.

# Midnight Glow

## Tia Char

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

### Newspaper, watercolor, paint and pencil on paper



**Student:** Being an artist opened my eyes to the world around me. My art teacher, Ms. Franzese, taught me that art can be found everywhere—in fashion, culinary skills and filmmaking, for example.

One challenge I faced was working with watercolor cakes. Finding the best proportions of paint and water was a struggle in the beginning. Once I started using less water and more paint, I found my balance.

**Teacher:** This unit combined collage, observational drawing, and painting. Students made their base from newspaper and cardboard and did observational drawings of branches. They made decisions about how to treat negative and positive spaces. Tia demonstrated originality, maturity, and technical skill in *Midnight Glow*. Her artwork reflects an understanding of value, shading, and overlapping. The way Tia used watercolor in the negative spaces accents the layering of the branches.

# The Masquerade Party

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## Nancy Dibra

Grade: 7

School: JHS 259, William McKinley, Brooklyn

Art Teacher: Roma Karas

### Acrylic on watercolor paper



**Student:** For me, making art is a way to escape from reality. Painting comes naturally to me, and I don't have to think hard as all the colors and characters come out on the page. My art teacher opened up my imagination. Painting the highlights and light sources on my characters was a challenge. It's hard to see where the shadows are placed, and which parts are lighter than others when you're working from your imagination. The finished product shows all the technical elements coming together.

**Teacher:** Students created paintings with dramatic narratives and placed their characters in unusual settings. They used vivid colors and bold brushstrokes influenced by their study of Post-Impressionism and Fauvism. Students used acrylic paint and were encouraged to experiment with strong contrasting colors. They also were asked to manipulate the paint to create textures similar to those of the Post-Impressionists. Nancy's artwork captures our attention through her use of vibrant colors and rough brushstrokes against the painted surface.

# We Are New York

## Jasmin Ali

Grade: 8  
School: NYC Department of Education Summer Arts Institute  
Art Teacher: Laura Blau

### Paper, marker, and paint on hand-sewn book



**Student:** Art is more than a canvas hanging on a wall. Since I could hold a pencil, it has been the perfect way for me to express my ideas, thoughts, and emotions. Creating art becomes a relaxing refuge I can escape to, and it is always fun to experiment and see what I can invent with the materials at hand.

This accordion book was inspired by my interest in the vibrant New York City subway life. I was captivated by how everyone seems to be united, but at the same time, separate. I had difficulty planning each page and finding the right way to accent the images with words. My teacher, Ms. Blau, helped me think of ways I could take advantage of the mirroring pages of the standing book, while my Summer Arts Institute classmates motivated me to do my best work. I enjoyed being creative with new materials and will definitely try something like this in the future!

**Teacher:** Constructing a double-sided accordion book requires building, measuring, and sewing techniques. Students had to design their books and tell a story within this challenging format. To draw in the viewer, students used the covers and each accordion side of the stand-up structure. Students engaged in higher-order thinking to consider design continuity and the use of surface design on a freestanding, interactive three-dimensional piece.

Jasmin's book demonstrates her skills as an artist and creative problem solver. It is well crafted, with a consistency in use of materials and styles throughout her book. She captured the essence of underground life in New York City. Jasmin's ability to tie in universally understood language strengthened the piece.

# Halloween on the Subway

## Zac Brody

Grade: 8  
School: MS 51, William Alexander Middle School, Brooklyn  
Art Teacher: Amy Flatow

### Digital C-Print

**Student:** I knew how to take pictures, but my art teacher Ms. Flatow showed me how to take photographs. Although I wanted to, I was scared to go up to people and take their photographs, especially in a crowded subway car where all the eyes were on me. Because the subject here was in costume, though, it was almost like he was inviting me to take his photograph.

**Teacher:** Students analyzed the images of historical and contemporary photojournalists, eventually choosing their own relevant and compelling story to transform into a photo essay. This lesson emphasizes a visual analysis of real life, the relevancy of photography in the greater world, and the decorative and functional use of line, color, and texture. Zac's work is fairly unnerving. The context and composition of cultural elements make the viewer uncomfortable. Thus, it is a successful piece.



# In the Park

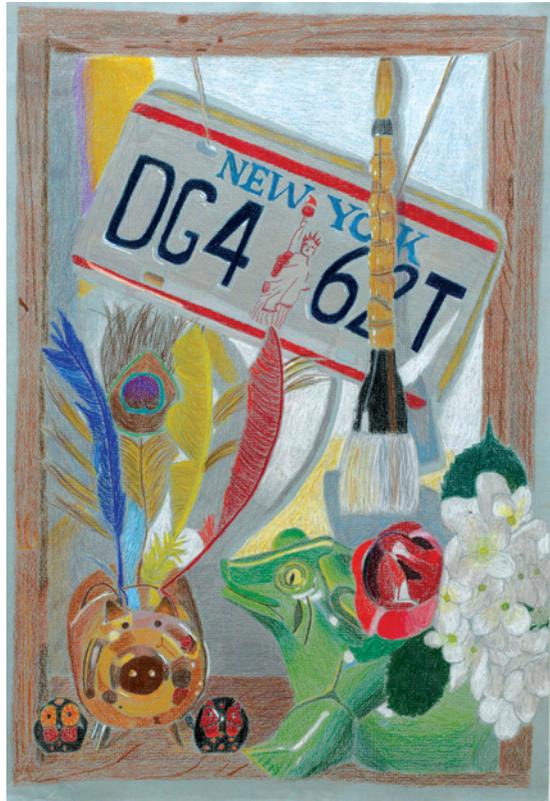
## Elaina Heaton

Grade: 8  
School: IS 223, The Montauk, Brooklyn  
Art Teachers: Jason Rondinelli & Emily Maddy

### Colored pencil on charcoal paper

**Student:** As an artist I see more than what first meets the eye. My art teachers have given me valuable instruction that has allowed me to expand my mind and come up with my own solutions to problems. In this drawing I had difficulty finding colors that were true to the real objects. I overcame this challenge by paying very close attention to the details. Eventually, I noticed that objects often appear like they are made up of one or two colors, but in fact, if you take the time to look, you notice that the objects actually contain many colors, and even some unexpected ones.

**Teacher:** Inspired by the work of the contemporary artist Erik Desmazières, students created their own cabinets of curiosity using personal objects from home. After composing their cabinets, students created an observational drawing using colored pencil on toned paper. Their focus was to interpret color as light and shadow.



# The Predator

## Stephanie Hwang

Grade: 8  
School: Louis Pasteur Middle School 67, Queens  
Art Teacher: Georgia Daskarolis

### Mixed-media collage

**Student:** Whether doodling, painting, or assembling a detailed mosaic-inspired mixed-media collage, art leads to self-reflection. Ms. Daskarolis oversaw the process of creating my mixed-media collage. She allowed us a lot of freedom to make decisions and be expressive. I wanted to create a contrast and balance between great detail and strong design. I used tweezers to assemble the smallest pieces. In the end, those tiny pieces seemed to vibrate in contrast to the larger designs and patterns.

**Teacher:** Each student selected an animal in the wild most reflective of self and inner spirit, and created an interpretation of their subject in mixed-media collage. The unit addressed

*Blueprint for Teaching and Learning in Visual Arts* performance indicators for collage as it demonstrated use of a variety of materials and textures, unity through color, and the creation of a balanced composition. I observed Stephanie throughout the process of designing and assembling *The Predator*. I was inspired by her patience and was drawn into the beautiful eyes of the subject, wondering how this animal was reflective of Stephanie's inner self and spirit.



# Front Line

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## Shiyong Jin

Grade: 8

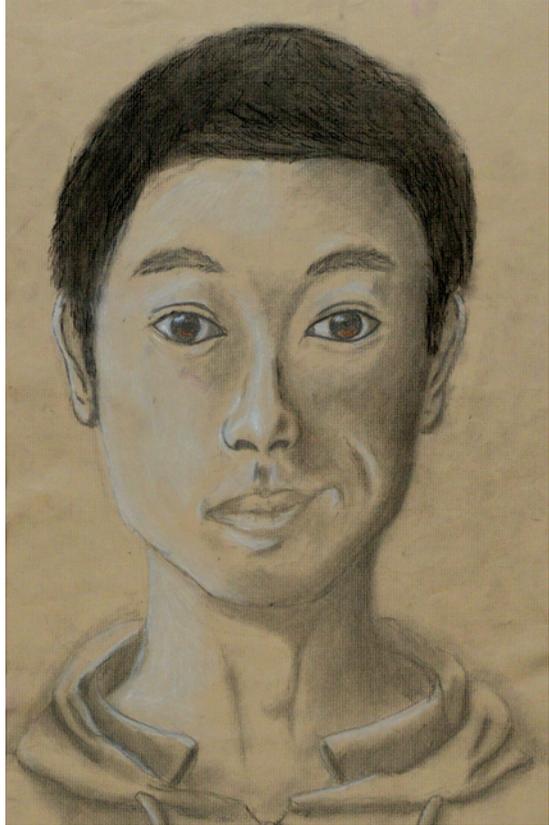
School: IS 230, Magnet School for Civics in the Community, Queens

Art Teacher: Maria Bonilla

### Conté crayon and graphite on charcoal paper

**Student:** I connect to the world through my drawing. I have a record of how I see things. My art teacher assisted me with the gradual change of lights and darks and also the shading of my shirt. It was challenging to work out the facial proportions, like where my nose or eyes are supposed to be. I met this challenge by conferring with my classmates and learning ways I could improve my portrait.

**Teacher:** This portraiture unit gave students the opportunity to bring together their mastery of shading, proportion, and artistic expression. Through very close and extended observation of themselves in a mirror, and close observation of



Leonardo da Vinci's portrait studies, students noticed how light reflects off protruding facial features. We used spotlights that hung from the ceiling to ensure the lighting remained the same over the length of the project. Students were given a choice of using Conté crayons and/or pastels to create their self-portraits. Shiyong put his personality into this self-portrait. He took a more difficult path by drawing himself with a sideways grin. His technical ability is evident.

# Lizria Bakery

## Zoya Khan & Liz Sanchez

Grade: 8  
School: JHS 104, Simon Baruch, Manhattan  
Art Teacher: Sarah Rosenblum

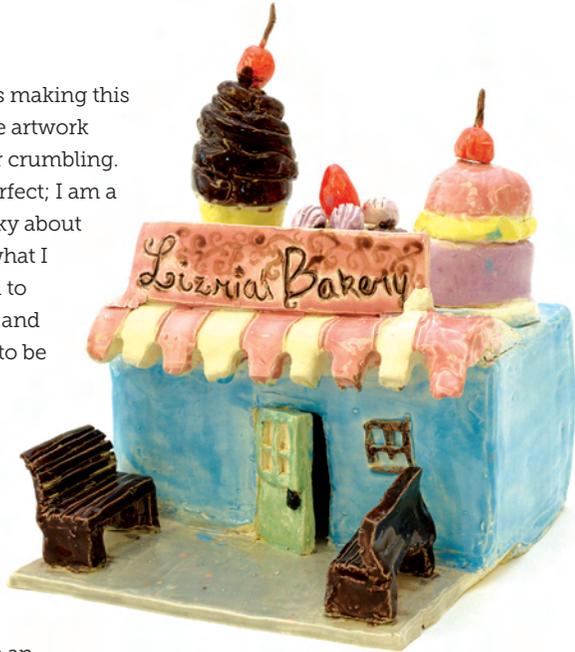
### Glazed, low-fire clay sculpture

**Zoya:** I faced a lot of challenges making this piece. Some of the pieces of the artwork wouldn't stop breaking apart or crumbling. Every piece had to be totally perfect; I am a perfectionist and I am very picky about what I put in the artwork and what I don't. This piece wasn't as hard to create as I thought it would be, and in the end I think it turned out to be great.

**Liz:** Our ceramics teacher was a huge influence as she guided us through the process. It came out better than expected because we discovered we had complementary interests.

When I was little I wanted to be an architect, so I knew a lot about structure. Zoya wanted to be a big-time designer, so she decorated the building with chairs and cakes. We combined our talents and the *Lizria Bakery* was born.

**Teacher:** Students worked collaboratively to create New York City buildings. They examined the variety of buildings in the city from tall skyscrapers to little corner bakeries, and then worked out the best way to create these structures in clay. Zoya and Liz worked tirelessly to add every last detail to their bakery so that it not only captured the building itself, but the feel of the city sidewalk. My favorite details are the speckles of color on the sidewalk reminding me of crumbs that got away from customers eagerly devouring their treats on their way out, and the door that remains slightly ajar inviting you in.



# Kingfisher

## Elizabeth Lim

Grade: 8  
School: JHS 189, Daniel Carter Beard, Queens  
Art Teacher: Meri Ezratty

### Watercolor and gouache on paper



**Student:** Art has made a difference in my life because people have started to recognize me. I participate in art events in and out of school, like contests that help me gain more experience. Ms. Ezratty taught me about color, composition, and balance, and offered me advice on how to improve my artwork.

The splashing water was a big challenge. I painted the ripples and light reflecting off the surface at the ends. I used white gouache to make it more successful.

**Teacher:** Elizabeth's work was inspired by John James Audubon's bird paintings. We emphasized scientific observation and watercolor technique. Students experimented with water and gouache to create a variety of textures and a sense of movement. I admire Elizabeth's sophisticated use of contrasting colors and her delicate painting of the bird's plumage and pose.

# Sky High

## Rushabh Mehta

Grade: 8  
School: Irwin Altman Middle School 172, Queens  
Art Teacher: Harriet Sohn

### Black-and-white print from a digital photograph

**Student:** Some pictures can express things our voices can't. I have been told I have a keen eye for photography and know the right time to take photographs. As an artist/photographer I can capture a moment that, through photography, can always be relived. My father told me that photography isn't just about flowers and fruits, but about moments you don't see often, moments that are not always posed. When I took *Sky High* I was in the car and we were in traffic. As I looked



around Manhattan, my eyes came upon the Woolworth Building. It was a challenge taking photographs from a car which limited the angle of the image. I took five or six photographs and choose this one.

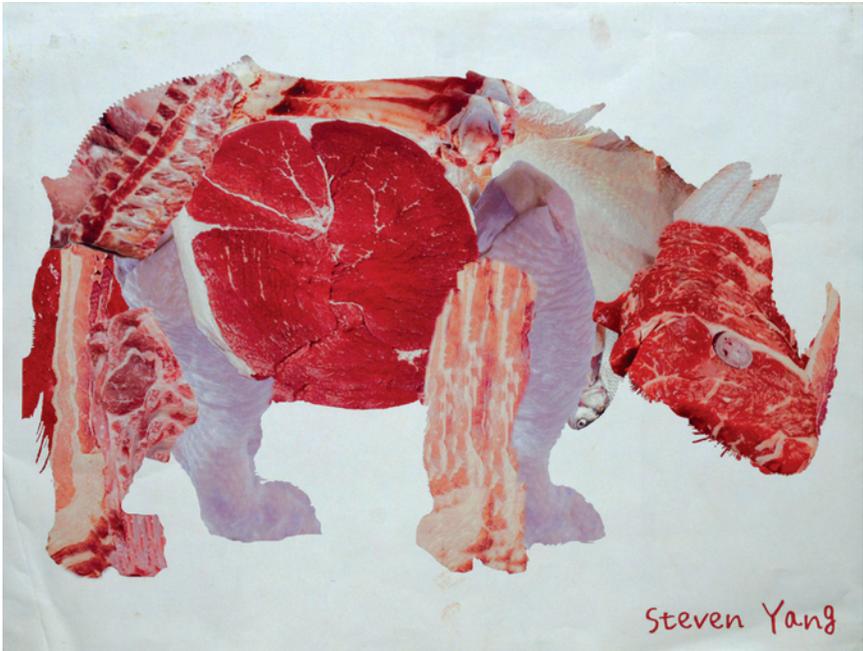
**Teacher:** We discussed how black-and-white photographs and films from years past have been converted into color. We limited our unit to black-and-white studies. Students used digital cameras, edited their pictures using various programs, and converted their pictures into black and white. The students were amazed at how their photographs looked completely different. This photograph is at once striking and beautiful. The architecture of the building and the conversion to black and white lends a feeling of a bygone day.

# Meaty Rhino

## Steven Yang

Grade: 8  
School: JHS 74, Nathaniel Hawthorne, Queens  
Art Teacher: Irene Papamichael

### Photoshop image

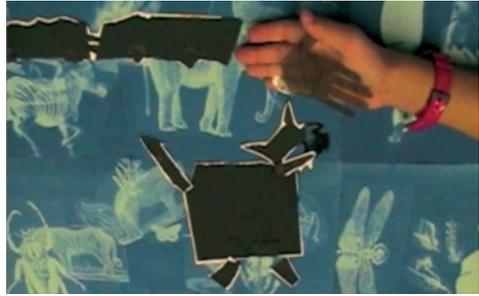


**Student:** Since taking Graphic Art, I began to look at regular everyday objects for inspiration. Besides appreciating art, my class has also connected me to many new friends with whom I share mutual interests. Ms. Papamichael acts as an inspiration, giving her opinions and suggestions to help push me further. She helps me think more deeply. I wanted to come up with a unique theme to shock everyone. I came up with the idea of raw meat and knew that this would make people in the hallway stop and take a second look. Although some may find it offensive, my plan worked because people are having conversations about *Meaty Rhino*.

**Teacher:** Students were motivated by the works of Albrecht Dürer and René Magritte and the children's book *Seven Blind Mice* by Ed Young. They created imaginative collages within the recognizable contour of the famous *The Rhinoceros* by Dürer. Students utilized the principles of art, solved design problems, and explored perspective, scale, and point of view. Steven was inspired by the ideas of Surrealist Magritte, who challenged viewers' preconceived ideas about materials and form. He was highly motivated to create a sense of shock in his artwork. He showed unity in color and carefully planned the placement of his images within the contour shape of that famous rhinoceros.

# Shadow Dance

Joshua Carrion, Malika Felix, Pharoah Ferguson, Justin Gomez, Robert Hansen, George Harding, Christopher Johannes, Jasmine Jones, Sammy Morales-Pineda, Jesus Morante, Brandon Porter, Elmer Romualdo, Uzair Saleemi, Thutmose Scott Clark, Alexi Torres, Alex Trinidad, Brian Tzic, Michael Zhu



Grade: 9  
School: PS 77, District 75, Brooklyn  
Art Teacher: Amie Robinson

## Digital animation

**Jesus:** The most challenging part of making *Shadow Dance* was creating so many frames. There are like thirty frames per second. Luckily, I didn't work alone! **Sammy:** My favorite part was creating the Sunprints. We worked together to make good decisions. **Joshua:** When you make a stop-motion animation you have to be really careful not to move things out of place. **Brandon:** I was just born with talent—and I love it! Animation was more difficult than I thought it would be. It was hard to get the sequencing just right. **Brian:** I got it just right by working with the director. **Christopher:** Using picture symbols, Chris showed us that directing was the most challenging part. **Justin:** Using picture symbols, Justin pointed out that the most challenging part of the project was to communicate, but he worked together with his classmates. **George:** I like seeing different artists in class and at the museum. **Robert:** Making the animation took a long time. How great it was to watch our completed animation at the museum! **Elmer:** Being an artist is great. It makes me feel proud. **Jasmine:** We made an animation with paper animals. It felt great to watch it for the first time on a big screen when it was all finished. **Malika:** My teachers help me try to make good choices. **Michael:** Using picture symbols, Michael indicated that he especially liked the work of William Kentridge. He indicated that he prefers to direct and use the computer to edit. **Alexander:** Our art teacher helps us by inspiring us with different images. I tried my best to communicate with everyone. **Uzair:** Using communication symbols, Uzair indicated that the most difficult part of the project was directing because he had trouble learning the software. **Thutmose:** The most challenging thing was picking out the best font for the title and credits. **Alexi:** I have made a few animations in class before. My favorite part was animating the train with my hand in each frame. **Pharoah:** Using communication symbols Pharoah indicated that art is fun. Pharoah pointed out that he loved going to the museum.

**Teacher:** Students created the background using Sunprint paper and transparencies. They discussed William Kentridge's process. Working together, they created spontaneous torn-paper collages. Selecting favorite forms, they created flat, puppet-like figures that were animated using iStopMotion. To complete the animation, students directed their peers and communicated with them. The final version was edited in iMovie. It was a wonderfully collaborative experience. The work was created in partnership with visiting artist Kirstin Broussard and the Museum of Modern Art's educational programs, giving students a chance to extend learning beyond the classroom.

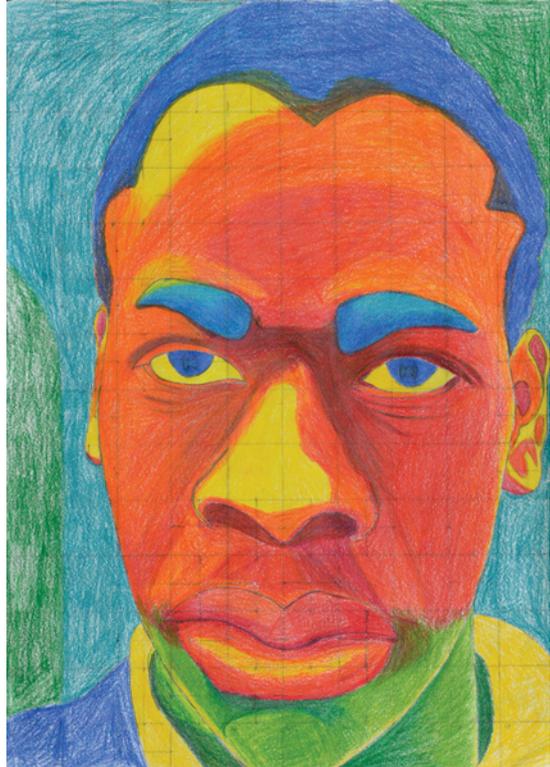
# Altered Force

## Nickolai Williamson

Grade: 9  
School: STAR Early College, Brooklyn  
Art Teacher: Judith Kaplan

### Colored pencil on paper

**Student:** I communicate my ideas with patterns, textures, colors, and shapes. I see my environment as a combination of all these elements. Everywhere I look I see a masterpiece. My art teacher has taught me that creativity is a form of knowledge. It takes time and effort to reach your creative potential. I'm a developing artist who is continuously working to reach that potential. This portrait was challenging. I was not sure how to balance the cool and warm colors, and it was difficult to create shadows and lights in color, instead of in graphite pencil. I wanted the colors to stand out. I also wanted my portrait to be realistic so I spent a lot of time perfecting the contours of the face.



**Teacher:** Students created portraits and self-portraits using the grid method. After making value scales of cool colors and warm colors, they learned to observe value and translate value to color, based on the level of darkness. Studying the techniques of Chuck Close and Simmie Knox was helpful. Nickolai showed a real sense of dedication to this project. He gave up his lunch period every day to work on his portrait. Through his diligence and superb work ethic, he applied inventive techniques to create this portrait. It was exciting to watch him take his work to a more advanced level. I look forward to Nickolai's continuing on this exciting personal and artistic journey.

# Self-Portrait

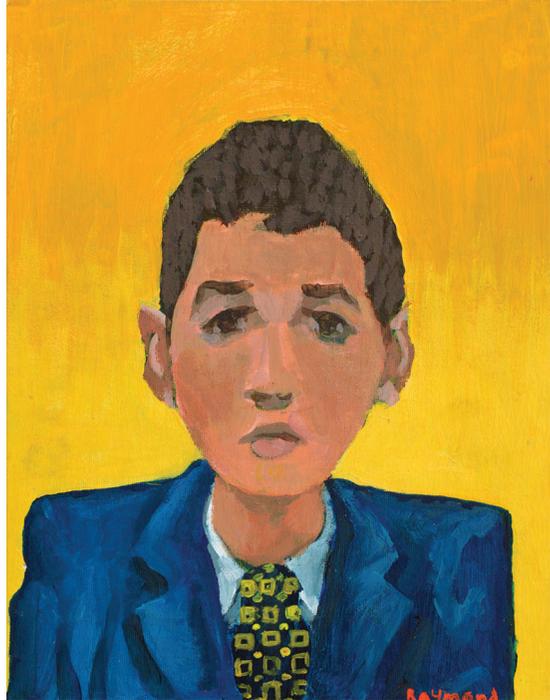
## Raymond Alvira

Grade: 10  
School: Boys and Girls High School, Brooklyn  
Art Teacher: Terrell Bunch

### Acrylic on canvas

**Student:** I have been drawing since the age of six and I look up to all the art teachers I have had. I get my inspiration from them and their artwork. In *Self-Portrait* I had trouble getting the skin tones right. Also, making the wrinkles and the shadowing on the suit was hard. My teacher told me to take risks and go through the process of trial and error.

**Teacher:** One of my goals is to engage students in art making and learning beyond the classroom environment. Raymond created this piece on his own time. When I interviewed him about his self-portrait, he mentioned that he wanted to capture his emotions at that time. Raymond's piece is a subconscious reflection of his character and required observation and imaginative skills. Raymond loves to paint, and is flourishing in my Digital Art class. However, I noticed that he was reluctant to participate in any competitions. I convinced Raymond to submit a work that was personal and meaningful rather than a "process-driven" assignment from school.



# Lights

## Shean Buissereth

Grade: 10  
School: Brooklyn College Academy  
Art Teacher: Linda Kessler

### Colored print from digital photograph



**Student:** Photography makes me admire my surroundings; the water on the windshield sparkled, creating a rainbow effect on the glass. Ms. Kessler and I discussed different ways we can take a photograph to help our main focus stand out. She showed me how to take photographs that make the viewer want to see more. I've learned that objects in a picture can distract a viewer from seeing the true meaning of a photo. When you crop those little objects out you can create an inspirational photo.

**Teacher:** The lesson was part of the Diversity Lens Project, a collaboration between professional photographer Zion Ozeri and secondary public school visual arts teachers. Through the medium of photography, students have been reflecting on their identities, communities, and diversity. Students researched and did presentations on professional photographers, focusing on the aesthetic, social, and technical aspects in their interpretations of their subject matter. Robert Capa said, "If your photos aren't good enough, then you're not close enough." Shean's photograph illustrates Capa's philosophy. *Lights* was photographed inside of Shean's family car during Christmas. His composition, comprising the interior of the car and the exterior community, is striking. This is a wonderful photo documenting his community from an original viewpoint.

# Untitled

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## Ashley Daniel

Grade: 10  
School: Clara Barton High School, Brooklyn  
Art Teacher: Brenda Bradley

### Ceramic sculpture



**Student:** A work of art is a tangible expression of my thoughts and emotions. Ms. Bradley uncovered a talent I never knew I had, which is sculpting. She taught me lots of sculptural techniques.

Leveling the cup onto the hand was my biggest challenge while creating this piece. I solved this problem by thinking and experimenting. I balanced the cup by creating a permanent ceramic shim underneath the hand. I also found glazing the small areas a challenge, but patience, focus, and determination made it a problem I could solve.

**Teacher:** Ashley's sculpture was created in response to a ceramic lesson based on human anatomy and functional form. Watching Ashley create her cup, I was intrigued by her awareness of its surrealistic context and her command of the medium. She has an acute sense of spatial relationships, balance, and pattern. After the bisque firing, Ashley glazed her creation, carefully choosing and applying the colors. When she finished, I fired her work. When I opened the kiln, the moment was magical. There before me I saw a work of art that was beautiful, sophisticated, and thought provoking. I was completely satisfied, and I am proud to be Ashley's teacher.

# A Lion and a Mouse

## Jennifer Aragon

Grade: 11  
School: The Connie Lekas School, District 75, Brooklyn  
Art Teacher: Patricia Freer

### Pencil on paper



**Student:** I like to draw animals for fun. I would like to be a paleontologist, but if I cannot, being an artist would not be bad. A lot of people think I have talent. Ms. Freer teaches different things, which I don't mind learning, but I want to stick with my drawings. It was hard drawing the mouth, the eyes and the ears. I practiced and finally I got it.

**Teacher:** My students have a range of severe and multiple disabilities. This drawing was made over a course of several classes devoted to an independent project based on the theme *Inspiration*. Jennifer's work is significantly more advanced than that of most of her classmates. Guided by the *Blueprint for Teaching and Learning in Visual Arts*, we worked together to assess how to develop a range of techniques to deepen her work. Her goals this year have been to compose a whole page, tighten details, and improve the rendering of values. Jennifer's drawings have always impressed me. There is a quiet intensity in the searching lions. I sense both confidence and hesitation in the animals she chooses to draw. *A Lion and a Mouse* may be a good way to describe the forces at play: humble, yet fierce.

# Freedom

## Diana Avetisyan

Grade: 11  
School: Fort Hamilton High School, Brooklyn  
Art Teacher: Myunghae Yoonsmith

Colored pencil, pen, and marker on paper



**Student:** Art, I've realized, isn't in the pen, nor is it even on the paper; it's in me. Being an artist has allowed me to create a unique perspective of the world. Exposing me to different art styles and teaching me the essential elements of art, Ms. Yoonsmith developed my interest in experimentation. She inspired me to become more expressive and original in my artwork. Just as in any other artwork, expressing my emotions was a challenge. To meet this challenge I created a running rooster, a representation of my own struggles. The running rooster, although it does not fly, attempts to fly in an effort to take a breath of long-desired freedom. This drawing reveals my struggle in search of my own identity.

**Teacher:** Diana is in an Advanced Placement Studio Art Drawing program. Diana's topic for her area of concentration in her AP Art portfolio is *Animals Changing Their Environment*, and she used mixed media, mainly pen and ink and colored pencils. This series has a coherent topical approach, shows evidence of problem solving, and demonstrates Diana's exceptional skill with materials.

# Herbert

## Sonia Fontaine

Grade: 11

School: Dr. Susan S. McKinney Secondary School of the Arts, Brooklyn

Art Teacher: Eleanor Chung

### Watercolor and cardboard sculpture



**Student:** I am very shy and can't have a conversation without feeling awkward, but when I make art, or talk about art, I open up and feel comfortable. Art allows you to be freely creative without having to worry. Ms. Chung helps me develop my skills and understandings and helps make my ideas come to life.

This was the first time I used cardboard to create a sculpture. I chose to start off with the head, making the round parts, and having a flat, almost conelike bottom where the tentacles would connect. I had trouble making the tentacles because they are rounded while the cardboard is flat. When Ms. Chung introduced the topic of installations, she showed the class images of cardboard sculptures. One image showed layers of cardboard stacked on top of one another, getting smaller each time another layer of cardboard was added, and giving it a rounded effect. I used a simpler but similar technique to create the tentacles.

**Teacher:** We explored installations and site-specific work, using cardboard as the base medium. Students created sculptures with movement and visual appeal from multiple angles. They agreed on an underwater scene, each taking aspects of the ocean and contributing different parts to the installation.

*Herbert* shows the great effort and detail Sonia placed into each cut. There is something so endearing when you walk into the space and see *Herbert*. It makes you want to move in for a closer look. I admire Sonia's ability to use the rigid material of cardboard to make an object that is naturally so fluid. You feel the actual motion of his tentacles.

# Ishinomaki

## Eldar Gilmanov

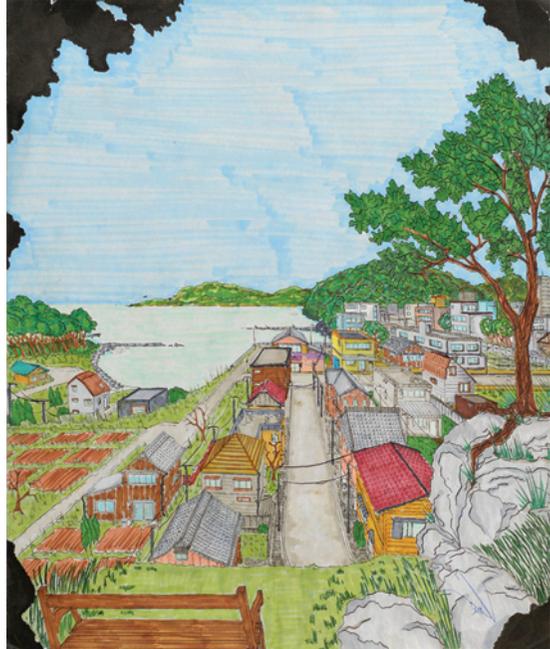
Grade: 11  
School: James Madison High School, Brooklyn  
Art Teacher: David Mahl

### Copic marker on paper

**Student:** My teacher always encourages me to push myself to create the best work possible. He is serious in his instruction and critique of my work. I was working on several pieces and time management was an issue. Also, I was struggling with the amount of detail that I wanted to include in my drawing. Mr. Mahl was a great help.

**Teacher:** Each year in Required Art we explore one- and two-point perspective drawing. This drawing of a Japanese village was created after an introductory lesson on one-point perspective.

Students viewed works of art drawn in one-point perspective. They looked at classic and modern drawings. They also explored the overall concept of perspective. Eldar's personal vision of this village, drawn with great detail, evokes the work of classical Japanese drawing.



# Arm

## Sam Godin

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

### Watercolor and spray paint on paper

**Student:** As an artist, I'm observant and appreciative of what is going on around me. I wasn't interested in being an artist until a year ago, but realizing that this is what I want to do has given me a reason to do well in school. I now have something to work toward. My teacher pushes me and encourages me to challenge myself. He keeps me engaged in projects and gives me new ideas. He gives me the freedom to explore different materials and techniques. He believes in my ability and gives me confidence, which allows me to take risks. This painting was done in both spray paint and watercolor, which are very different materials that don't combine on paper very well. The problem with using the two materials together was if the spray paint was too thick, the watercolor wouldn't permeate the paper. I had to use the materials carefully.



**Teacher:** *Arm* was produced in an art elective class. Students in this class are expected to come up with their own ideas, choose materials they want to work with, and present their work for peer critique. Sam experimented with blowing the paint into fine branching lines and gradually introduced recognizable imagery. *Arm* represents one of this student's best efforts. Sam has become one of the most committed student artists I've ever taught. He has an endless stream of interesting and original ideas and is always experimenting and challenging himself to improve his skills.

# Lion Etching

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## Dante Hagood

Grade: 11  
School: Boys and Girls High School, Brooklyn  
Art Teacher: Ramona Abraham

### Etching on wax paper



**Student:** I have been drawing since I was young and realized that it is my main talent besides basketball. When I was younger, I used to draw every single day and fall asleep with my art pad every night. As I got older, I started to focus more on basketball and art became a fallback plan. I stopped drawing as often as I used to. However, things have changed since I have been in art class. Before this class I did not care for art as I did when I was a young child. Now, after doing different art pieces, I realize art is my talent and this is what I am going to do with my life. Now I go home and draw every day like I did when I was younger. This was my first time ever scratchboarding, so I had problems. The hardest part was getting the textures and shadings of the lion right. I hope to do more work using scratchboards.

**Teacher:** Working with the scratchboard takes a very steady hand to maintain the correct pressure required to etch each fine line to a particular depth. Tonal variations are achieved by the depth of etching as well as how much surface area is removed. Students were very careful with every line, dot, and dimple to achieve variation in tone and value. Dante did a fine job in creating *Lion Etching*.

# Doodle Sculpture

## Genesis Reyes

Grade: 10  
School: Robert F. Kennedy Community High School, Queens  
Art Teacher: Stacy Heller Budnick

### Marker and poster-board sculpture

**Student:** Being an artist has helped me stand apart from the crowd and has made coming to school more enjoyable because I have found another way to express myself. Ms. Heller Budnick is very supportive of my work. She encourages me to try different things, and turns me on to different techniques, and the work of other artists. The only challenge I faced with *Doodle Sculpture* was making it stand apart from the other sculptures in my class. I was able to express my own ideas in this sculpture and I feel that it is a successful piece.

**Teacher:** Students in Studio Art class learned about Jean Dubuffet's role in the development of Art Brut or "raw art." They investigated Dubuffet's *L'Hourloupe* series by creating their own doodle studies in their sketchbooks. The aim of the lesson was to create a 3D work based on a 2D study. Students learned paper sculpture techniques, and working in the round, they investigated structural integrity, and the principle of balance. They learned that Dubuffet's large-scale doodle sculptures invited viewers to wander through, thus changing perception of a space.

Genesis deserves recognition for her outstanding sculpture. She used Dubuffet's work as a basis for her original interpretation of a sculpture. Her work is structurally balanced. Genesis incorporated a wide variety of patterns that contribute to the visual unification of the sculpture from multiple viewpoints. Genesis has shown amazing aptitude and potential for success as a visual artist.



# State of Mind

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## Stephen Ricketts

Grade: 11  
School: Cambria Heights Academy, Queens  
Art Teacher: Rachel Florman

### Colored pencil on paper



**Student:** My art and my experiences are one, making me who I am. Being an artist helps me to see the world in a different light, to see the blacks, whites, and the flow of the grays in between. Ms. Florman has directed me towards opportunities I probably would not have found on my own. From the time I came to Cambria Heights Academy, she has been prompting me to pursue an art career. It was a challenge to connect my original ideas and the images born from those ideas. As time progressed, the plan and design came to me.

**Teacher:** Stephen completed most of this work at home, but he first mentioned the idea when my student advisors were planning an exhibition to coincide with the school's annual Thanksgiving potluck. Because Stephen's concept involved different ways of thinking and different points of view, the class decided on an exhibition theme of *Reflection*, which also felt appropriate for Thanksgiving.

Stephen began with an idea and made a piece that expresses his concept. Over the past three years, I have seen Stephen make many drawings in which he explores a gesture, a pose, or an amorphous atmosphere—all the time honing his skills. Here he is offering his own interpretation of people's priorities and thought processes. Stephen is committed to his art—he is constantly drawing, constantly looking for feedback, and constantly reworking images to make them as strong as they can be. *State of Mind* is a breakthrough project for him; it is a multipart piece that tells a cohesive story.

# Silhouette

## Caoniba Suarez Perez

Grade: 11  
School: Academy for Environmental Leadership, Brooklyn  
Art Teacher: William Wrigley

### Watercolor, ink, pencil, acrylic, charcoal, and oil pastel on paper

**Student:** A picture does not have to look as realistic as a photograph. Art is thought and emotion combined in visual form. There is no one way to make art. I make art so that I can express myself in an emotional and intellectual way. Mr. Wrigley never changes a person's artwork, but always answers questions and gives tips on how to improve something. My work is both abstract and realistic, and thinking both ways was one of my main challenges. I had trouble with the composition, but my art teacher pushed me to do my absolute best at expressing myself through my art.

**Teacher:** The first goal for my students in Advanced Placement Drawing is to branch out and produce a variety of pieces to fulfill the AP requirement of breadth in a portfolio. Through independent research and one-on-one instruction, students develop their own styles. In this case, students were challenged to produce a mixed-media piece with a wide variety of mark making and an off-kilter composition, in order to get them to consider drawing as more than pencil on paper. *Silhouette* was one of the first pieces in which Caoniba really pushed herself into new territory. Each art period produced significant changes in the work, with the bird taking shape almost by surprise. Caoniba's art starts with material exploration and leads to highly original imagery.



# Looking at You Looking at Me

## Tashawna Vines

Grade: 11  
School: Cultural Academy for the Arts and Sciences, Brooklyn  
Art Teacher: Maryann McCabe

### Oil pastel on paper

**Student:** I need art in my life. Who I am inside is so complex that I need art to communicate. Anyone can develop skills in art, but having true understanding and an honest passion is a calling. Art is who I am. This lesson complemented my creative style. Ms. McCabe supported me as I developed my artwork. This work took form largely because of the potential that my teacher saw in it before I did. Joining the two images wasn't difficult but making them bold was. I solved the problem by stopping and revisiting my work. I took my time to figure out the direction I needed to go to complete it.



**Teacher:** A unit on extended contour figure drawing in oil pastel was the context for *Looking at You Looking at Me*. Many students have had little formal art education. This unit gave them the opportunity to explore the potential of the oil pastel medium and the human figure as subject, while developing mastery and a personal style.

Students also practiced interpreting art by finding visual evidence to support their observations. They used visual arts vocabulary during class critiques and when writing artists' statements. Tashawna's piece communicates a direct, universal humanity. The fact that Tashawna is interested in pursuing children's book illustration makes her message all the more relevant to children.

# Eva

## Erie Brewster

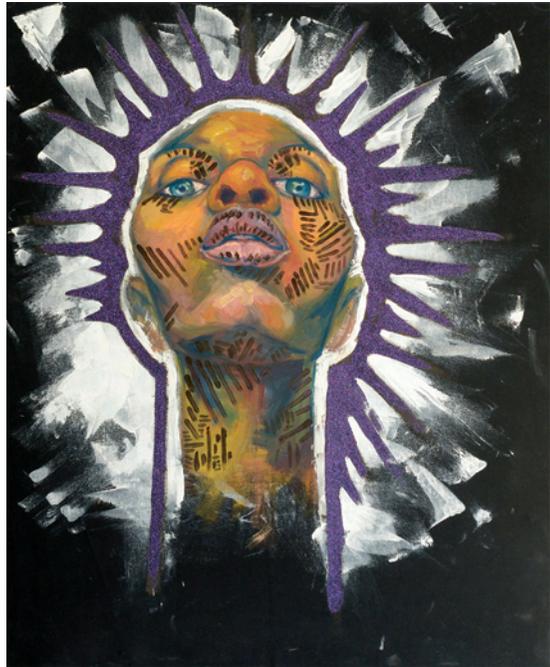
Grade: 12  
School: Edward R. Murrow High School, Brooklyn  
Art Teacher: Spy Kontarinis

### Oil, tempera, and fine glitter

**Student:** As an artist my senses have been heightened. I understand the visual world and see my role as a recorder of personality and gesture. I have a deeper understanding of my sitters and their psychology. My art teacher gives me the tools and the encouragement to explore beyond the boundaries to which I had limited myself. In creating *Eva* I had to figure out a way to make my portrait cohesive. The theme is the elapse of time during the Creation, a difficult concept to represent visually. I like the challenge, though. It makes me a better artist and a better person. I listened to

the suggestions of teachers and peers, and made the decision to jazz up this portrait with some fine glitter, something I would normally never do, and it worked. This was much to my surprise, but I am really happy with the result.

**Teacher:** As a senior in Portfolio Development, Erie spent the first part of this school year exploring various media and creating a series of portraits and self-portraits. *Eva* is a successful product of many experiments. The work incorporates a variety of techniques and, of course, Erie's personal style. She integrates a mastery of her materials in this piece, with harmony, unity, and balance. Erie also has a special way of touching the viewer through the earnest gaze of her portraits.



# Sliced Apples

## Christine Chu

Grade: 12

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

Art Teacher: Andrew Stehle

### Oil on canvas



**Student:** Being an artist helps me escape from the undeniable stress of being a student. Expressing what I see and observe has increased my concentration skills not only in the art studio but also in the academic learning environment. Art has enabled me to present what I see to others. Mr. Stehle coached me throughout the development of *Sliced Apples*, giving me tips in the areas where I needed to improve. My teacher has given me the ability to be independent and choose what I paint, within certain guidelines. I faced the challenge of combining what I see and what I know. It was hard to separate my knowledge of the still life and my observations.

**Teacher:** This unit was about deliberate choice-making in the pursuit of painting from observation. Students developed the elements of the image into a unified composition. They came to understand that their choices of color, value, texture, and details were crucial for communicating the story of their image. This unit was particularly linked with the twelfth-grade *Blueprint for Teaching and Learning in Visual Arts* benchmark of developing a personal style. I observed the development of this painting from start to finish. This young artist set her own high standards and achieved them through determination and hard work.

# Lawrence's Arabia

## Sharjeel Khan

Grade: 12

School: High School for Arts and Business, Queens

Art Teacher: Jamie Suk

### Ink on board



**Student:** Art is a meditative outlet for my emotions, feelings, and ideas. It also makes me think in ways beyond the conventional or traditional ways that people may perceive the world. Ms. Suk guided my choice of medium. Putting in the details took a lot of time. Making the elements of the city and the canyons of the desert flow smoothly took a lot of sketchbook planning. Thinking creatively, and getting advice from mentors and peers, helped me.

**Teacher:** Students were challenged to depict landscapes with the illusion of depth and space by carefully planning the compositional elements in the foreground, middle ground, and background. This unit met the twelfth-grade art-making benchmark because students were given the opportunity to create artworks that reflected their personal styles. Many students chose to use a landscape connected to their own experiences. Sharjeel took a different approach and created a fictional landscape that depicts the beauty of the great Middle Eastern deserts, and reflects his cultural background.

# In the Woods

## Deja Martyr

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

### Colored pencil on paper



**Student:** In elementary school drawing was just a hobby. Now, drawing has become my life and my passion. In fact, drawing is who I am. As I continued studying art, I began to view the world around me differently. The best parts of being an artist is the feeling of pride for what I've accomplished after I have completed a piece of art. My art teacher has always encouraged me to give my best. He pushes me to use my imagination and creative skills to capture the viewers' attention. It was a challenge figuring out how to create the illusion of distance, but I am pleased with the results.

**Teacher:** My role is to be a guide for students as they find their artistic identities. I can teach them technique, but finding inspiration is an exploration in which they must take the lead. I want them to have the latitude to interpret as they wish. I tell them if they aren't excited to be doing what they're doing, then they're doing it wrong. "Don't try to please me," I tell them. "Please yourself first and I will be pleased as well." My life as a teacher is so much more enriched as I see students take roads I wouldn't have necessarily taken myself; they light the way for me. The patience and care Deja puts into her work, so evident in this piece, is an indication of her dedication and passion.

# Untitled

## Gilberto Mena

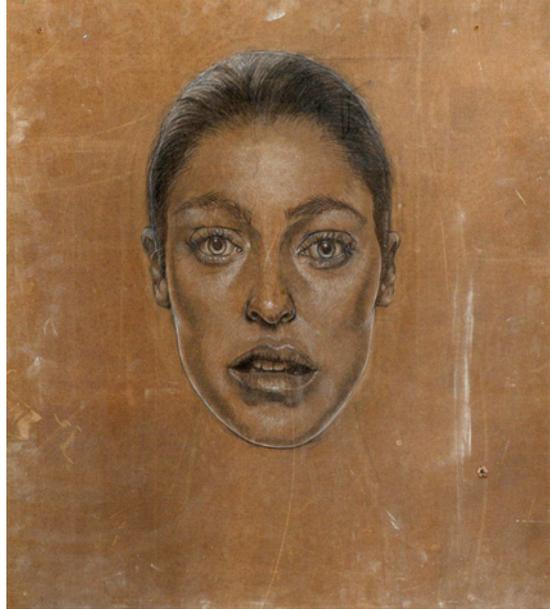
Grade: 12

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

Art Teacher: William Jung

### Charcoal on board

**Student:** As an artist I study every aspect of human nature, from subconscious influences to conscious thoughts, from studying the basics of art to incorporating intricate experiences and intense observations. Looking within our society allows me to maintain a conceptual way of thinking. Mr. Jung stresses that when you think as an individual it is inevitable that you're going to create new and inventive things. The main challenge I faced with *Untitled* was not in the execution of the drawing but in illustrating the idea



of perfection being beauty, and beauty being infinite. The circle is the perfect shape and naturally creates a ratio, the number  $\pi$  (pi), which is infinite. I tried to create an ideal portrait that illustrates beauty or perfection by "imperfecting" it in the way that  $\pi$  acts as an irrational number. Within the drawing I purposely illustrated the eyes and eyebrows unevenly, the nose off-center, and even the mouth awkwardly positioned. I created this face to show irrationality and thus to counter the preconceived notion that beauty is symmetrical.

**Teacher:** The context of this work was a unit on portraiture. We discussed the importance of the elements and principles of design. Gilberto's choice of materials lent a texture to the portrait, and his tenacity and focus gave life to his portrait study.

# Self-Portrait

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## Michel Ortega

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

### Acrylic paint on canvas

**Student:** I drew all the time but I never took it seriously until I applied to the Parsons' Pre-College Academy. They also helped support me through my school years. Ms. Yoonsmith gives me advice and recommends artists for me to study. She works hard to build my work. I intended to do something else with this artwork. I was going to add colored clown makeup, but I decided to leave it black and white.

**Teacher:** Students were charged with creating a symbolic self-portrait. They watched an *Art21* video on identity and analyzed the work of a range of artists, including Ana Mendieta and Cindy Sherman. Students

developed ideas, then related their work to that of another artist, either in its concept or in the medium in which they chose to work. Michel is an exceptionally strong art student who finds his greatest success in the art studio. He is committed completely to becoming an artist, and he lives and breathes art in a way that few other students do.



# Reflections

## James Reina

Grade: 12  
School: Stuyvesant High School, Manhattan  
Art Teacher: Amy Cappell

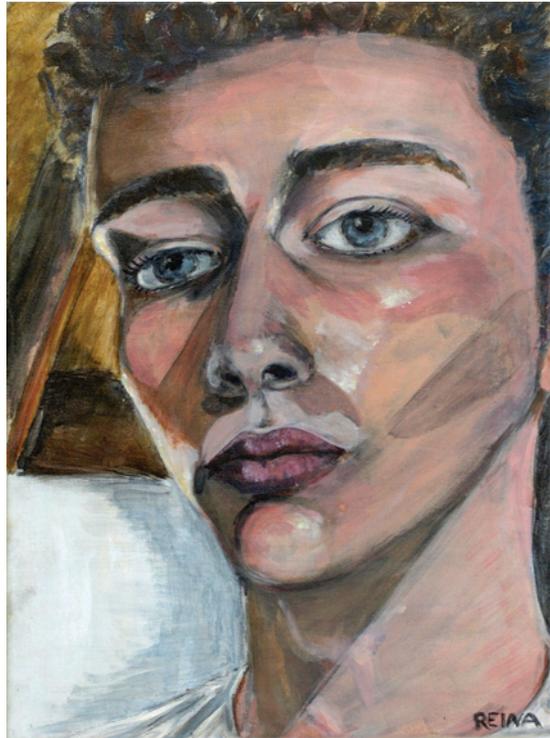
### Acrylic on canvas

**Student:** I like to deconstruct everything into forms, shapes, and colors. For *Reflections* I analyzed my face as light, shadow, and color, building my form in blocks. This interest in deconstruction also appears outside the art room. I study the shapes I see on the L train on my way to school and on Bedford Avenue on my way home. I even deconstruct my decisions;

breaking life into components, colors, and forms is how I make decisions. Ms. Cappell's teaching style gives me the freedom to make my own rules, figure out what works and what doesn't, and learn from myself. But when I need advice, she is there to give it.

I began the self-portrait using a photo of myself for reference. When I finished, I saw there was no life in the painting. I wasn't proud of it and even considered painting the canvas white and starting over again. My art teacher suggested that rather than use the photo for reference, I use my reflection in a mirror, and so I gave it a try. I instantly saw so much more depth, light, and color through the mirror than I did from the photograph. The finished piece is a result of painting from life, not from a photo.

**Teacher:** James is a serious art student who has been developing a personal style. He learned to handle a new medium—acrylic paint. James retains what he learns. This self-portrait combines some of the techniques he learned during the semester. He absorbed the elements of design during a unit on charcoal drawing. James is completely committed to his art and plans to take art courses when he attends Binghamton University next year. He is unusual in his ability to paint so well in a variety of styles, and in this painting he managed to integrate several.



# The Sixth Floor

## Devon Rodriguez

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

### Oil on wood

**Student:** Art is the last thought on my mind before I fall asleep, and my first when I wake up. I observe my surroundings they can influence my work. Through art I express a deep love for contemporary city life.

I believe that there is a story behind everything. Fortunately for me, my teacher is a realist painter, and this is my interest. Being guided by Mr. Harrington enhances my artistic vision. Because the piece is so big, a lot of time and effort was dedicated to it. I had to hang in there and put my heart and soul into this piece. I had fight frustration with patience to make this a work of art of which I was proud.

**Teacher:** Each student must develop a body of work united by a chosen theme. What evolves is a clear vision of the artist's creative identity. Underlying each is the common denominator of the artist's aesthetic, both visual and thematic. During our senior critiques we examine a body of work and find the words that best describe the product. In other words, the images occasionally precede the words. I embrace this because it indicates a true visual journey.

This piece resulted from a challenge to some of my seniors. The lobby of our school has a set of murals created by students from the class of 1979 under the guidance of Max Ginsburg, one of my mentors. Depicted are scenes of life in and around our school. I asked students to do updated versions to hang alongside the older ones. Devon rose to the challenge and produced this magnificent piece, which incorporates in its background the stained-glass mural by Art Spiegelman on our sixth floor. Devon worked very hard designing the composition.



# 1910 Self-Portrait

## Victoria Saltarelli

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

### Digitally altered photograph



**Student:** I can be shy sometimes, but through my art I have the opportunity to express my point of view. The fact that I can share my opinions and ideas through art is amazing. I love making viewers think when they look at my artwork. Being an artist gives me the power to see the art in everything around me, and I see more beauty than ugliness. Ms. Yoonsmith makes sure I fully explore my ideas and move outside of my comfort zone. One challenge was editing the photographs to look like they were from different decades. It's a lot more complicated than just clicking the "antique" or "vintage" filter. To edit my picture I changed the exposure, saturation, temperature, and contrast to ensure it matched photographs taken around 1910.

**Teacher:** Students created symbolic self-portraits. They looked at the portraits of contemporary artists, and then compared their work to those of other artists. *1910 Self-Portrait* is one photograph from a series that Victoria created based on representations of women from the turn of the century to the 1980s. Victoria lives in a house with many antiques, so she was able to surround herself with furniture from the period. She represented herself as a woman from 1910 in a very informal pose. Her mother assisted in hitting the trigger button for each shot that Victoria set up, as she herself was the model. Each photo was then manipulated to achieve the quality of an image from that particular period. It was a highly independent undertaking, and it resulted in a powerful body of work.

# Untitled

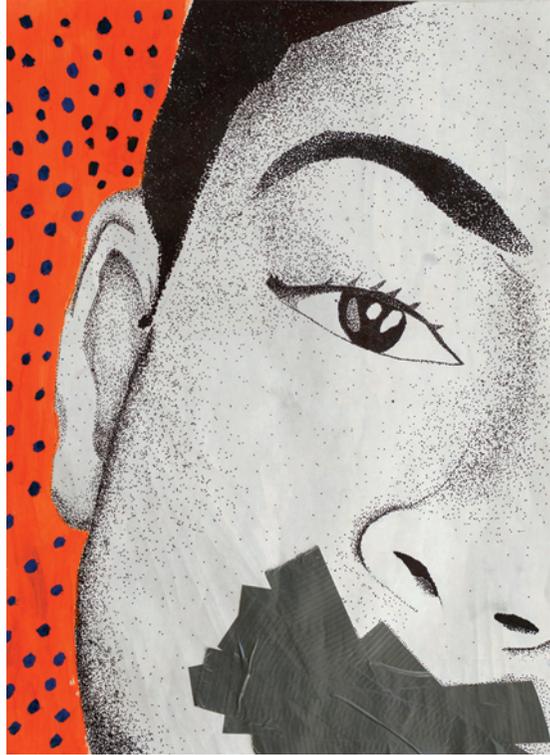
## Sudesh Sukhoo

Grade: 12  
School: Robert Goddard High School, Queens  
Art Teacher: Erica Fairfull

### Sharpie, tempera, and duct tape on paper

**Student:** Being an artist had made me open to unorthodox ideas, and it has given me a way to express myself. Ms. Fairfull made it clear to me that art is more than just a class; it is a positive way of being expressive and creative. The point of the class isn't just to get a good grade, it's to embrace the process and actually enjoy creating. Making the face look realistic was not easy. I constantly looked at my photographic references and followed my instincts.

**Teacher:** *Untitled* came from a unit on creating expressive personal portraits through close observation. We defined what a portrait was and looked at examples of portraiture, including the work of Chuck Close. We examined the different processes used to create a self-portrait. Students used photographs of themselves as references. They created mini flip-books to sketch out their ideas. They were introduced to the grid method as a technique for enlarging their portraits from sketches. Sudesh had no prior art classes. Throughout this project he remained dedicated and took ownership of his learning. It shows in his self-portrait.



# Maasai Woman

## Mackenzie Traut

Grade: 12

School: Tottenville High School, Staten Island

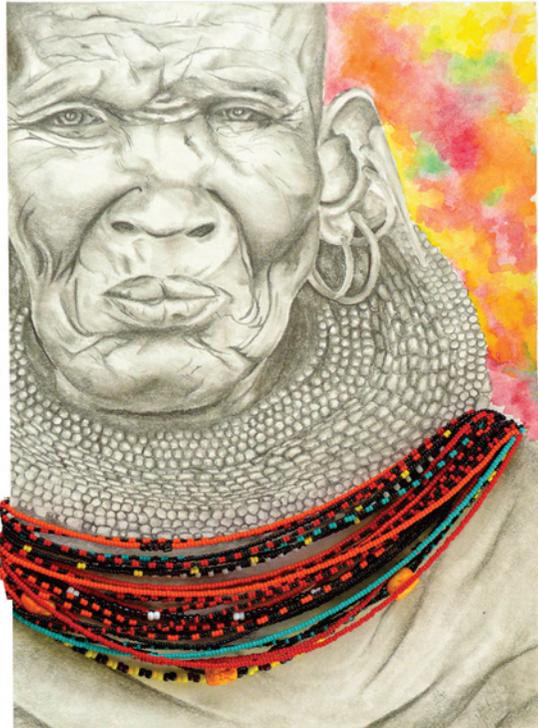
Art Teacher: Wynter Carnevale

### Watercolor, graphite, and strung beads on paper

**Student:** Being an artist gives me something to be passionate about, and I look forward to art class each day. My art teacher has supported me through my creative development by giving me new project ideas, providing feedback on finished projects, and most importantly, inspiring me to take risks with my art. One specific problem I faced with *Maasai Woman* was my hesitancy to add the beaded necklace.

After thinking it over, I took some risks (which Ms. Carnevale loves for me to do). I am very happy with the outcome.

**Teacher:** *Maasai Woman* came from a unit that concentrated on portraiture and using contrast and value to evoke realism. This work Mackenzie created for her portfolio demonstrates her drawing technique and personal style. Mackenzie has the great ability to capture facial expressions, and when she added the three-dimensional element to her work, I realized it was a special piece.



# Harlem Meer Tree

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## Dereck Valoy

Grade: 10

School: Wadleigh Secondary School for the Performing and Visual Arts, Manhattan

Art Teacher: Gretchen Gibbs

### Colored print from digital photograph



**Student:** My perspective has changed as I developed skills in art class. Ms. Gibbs has shown me how to capture both landscapes and portraits with my camera. My biggest challenge in creating *Harlem Meer Tree* was catching the right light, and I am pleased with this work.

**Teacher:** This unit began with a question: What are the qualities of a successful landscape photograph? We discussed composition and the importance of creating a sense of depth through scale and perspective. We also explored how light and contrast can create drama.

# Untitled

## Donna Youn

Grade: 12

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

Art Teacher: Nina Lasky

### Oil on canvas

**Student:** As an art student in such a creative environment as LaGuardia, I am constantly forced to see my surroundings with new perspectives, which influence the work that I do. Dr. Lasky has prepared me with techniques and processes that, like a new vocabulary, I use to express my ideas. Although I did not always understand why we did some assignments, in the end, they proved to be valuable, and I have learned to speak this language of art. I began *Untitled* as an exploration of water and tried to incorporate that sense of exploration into my artwork in exciting and unexpected ways. After five days of struggling, I found a process that worked and used layering to make it appear that water was running steadily.



**Teacher:** This painting was part of a body of work prepared for Donna's college portfolio, and part of the senior show. Her technical ability, use of scale, and dramatic and imaginative subject matter have inspired the entire LaGuardia community. Donna was in my freshman drawing class. She has developed a unique style that has earned her a scholarship to Parsons The New School for Design, and I am so proud to see how she has developed her abilities over the past four years.

# Sam's Uncle

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## Calvin Zhong

Grade: 12

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

Art Teacher: Nina Lasky

### Soldered wood



**Student:** In every way possible, being an artist has really changed the way that I think. It wasn't until I entered LaGuardia Arts High School in Manhattan that I felt I discovered what it meant to be an Asian American living in New York. I was rebelling against my cultural expectations and preconceptions of success, which I felt I could do through art.

Dr. Lasky has supervised my creative growth. Being selected for a senior art show at my school validates what I have worked for over the past four years. In my family there has always been some doubt about my entering the field of art. Being in the senior art show confirms my decision to be an artist. I used one of my photographs for this work, and it was daunting to translate that onto a wood surface. I met the challenge and created a meaningful work in a spontaneous way.

**Teacher:** This piece was part of a body of work that Calvin created for a senior art exhibit that I supervise. It reflects drawing using nontraditional processes and materials. I was inspired by Calvin's ability to challenge our standard definition of drawing by his use of a burning tool on wood. The portrait is unique, well designed, and beautiful.

## PS Art Semi-Finalists 2014

Rakim Abdullah <i>Cityscape</i> The High School of Fashion Industries, Manhattan Grade: 12 Art Teacher: Jacqueline Malanga	S A Tasnim Ahmed <i>Industrial Landscape</i> Newcomers High School, Queens Grade: 10 Art Teacher: Mark Ruff	Jasmin Ali <i>Trompe L' Loiel Study</i> Irwin Altman Middle School 172, Queens Grade: 8 Art Teacher: Heather Krumholz	Miguel Amigon <i>Curvy Rivers</i> Fort Hamilton High School, Brooklyn Grade: 11 Art Teacher: Myunghae Yoonsmith	Carlos Atencia <i>Untitled</i> Robert E. Peary School, Queens Grade: 6 Art Teacher: Jessica Lopes
Franchesca Abreu <i>That's Me</i> P.S. 306, Bronx Grade: 5 Art Teacher: Christina Pappas-Russo	Abdul Ajaz <i>Night Owl</i> P.S. 192 - The Magnet School for Math and Science Inquiry, Brooklyn Grade: 1 Art Teacher: LeeAnne Thristino	Shaliqua Alleyne <i>Drowning In Thoughts</i> Dr. Susan S. McKinney Secondary School of the Arts, Brooklyn Grade: 12 Art Teacher: Eleanor Chung	Shakib Amin <i>Self-Portrait With A Pet</i> P.S. 230 Doris L. Cohen, Brooklyn Grade: 1 Art Teacher: Quinn Hanratty	Allison Avatar <i>On The Edge Of My Seat</i> P.S. 370, Brooklyn Grade: 9 Art Teacher: Audrey Lacy
Pamela Abreu <i>George Braque Study</i> Queens Vocational and Technical High School, Queens Grade: 12 Art Teacher: James Petrilli	Samaha Aktar <i>Cleaning Supplies Up Close</i> PS/IS 268, Queens Grade: 8 Art Teacher: Wendy Newman	Edward Alston <i>E.D</i> Science, Technology and Research Early College High School at Erasmus, Brooklyn Grade: 9 Art Teacher: Judith Kaplan	Angelica Armogan <i>Stormy Day</i> PS/IS 268, Queens Grade: 7 Art Teacher: Wendy Newman	Xavier Aviles <i>Birds</i> P.S. 242 - The Young Diplomats Magnet Academy, Manhattan Grade: 2 Art Teacher: Nicole Greco
Samanth Agate <i>Untitled</i> Robert Goddard High School, Queens Grade: 11 Art Teacher: Erica Fairfull	Mohammad Alam <i>Shark Ship</i> Bronx Little School, Bronx Grade: Kindergarten Art Teacher: Helen Pylarinos	Jireh Lee Olmedo Alveza <i>Expressive Me</i> P.S. 207 Elizabeth G. Leary, Brooklyn Grade: 8 Art Teacher: Michele Kelly	Daniel Aronov <i>Self-Portrait</i> Robert F. Kennedy Community High School, Queens Grade: 11 Art Teacher: Stacy Heller Budnick	Nicole Avshalumova <i>Self-Portrait</i> P.S. 048 William C. Wilcox, Staten Island Grade: 1 Art Teacher: Christine Gross
Riddhi Aggarwal <i>Still-Life</i> P.S. 069 Jackson Heights, Queens Grade: 4 Art Teacher: Michele Gilbride	Jasmin Ali <i>Dream State</i> Summer Arts Institute, Manhattan Grade: 8 Art Teacher: Laura Blau	Sifat Aman <i>Mother</i> Brooklyn Lab School, Brooklyn Grade: 10 Art Teacher: Maryanna Magnoli	Sergey Arutyunov <i>Evening Silhouette</i> John Dewey High School, Brooklyn Grade: 11 Art Teacher: Michael Solo	Shaborn Banks <i>Waterfall</i> The High School of Fashion Industries, Manhattan Grade: 12 Art Teacher: Adrian Carranza
Rolla Ahmad <i>Pink Punch</i> P.S. 192 - The Magnet School for Math and Science Inquiry, Brooklyn Grade: 7 Art Teacher: Leeanne Thristino	Jasmin Ali <i>Op Art Portraits</i> Irwin Altman Middle School 172, Queens Grade: 8 Art Teacher: Heather Krumgholz	Jacqueline Ambrocio <i>Jacqueline Selfie</i> Brooklyn Lab School, Brooklyn Grade: 9 Art Teacher: Maryanna Magnoli	Anisha Ashraf <i>From Night To Day</i> Stuyvesant High School, Manhattan Grade: 11 Art Teacher: Jane Karp	Raheem Barrow <i>Bird Watch Etching</i> Boys and Girls High School, Brooklyn Grade: 12 Art Teacher: Ramona Abraham
		Jacqueline Ambrocio <i>Colorful Still-Life</i> I.S. 125 Thom J. McCann Woodside, Queens Grade: 5 Art Teacher: Clarisse Frenkel	Edward Aspiroz <i>Colorful Still-Life</i> I.S. 125 Thom J. McCann Woodside, Queens Grade: 5 Art Teacher: Clarisse Frenkel	

## PS Art Semi-Finalists 2014 *continued*

Lorianny Bautista <i>'Lorianny'</i> Theatre Arts Production Company School, Bronx Grade: 11 Art Teacher: Anna Castelli	Joseph Boboyev <i>Surealism</i> J.H.S. 157 Stephen A. Halsey, Queens Grade: 8 Art Teacher: Stephanie Lamere	Tatiana Brown <i>Brooklyn Bridge</i> P.S. 242 - The Young Diplomats Magnet Academy, Manhattan Grade: 2 Art Teacher: Nicole Greco	Charlotte Calmer <i>Unknown</i> Summer Arts Institute, Manhattan Grade: 8 Art Teacher: Laura Blau	Cindy Castillo <i>The Tragedy Of Macbeth</i> Bronx Envision Academy, Bronx Grade: 11 Art Teacher: Abbee Bourret
Ryan Belgrave <i>One-Point Perspective In A Concrete Jungle - Cityscape</i> The Emerson School, Queens Grade: 6 Art Teacher: Jennifer Adams	Paul Bon Viso <i>Mohawk Hunter</i> P.S. 040 Augustus Saint-Gaudens, Manhattan Grade: 5 Art Teacher: Craig Kane	Matthew Bruner <i>Self-Portrait</i> The Math & Science Exploratory School, Brooklyn Grade: 7 Art Teacher: Kristel McKanna	Brittany Canete <i>The Artist Thinking</i> P.S. 200 Benson School, Brooklyn Grade: 5 Art Teacher: Caroline Heffron	Zihao Cen <i>My Family</i> P.S. 036 Unionport, Bronx Grade: 1 Art Teacher: Jason Holt
Ashley Beltres <i>Untitled</i> Robert Goddard High School, Queens Grade: 12 Art Teacher: Erica Fairfull	Mathew Borja <i>Cropped Hammer</i> PS/MS 194, Bronx Grade: 8 Art Teacher: Ellen Anne Wine	Matthew Bruner <i>Camouflage</i> The Math & Science Exploratory School, Brooklyn Grade: 7 Art Teacher: Kristel McKanna	Jettaraine Capellan <i>Self-Portrait</i> Tag Young Scholars, Manhattan Grade: 6 Art Teacher: Jessica Clark	Ning Chan <i>Earth's Creations</i> J.H.S. 201 The Dyker Heights, Brooklyn Grade: 8 Art Teacher: Dorothy Serpos
Hikma Bermejo <i>Untitled</i> P.S. 140 Nathan Straus, Manhattan Grade: 8 Art Teacher: Kate Temple	Manuel Bravo <i>Celosia</i> P.S./I.S. 218 Rafael Hernandez Dual Language Magnet School, Bronx Grade: 6 Art Teacher: Mary E Agramonte	Shanaz Buchoon <i>Beach Life In A Tertiary Color Landscape</i> The Emerson School, Queens Grade: 6 Art Teacher: Jennifer Adams	Anahi Carchi <i>Shaded Paintbrush</i> P.S. 155 William Paca, Manhattan Grade: 4 Art Teacher: Risa Schneider	Madeleine Chappell <i>What I Like To Do With My Family - Going To The Playground</i> East Side Elementary School, PS 267, Manhattan Grade: Kindergarten Art Teacher: Akiko Hanratty
Ivonn Bernal <i>Life Cycle</i> High School for Arts and Business, Queens Grade: 12 Art Teacher: Gina Cestero	Liesner Brito <i>Different Dimensions</i> Dr. Susan S. McKinney Secondary School of the Arts, Brooklyn Grade: 12 Art Teacher: Eleanor Chung	Jacinta Bujanda- Suarez <i>Cat</i> Amistad Dual Language School, Manhattan Grade: 7 Art Teacher: Rachelle Street	Karla Carreno <i>Sleeping Cliffs</i> The High School of Fashion Industries, Manhattan Grade: 11 Art Teacher: Adrian Carranza	Olivia Charles <i>Eating Pigeon</i> PS 503: The School of Discovery, brooklyn Grade: 1 Art Teacher: Ellen Izzo
Orlando Bido <i>Untitled (Pears)</i> University Prep Charter High School, Bronx Grade: 12 Art Teacher: Brendan White	Michael Brito <i>American Eagle</i> P.S. 164 Caesar Rodney, Brooklyn Grade: Kindergarten Art Teacher: Elise Mccarthy	Frances Byrne <i>Winter Collage-- Skiing</i> Amistad Dual Language School, Manhattan Grade: 2 Art Teacher: Rachelle Street	Lillian Carter <i>Snakawhalefly</i> P.S. 032 Samuel Mills Sprole, Brooklyn Grade: 1 Art Teacher: David Chimoskey	Tamera Charles- Bary <i>Ouch! Don'T Worry This Won'T Hurt A Bit!</i> P.S. 135 Sheldon A. Brookner, Brooklyn Grade: 2 Art Teacher: Kareen Makowsky

## PS Art Semi-Finalists 2014 *continued*

Anna Chen <i>Tree Blossoms</i> P.S. 69 Vincent D. Grippo School, Brooklyn Grade: 1 Art Teacher: Angela Fremont	Jessica Cherniak <i>Jessica</i> P.S. 206 Joseph F Lamb, Brooklyn Grade: 3 Art Teacher: Lisa Feldstein	Christian Concepcion <i>Upside Down</i> <i>Atlantis</i> Emolior Academy, Bronx Grade: 6 Art Teacher: Tracy Adams	Suzette Cruz <i>Reflective Growth</i> John Ericsson Middle School 126, Brooklyn Grade: 7 Art Teacher: Nina Fagiola	Triniti Diehl <i>A Snowy Day In</i> <i>Tints And Shades</i> P.S. 019 The Curtis School, Staten Island Grade: 4 Art Teacher: Linda Gerecitano
Lang (Erica) Chen <i>Organic</i> I.S. 125 Thom J. McCann Woodside, Queens Grade: 8 Art Teacher: Deborah Herrand	Brandon Cheung <i>Brook Trout</i> P.S. 254 - The Rosa Parks School, Richmond Hill Grade: 2 Art Teacher: Aleksandar Popovic	Dave Conde <i>Self-Portrait</i> P.S. K077, Brooklyn Grade: 9 Art Teacher: Amie Robinson	Paquan CuisKelly <i>Alienated Youth</i> Gramercy Arts High School, Manhattan Grade: 11 Art Teacher: Jack Demartino	Sara Downer <i>Memory</i> Tottenville High School, Staten Island Grade: 12 Art Teacher: Elle Larocca- Vonroth
Jessica Chen <i>Self Portrait By</i> <i>Jessica Chen</i> Wadleigh Secondary School for the Performing & Visual Arts, Manhattan Grade: 10 Art Teacher: Ronald Jabradally	Adam Choudhry <i>My Friend Andrew</i> P.S. Q255, queens Grade: 2 Art Teacher: Wendy Schwerdt	John Cordova <i>Spot The Rabbit</i> John Dewey High School, Brooklyn Grade: 12 Art Teacher: Kelly Joyce	Emily Cusack <i>The Elephant</i> P.S. 372 -The Children's School, Brooklyn Grade: Kindergarten Art Teachers: Marina Pavluts kaya & Chauna Chew	Ethan Espinal <i>Nyc Temperature</i> <i>Building</i> P.S. 132 The Conselyea School, Brooklyn Grade: 2 Art Teacher: Carla Beaury
Maggie Chen <i>Fall Siren</i> James Madison High School, Brooklyn Grade: 12 Art Teacher: Diane Kosup	Protik Choudhuri <i>Black And White</i> I.S. 230, Queens Grade: 8 Art Teacher: Maria Bonilla	John Cordova <i>A Luminous</i> <i>Disturbance</i> John Dewey High School, Brooklyn Grade: 12 Art Teacher: Kelly Joyce	Aurora Daza-Sears <i>Working At The</i> <i>Farm</i> P.S. 046 Alley Pond, Bayside Grade: 2 Art Teacher: Rita Rothenburg	Gexenia Espinal <i>Mountain Troll</i> Edward R. Murrow High School, Brooklyn Grade: 12 Art Teacher: Spy Kontarinis
Billy Chen <i>Friends Saying</i> <i>Hello</i> P.S. 69 Vincent D. Grippo School, Brooklyn Grade: 1 Art Teacher: Angela Fremont	Margaret Cleary <i>Flower Me</i> P.S. 132 The Conselyea School, Brooklyn Grade: 1 Art Teacher: Carla Beaury	Jasmia Cortes <i>Untitled</i> Collaborative Arts Middle School, Queens Grade: 7 Art Teacher: Melissa Carter	Kaitlyn De Latorre <i>Owl At Night</i> P.S. 019 Marino Jeantet, Queens Grade: 5 Art Teacher: Margo Allen	Jay Estrella <i>Sunny Happy Me</i> P.S. 128 Audubon, Manhattan Grade: Kindergarten Art Teacher: Suzanne Griffing
Andy Cheng <i>Mighty Warrior</i> The 51 Avenue Academy (The Path To Academic Excellence), Queens Grade: 4 Art Teacher: Kathleen Izzo	Estefania Cleves <i>Bring Me The</i> <i>Galaxy</i> I.S. 230, Queens Grade: 8 Art Teacher: Maria Bonilla	Caira Council <i>In Flight</i> J.H.S. 189 Daniel Carter Beard, Queens Grade: 8 Art Teacher: Meri Ezratty	Nathania Dejean <i>My City</i> P.S. 151 Lyndon B. Johnson, Brooklyn Grade: 2 Art Teacher: Urszula Kubrak	William Feldman <i>The Fast Fire</i> <i>Trucks</i> P.S. 312 Bergen Beach, Brooklyn Grade: 2 Art Teacher: Jennifer Skopp
	Joanna Collado <i>Dressed For</i> <i>Winter</i> P.S. 179 Kensington, Brooklyn Grade: Kindergarten Art Teacher: Joanne Suzuki	Joel Cruz <i>Lion Collage</i> P.S. 008 Issac Varian, Bronx Grade: 1 Art Teachers: Linda Culhane & Nicole Reardon	Fatoumata Diallo <i>My Self Portrait</i> PS/IS 268, Queens Grade: Kindergarten Art Teacher: Wendy Newman	

## PS Art Semi-Finalists 2014 *continued*

Alika Feldman <i>Self-Portrait In The Style Of John Singer Sargent</i> Mark Twain I.S. 239 for the Gifted & Talented, Brooklyn Grade: 8 Art Teacher: Valerie Louzonis	Cordelia Foster <i>Reflection</i> J.H.S. 104 Simon Baruch, Manhattan Grade: 6 Art Teacher: Sarah Rosenblum Kreg Franco <i>Gravity</i> Art and Design High School, Manhattan Grade: 12 Art Teacher: James Harrington Tiffany Fung <i>The Child's Cabinet</i> J.H.S. 223 The Montauk, Brooklyn Grade: 8 Art Teacher: Jason/Emily Rondinelli/Maddy Samantha Galan <i>Self-Portrait Puppet</i> P.S. 230 Doris L. Cohen, Brooklyn Grade: Kindergarten Art Teacher: Quinn Hanratty	Ariana Garcia <i>Winter Tree/ Spring Tree</i> P.S. 255 Barbara Reing School, Brooklyn Grade: 5 Art Teacher: Miriam Rankin Ruby Gary <i>Untitled Portrait</i> New Explorations into Science, Technology and Math High School, Manhattan Grade: 7 Art Teacher: Carla Reyes Ava Gersten <i>Still Life</i> East Side Elementary School, PS 267, Manhattan Grade: 3 Art Teacher: Akiko Hanratty Amanda Gilmore <i>Can't See The Forest Through The Trees</i> Bayside High School, Queens Grade: 12 Art Teacher: Cheryl Steinberg Mary Glass <i>Emotions</i> John F. Kennedy Jr. School, Queens Grade: 9 Art Teacher: Christina Hoerning Dora Good <i>Brush Strokes Face</i> P.S. 039 Henry Bristow, Brooklyn Grade: Kindergarten Art Teacher: Chavy Broyde	Avery Green <i>My Block</i> P.S. 372 -The Children's School, Brooklyn Grade: 1 Art Teachers: Marina Pavlutskaya & Chauna Chew Nae Green <i>Winter Landscape</i> P.S. 176 Cambria Heights, Queens Grade: 4 Art Teacher: Genna Davidson Carter Groh <i>Reality In My Hand</i> J.H.S. 157 Stephen A. Halsey, Queens Grade: 8 Art Teacher: Stephanie Lamere Christy Guan <i>Self-Portrait</i> P.S. 049 Dorothy Bonawit Kole, Queens Grade: 6 Art Teacher: Katherine Huala Makayla Guzman <i>Tall Buildings And Running From The Rain</i> P.S. 128 Audubon, manhattan Grade: 2 Art Teacher: Suzanne Griffing Jason Guzman <i>Fall Texture Tree</i> The Vida Bogart School for All Children, Bronx Grade: 3 Art Teacher: Mary McGaw	Jonathan Guzman <i>Pete The Cat</i> Global Community Charter School, Manhattan Grade: Kindergarten Art Teacher: Roberto Soto Jack Gwertzman <i>Through His Eyes</i> M.S. 51 William Alexander, Brooklyn Grade: 8 Art Teacher: Amy Flatow Mohammed Hamza <i>My Friend Adam</i> P.S. Q255, queens Grade: 2 Art Teacher: Wendy Schwerdt Ana Hanesworth <i>Reflection</i> Summer Arts Institute, Manhattan Grade: 8 Art Teacher: Laura Blau Radeha Haque <i>Still-Life With Apples</i> P.S. 069 Jackson Heights, Queens Grade: 5 Art Teacher: Michele Gilbride Davante Harris <i>Bridge From Train</i> Wadleigh Secondary School for the Performing & Visual Arts, Manhattan Grade: 12 Art Teacher: Gretchen Gibbs
Tayla Fernandez <i>Print City</i> P.S. 039 Henry Bristow, Brooklyn Grade: 1 Art Teacher: Chavy Broyde				
Cidney Fernandez <i>Still Life</i> Amistad Dual Language School, Manhattan Grade: 8 Art Teacher: Rachelle Street				
Francesca Ferraroni <i>Swimming</i> P.S. 132 The Conselyea School, Brooklyn Grade: 4 Art Teacher: Carla Beauy				
Christopher Figueroa <i>Self-Portrait</i> Mickey Mantle School P.S. 811M@101, Manhattan Grade: 7 Art Teacher: Lisa Otoole				
T'Ziah Ford <i>Masked Man</i> Theatre Arts Production Company School, Bronx Grade: 11 Art Teacher: Cornelius Van Wright				

## PS Art Semi-Finalists 2014 *continued*

Stephen He <i>Self-Portrait</i> Thomas A. Edison Career and Technical Education High School, Queens Grade: 11 Art Teacher: Patricia Lewis	Kelly Humala <i>Unisphere</i> P.S. 28 - The Thomas Emanuel Early Childhood Center, Queens Grade: 2 Art Teacher: Sandra Feirman	Yvayela Jeudy <i>Yvayela's Face</i> High School for Public Service: Heroes of Tomorrow, Brooklyn Grade: 9 Art Teacher: Karen Bitler	Aris Kangadis <i>Investing In My Future</i> J.H.S. 074 Nathaniel Hawthorne, Queens Grade: 8 Art Teacher: Irene Papamichael	Ariel Kovach <i>The Purple Polka Dotted Ariel</i> The Academy of Talented Scholars, Brooklyn Grade: 2 Art Teacher: Nicole Costanzo
David Heifitz <i>Infinite Adventures</i> Townsend Harris High School, Queens Grade: 12 Art Teacher: Margherita Wischerth	Ahmed Ibtida <i>Self-Portrait</i> Tag Young Scholars, Manhattan Grade: 6 Art Teacher: Jessica Clark	Wannell Jimenez <i>Landscape</i> Mott Haven Academy Charter School, Bronx Grade: 2 Art Teacher: Suzanne Vera	Ahanaf Khan <i>Train</i> P.S. 036 Unionport, Bronx Grade: Kindergarten Art Teacher: Jason Holt	Elif Kucukdilli <i>Self Portrait</i> Curtis High School, Staten Island Grade: 11 Art Teacher: Emily Yoonsmith
Leticia Herrero <i>New York Cityscape</i> P.S. 049 Dorothy Bonawit Kole, Queens Grade: 2 Art Teacher: Susan Bricker	Elizabeth Intskirveli <i>Ballet Rehearsal</i> Mark Twain I.S. 239 for the Gifted & Talented, Brooklyn Grade: 8 Art Teacher: Ellen Shlayan	Maia Johnson <i>Untitled</i> New Explorations into Science, Technology and Math High School, Manhattan Grade: 11 Art Teacher: Hilary Svihla	Christie Kim <i>Salma</i> Fiorello H. LaGuardia High School of Music & Art and Performing Arts, Manhattan Grade: 12 Art Teacher: Nina Lasky	Fiona Kwai <i>The Eyes Of The Tiger</i> P.S. 102 Bayview, Queens Grade: 8 Art Teacher: Mary O'Donnell
Ava Hill <i>Tiger</i> New Explorations into Science, Technology and Math High School, Manhattan Grade: 8 Art Teacher: Hilary Svihla	Tara Jackson <i>Frog In Disguise</i> J.H.S. 067 Louis Pasteur, Queens Grade: 8 Art Teacher: Georgia Daskarolis	Jaheem Jones <i>Winter Woods</i> P.S. 723, Bronx Grade: 6 Art Teacher: Frann Rizzo	Jenna Kleynerman <i>Self-Portrait</i> I.S. 027 Anning S. Prall, Staten Island Grade: 1 Art Teacher: Christine Gross	Hsu Kyaw <i>Elegant Ballroom</i> P.S. 102 Bayview, Queens Grade: 6 Art Teacher: Mary O'Donnell
Skye Hoo <i>The Lost Shoe</i> Bard High School Early College Queens, Queens Grade: 9 Art Teacher: Jennifer Renée Caden Merdjan	Kristopher Jadoo <i>Clown</i> P.S. 035 Nathaniel Woodhull, Queens Grade: 2 Art Teacher: Silvia Huggler	Nicohlas Jules <i>The Nick NFL Player</i> P.S. 66, Brooklyn Grade: 6 Art Teacher: Sasha Silverstein	Sofia Komanova <i>The Snowy Day</i> P.S. 279 Herman Schreiber, Brooklyn Grade: Kindergarten Art Teacher: Erica Giller	Amy Lai <i>Shapes, Forms, And Space</i> Fort Hamilton High School, Brooklyn Grade: 9 Art Teacher: Myunghae Yoonsmith
Tansina Hossain <i>Self-Portrait</i> Tag Young Scholars, Manhattan Grade: 6 Art Teacher: Jessica Clark	Matthew James <i>Roscoe</i> James Madison High School, Brooklyn Grade: 10 Art Teacher: David Mahl	Sheetal Kanan <i>Layers Of Me</i> Richmond Hill High School, Queens Grade: 11 Art Teacher: Kimberly Sheridan	Tracy Kong <i>Self Portrait</i> Robert F. Kennedy Community High School, Queens Grade: 12 Art Teacher: Stacy Heller Budnick	Katherine Lazcano <i>My Bunny</i> P.S. 001 The Bergen, Brooklyn Grade: 1 Art Teacher: Jacqueline Cruz

## PS Art Semi-Finalists 2014 *continued*

Alvis Lee <i>General Cobra- Commander Of All Snakes</i> P.S. 102 Bayview, Queens Grade: 3 Art Teacher: Sarah Holden	Ashlie Lloyd <i>Warrior</i> Edward R. Murrow High School, Brooklyn Grade: 12 Art Teacher: Spy Kontarinis	Zhi Yi Lu <i>Fishy</i> P.S. 250 George H. Lindsay, Brooklyn Grade: Kindergarten Art Teacher: Linnea Westerberg	Kacey Martinez <i>The Wandering Horse</i> P.S. 153 Helen Keller, Bronx Grade: 3 Art Teacher: Susan Laspina	Wolf Mermelstein <i>Wolf</i> The Academy of Talented Scholars, Brooklyn Grade: 3 Art Teacher: Nicole Costanzo
Cara Leung <i>My Utopia</i> P.S. 173 Fresh Meadows, Queens Grade: 5 Art Teacher: Deborah Passik	Eric Lo <i>Self-Portrait</i> Brooklyn School of Inquiry, Brooklyn Grade: 5 Art Teacher: Nanna Tanier	Adam Lung <i>Goldfish</i> J.H.S. 104 Simon Baruch, Manhattan Grade: 6 Art Teacher: Sarah Rosenblum	Sadie Matt <i>Me</i> Teachers College Community School, Manhattan Grade: Pre- Kindergarten Art Teacher: Elaine Greenstein	Joseph Migrov <i>Bird And City</i> P.S. 199 Frederick Wachtel, Brooklyn Grade: 3 Art Teacher: Elaine Greenstein
Fion Li <i>The Twinkling Flower</i> J.H.S. 201 The Dyker Heights, Brooklyn Grade: 6 Art Teacher: Dorothy Serpos	Arisleyda Lora <i>'Our Story'</i> Theatre Arts Production Company School, Bronx Grade: 11 Art Teacher: Anna Castelli	Emmy Ly <i>Emmy Selfie</i> Brooklyn Lab School, Brooklyn Grade: 9 Art Teacher: Maryanna Magnoli	Jahniece McCollum <i>Despair</i> Millennium Art Academy, Bronx Grade: 12 Art Teacher: Laura Blau	Farhana Mijee <i>Soft Night In The City</i> PS/MS 194, Bronx Grade: 7 Art Teacher: Ellen Anne Wine
Joey Lin <i>'The Brave Eagle'</i> P.S. 169 Sunset Park, Brooklyn Grade: 3 Art Teacher: Prina Srour	Keefa Lovelace <i>Untitled</i> Townsend Harris High School, Queens Grade: 9 Art Teacher: Margherita Wischerth	Aiza Malik <i>Watercolor Still</i> <i>Life Floral</i> Roy H Mann, Brooklyn Grade: 8 Art Teacher: Alexis Oconnor	Amber McDonald <i>My Sincerest</i> Fordham High School for the Arts, Bronx Grade: 12 Art Teacher: Lisa Mota	Trevon Miles <i>Window View</i> P.S. 084 Lillian Weber, Manhattan Grade: 2 Art Teacher: Tova Schwartz
Jing Ling Lin <i>Self Portrait</i> Robert F. Kennedy Community High School, Queens Grade: 12 Art Teacher: Stacy Heller Budnick	Sherlin Lozano <i>Dance, Dance, Dance</i> P.S. 192 - The Magnet School for Math and Science Inquiry, Brooklyn Grade: 5 Art Teacher: Leeanne Thristino	Nicole Mark <i>Once In A Blue Moon</i> J.H.S. 074 Nathaniel Hawthorne, Queens Grade: 8 Art Teacher: Andrew Zaben	Duncan McInnes <i>Frida Kahlo Style</i> <i>Self Portrait</i> P.S. 084 Jose De Diego, Brooklyn Grade: Kindergarten Art Teacher: Edwin Soto Jr	Amore Mohammed <i>Calico Cats</i> P.S. 019 The Curtis School, Staten Island Grade: 3 Art Teacher: Linda Gerecitano
Linda Lin <i>Octopus, Jellyfish, Starfish And Turtle In The Ocean</i> Sunset Park Avenues Elementary School, Brooklyn Grade: Kindergarten Art Teacher: Aimei Wong	Angela Lu <i>Walking On Leaves</i> J.H.S. 189 Daniel Carter Beard, Queens Grade: 7 Art Teacher: Meri Ezratty	Genevieve Marshall <i>Watching The Sky</i> P.S. 128 Audubon, Manhattan Grade: Kindergarten Art Teacher: Suzanne Griffing	Edward Mendez <i>Red Rooster</i> High School for Media and Communications, Manhattan Grade: 11 Art Teacher: Edwin Montalvo	Daniel Mondesir <i>The Thinker</i> School for Democracy and Leadership, Brooklyn Grade: 6 Art Teacher: Erin-Marie Elman
				Tyrena Moore <i>Bowl Of Fruit</i> P.S. 243K- The Weeksville School, Brooklyn Grade: 3 Art Teacher: William Howard

## PS Art Semi-Finalists 2014 *continued*

Maleek Moore <i>Spotted Hyenas</i> Mickey Mantle School P.S. 811M@101, Manhattan Grade: 6 Art Teacher: Lisa Otoole	Gabriella Ng <i>Station G!</i> J.H.S. 074 Nathaniel Hawthorne, Queens Grade: 8 Art Teacher: Andrew Zaben	Taly Nudelman <i>Self-Portrait</i> Brooklyn School of Inquiry, Brooklyn Grade: 5 Art Teacher: Nanna Tanier  Nkechinyere Nwosu <i>The Colors Of Autumn</i> P.S. 176 Cambria Heights, Queens Grade: 4 Art Teacher: Genna Davidson	Jeyson Osorio <i>The Brooklyn Bridge</i> P.S. 049 Dorothy Bonawit Kole, Queens Grade: 8 Art Teacher: Susan Bricker  Alan Padilla <i>Self Portrait By Alan Padilla</i> Wadleigh Secondary School for the Performing & Visual Arts, Manhattan Grade: 12 Art Teacher: Ronald Jabradally	Matthew Perez <i>Cafeteria Redesign</i> Outerspace Richmond Hill High School, Queens Grade: 10 Art Teacher: Kimberly Sheridan  Dalia Perez <i>Sorry</i> Millennium Art Academy, Bronx Grade: 12 Art Teacher: Laura Blau  Esmeralda Perez <i>Autumn Tree</i> P.S. 155 William Paca, Manhattan Grade: Kindergarten Art Teacher: Risa Schneider					
Hillary Mora <i>Eastern Screech Owl</i> P.S. 019 Marino Jeantet, Queens Grade: 5 Art Teacher: Margo Allen	Amy Ngo <i>Dashed Dreams</i> Landmark High School, Manhattan Grade: 11 Art Teacher: Melinda Jo Marx  Fariha Nizam <i>Untitled</i> Townsend Harris High School, Queens Grade: 11 Art Teacher: Margherita Wischerth	Audrey Rose O'Heir <i>Self-Portrait</i> Brooklyn School of Inquiry, Brooklyn Grade: 2 Art Teacher: Nanna Tanier  Kate Olsen <i>Twilight Sparkle</i> The Academy of Talented Scholars, Brooklyn Grade: Kindergarten Art Teacher: Nicole Costanzo	John Palaia <i>Table With Fruit And Plant</i> P.S. K077, Brooklyn Grade: 8 Art Teacher: Amie Robinson  Laura Pannone <i>me... as palette</i> Tottenville High School, Staten Island Grade: 12 Art Teacher: Wynter Carnevale	Rameen Nadeem <i>A Bison From A Cave Painting</i> A. B. L. E., Brooklyn Grade: 4 Art Teacher: Lisa Pines	Sophia Noailles <i>Self Portrait</i> Teachers College Community School, Manhattan Grade: Pre- Kindergarten Art Teacher: Elaine Greenstein  Hazel Noe <i>Still Life</i> The High School of Fashion Industries, Manhattan Grade: 12 Art Teacher: Adrian Carranza	Jarl Opada <i>Self-Portrait</i> Thomas A. Edison Career and Technical Education High School, Queens Grade: 11 Art Teacher: Patricia Lewis	Alexus Parker <i>Self Imagination</i> Heritage School, The, Manhattan Grade: 11 Art Teacher: Reuben Sinha  Kevin Parra <i>Mountain Tapir</i> P.S. 019 Marino Jeantet, Queens Grade: 5 Art Teacher: Margo Allen	Gemma Perry <i>I Want To Visit Puerto Rico</i> Brooklyn Arbor Elementary School, Brooklyn Grade: 1 Art Teacher: Laurie Marcus  Geisha Pichardo <i>Self Portrait</i> Roy H. Mann, Brooklyn Grade: 8 Art Teacher: Alexis Oconnor  Christy Pichardo <i>Self Portrait Prints</i> Bronx Envision Academy, Bronx Grade: 11 Art Teacher: Abbee Bourret	
Chris Moreno <i>In Transition</i> Gramercy Arts High School, Manhattan Grade: 12 Art Teacher: Jack Demartino	Elaine Greenstein	Jessey Oragbon <i>A Fruit Bowl</i> P.S. 279 Herman Schreiber, Brooklyn Grade: Kindergarten Art Teacher: Erica Giller		Shaun Nandalall <i>Cityscape With Bridge At Night</i> PS/IS 268, Queens Grade: 3 Art Teacher: Wendy Newman	Johan Nolasco <i>On The Street</i> M.S. 51 William Alexander, Brooklyn Grade: 7 Art Teacher: Amy Flatow			Brianna Nauth <i>Brianna's Workshop</i> P.S. 132 The Conselyea School, Brooklyn Grade: 2 Art Teacher: Carla Beaury	

## PS Art Semi-Finalists 2014 *continued*

Lina Pintado <i>Night Shift</i> The 51 Avenue Academy (The Path To Academic Excellence), Queens Grade: 5 Art Teacher: Kathleen Izzo	Axel Purdy <i>Colorful Abstract</i> P.S. 110 Florence Nightingale, Manhattan Grade: Pre- Kindergarten Art Teacher: Michelle Binderow	Michael Rezza- Castellanos <i>Shade</i> The Academy of Talented Scholars, Brooklyn Grade: Kindergarten Art Teacher: Nicole Costanzo	Mickey Roberts <i>Art Class</i> P.S. K077, Brooklyn Grade: 12 Art Teacher: Amie Robinson	Adriana Sabatino <i>Pile</i> The Waterside Children's Studio School, Queens Grade: Kindergarten Art Teacher: Allison Belolan
Samantha Poon <i>Gladiolus Bulbs</i> Fort Hamilton High School, Brooklyn Grade: 12 Art Teacher: Myunghae Yoonsmith	Yusef Ramadan <i>Me, Myself &amp; I</i> I.S. 027 Anning S. Prall, Staten Island Grade: 6 Art Teacher: Christine Gross	Maxine Rice <i>Mya</i> School for Environmental Citizenship, Bronx Grade: 5 Art Teacher: Michael Williams	Erick Robles <i>Blue Selfie</i> High School for Arts and Business, Queens Grade: 12 Art Teacher: Gina Cestero	Dylan Sacaza <i>Basketball Fame</i> P.S. X017, Bronx Grade: 5 Art Teacher: Tany'A P. Wells- Vasquez
Amali Popotte <i>Still Life With Plants</i> PS/IS 268, Queens Grade: 8 Art Teacher: Wendy Newman	Elvin Ramos <i>Ripe And Sweet</i> P.S. 243K- The Weeksville School, Brooklyn Grade: 4 Art Teacher: William Howard	Jade Richards <i>Mandela</i> <i>Typography</i> Boys and Girls High School, Brooklyn Grade: 12 Art Teacher: Terrell Bunch	Aaron Rodriguez <i>Son Of Abel</i> I.S. 98 Bay Academy, Brooklyn Grade: 7 Art Teacher: Molly Mcgrath	Brandon Santos <i>Duck With Ducklings</i> P.S. 155 William Paca, Manhattan Grade: 1 Art Teacher: Risa Schneider
Pravishnna Prathieban <i>My Friend Sultana</i> P.S. Q255, queens Grade: 2 Art Teacher: Wendy Schwerdt	Derek Rauch <i>Self-Portrait</i> P.S. 199 Jessie Isador Straus, Manhattan Grade: 1 Art Teacher: Mila Dau	Leyla Richter- Munger <i>Calm</i> New Explorations into Science, Technology and Math High School, Manhattan Grade: 5 Art Teacher: Christina Soriano	Steven Rojas <i>New York City</i> P.S. 048 P.O. Michael J. Buczek, Manhattan Grade: 3 Art Teacher: Felix Portela	Jayden Santos <i>Circus</i> P.S. 035 Nathaniel Woodhull, Queens Grade: 2 Art Teacher: Silvia Huggler
Christian Pringle <i>Untitled</i> P.S. 66, Brooklyn Grade: 5 Art Teacher: Sasha Silverstein	Tiara Ravix <i>Untitled</i> Collaborative Arts Middle School, Queens Grade: 8 Art Teacher: Melissa Carter	America Rios <i>Art Is Life</i> J.H.S. 088 Peter Rouget, Brooklyn Grade: 6 Art Teacher: Lisa Brunner	John Rosario <i>Aaagggghh</i> I.S. X303 Leadership & Community Service, Bronx Grade: 6 Art Teacher: Emily Perez	Sarah Santos <i>Dog</i> School for Environmental Citizenship, Bronx Grade: 4 Art Teacher: Michael Williams
Nicolas Puglise- Scandone <i>Checkmate</i> Mark Twain I.S. 239 for the Gifted & Talented, Brooklyn Grade: 8 Art Teacher: Julie Checkett	Edwin Reyes <i>Untitled</i> I.S. 145 Joseph Pulitzer, Queens Grade: 8 Art Teacher: Ivan Asin	Taylor Rizzo <i>My Squiggly Self</i> Tottenville High School, Staten Island Grade: 12 Art Teacher: Wynter Carnevale	Emily Rovelo <i>Yellow-Breasted Chat</i> P.S. 254 - The Rosa Parks School, Queens Grade: 5 Art Teacher: Aleksandar Popovic	Joshua Severino <i>A Colorful Time</i> Concourse Village Elementary School, Bronx Grade: 2 Art Teacher: Courtney Watson

## PS Art Semi-Finalists 2014 *continued*

Shymanique Sheriff <i>Playa De Maria</i> School for Democracy and Leadership, Brooklyn Grade: 8 Art Teacher: Erin-Marie Elman	Pavel Sobolev <i>Men's Fashion</i> <i>Illustration</i> High School for Arts and Business, Queens Grade: 11 Art Teacher: Jamie Suk	Kiki Teng <i>Elephants</i> <i>Walking In The Water</i> P.S. 69 Vincent D. Grippo School, Brooklyn Grade: 1 Art Teacher: Angela Fremont	Frank Vincent Troiso <i>Blue</i> P.S. 207 Elizabeth G. Leary, Brooklyn Grade: 8 Art Teacher: Michele Kelly	Cormari Wachuku <i>Impression Of A Garden</i> P.S./I.S. 137 Rachel Jean Mitchell, Brooklyn Grade: 3 Art Teacher: Linda Sedda
Lhakpa Sherpa <i>The Tutu</i> Newtown High School, Queens Grade: 12 Art Teacher: Jay Feigelis	Hui Yi Song <i>Self Portrait In The Style Of Rembrandt</i> Mark Twain I.S. 239 for the Gifted & Talented, Brooklyn Grade: 8 Art Teacher: Valerie Louzonis	Louis Terracciano <i>Hamburger</i> The Queens College School for Math, Science and Technology, Queens Grade: 1 Art Teacher: Kaya R. Wielopolski	Derek Uceta <i>Spotted Sunfish</i> P.S. 254 - The Rosa Parks School, Richmond Hill Grade: 2 Art Teacher: Aleksandar Popovic	Horace Wan <i>Jester</i> M.S. 158 Marie Curie, Queens Grade: 8 Art Teacher: Mario Asaro
Meia Shields <i>On The Ball</i> P.S. 312 Bergen Beach, Brooklyn Grade: 4 Art Teacher: Jennifer Skopp	Emma Stripling <i>Green Spaces</i> M.S. 51 William Alexander, Brooklyn Grade: 7 Art Teacher: Amy Flatow	Diamond Thomas <i>Bowl Of Fruit</i> P.S./I.S. 137 Rachel Jean Mitchell, Brooklyn Grade: 5 Art Teacher: Linda Sedda	Frank Valdes <i>The Boxer</i> PS 5 Port Morris, Bronx Grade: 6 Art Teacher: Annemarie Diop	Kaiyi Wang <i>Splash, Splash, Going To The Pool</i> P.S. 250 George H. Lindsay, Brooklyn Grade: 2 Art Teacher: Linnea Westerberg
Behruj Shikdar <i>My Skeletal Structure</i> Hillcrest High School, Queens Grade: 12 Art Teacher: Karen Beckhardt	Maya Sukraj <i>A Good Day</i> P.S. 161 Arthur Ashe School, Queens Grade: 1 Art Teacher: Debbie Rich	John Thompson <i>Self-Portrait</i> Tag Young Scholars, Manhattan Grade: 5 Art Teacher: Jessica Clark	Kayleen Valez <i>Self-Portrait</i> P.S. 023 The New Children's School, Bronx Grade: 3 Art Teacher: Brian Macrae	Joyce Wang <i>Untitled (Memorial)</i> P.S. 049 Dorothy Bonawit Kole, Queens Grade: 7 Art Teacher: Katherine Huala
Dante Singh <i>Waterfall</i> P.S. M169 - Robert F. Kennedy, Manhattan Grade: 5 Art Teacher: Bridgette Boucher	Alex Suponitsky <i>Self Portrait</i> Stuyvesant High School, Manhattan Grade: 12 Art Teacher: Amy Cappell	Desariana Torres <i>Playing With Ariel</i> P.S. 001 The Bergen, Brooklyn Grade: 1 Art Teacher: Jacqueline Cruz	Justin Vega <i>Glue Line Self-Portrait</i> The Academy of the Arts, The Bronx Grade: 3 Art Teacher: Michelle Henry	Kelly Wang <i>Surrealism</i> J.H.S. 157 Stephen A. Halsey, Queens Grade: 8 Art Teacher: Stephanie Lamere
Kaitlyn Smith <i>Casie</i> James Madison High School, Brooklyn Grade: 10 Art Teacher: David Mahl	Rosemary Taylor <i>Untitled</i> P.S. 035 Nathaniel Woodhull, Queens Grade: 5 Art Teacher: Silvia Huggler	Emily Torres <i>Life And Death</i> High School for Arts and Business, Queens Grade: 9 Art Teacher: Jamie Suk	Melissa Veliz <i>The Unknown Emotion</i> Magnet School for Civics in the Community, Queens Grade: 8 Art Teacher: Maria Bonilla	Winnie Wang <i>My Rainy City</i> Fiorello H. LaGuardia High School of Music & Art and Performing Arts, Manhattan Grade: 12 Art Teacher: Andrew Stehle

## PS Art Semi-Finalists 2014 *continued*

Sofia Wasilewski <i>Presently Untitled</i> P.S. 034 Oliver H. Perry, Brooklyn Grade: 5 Art Teacher: Lisa Summa	Yangfu Wu <i>'Just Imagine'</i> P.S. 169 Sunset Park, Brooklyn Grade: 5 Art Teacher: Pnina Srour	Mandy Yu <i>Friendship</i> J.H.S. 074 Nathaniel Hawthorne, Queens Grade: 7 Art Teacher: Irene Papamichael	Darren Zhou <i>Self-Portrait</i> Brooklyn School of Inquiry, Brooklyn Grade: 2 Art Teacher: Nanna Tanier
Diana Weiss <i>It's Not Easy Being Green</i> J.H.S. 074 Nathaniel Hawthorne, Queens Grade: 8 Art Teacher: Andrew Zaben	Chenxin Wu <i>Day Dream Slumber</i> J.H.S. 259 William Mckinley, Brooklyn Grade: 8 Art Teacher: Julia Livi	Eyad Zaidan <i>Drenched In Anger</i> Fordham High School for the Arts, Bronx Grade: 11 Art Teacher: Lisa Mota	Linda Zhu <i>Keijiro</i> James Madison High School, Brooklyn Grade: 12 Art Teacher: Diane Kosup
Miranda Whidden <i>Brooklyn Skyline</i> P.S. 029 John M. Harrigan, Brooklyn Grade: 2 Art Teacher: Kristen Adamczyk	Winnie Xu <i>Androphobia</i> Academy of Urban Planning, Brooklyn Grade: 12 Art Teacher: William Wrigley (Academy for Environmental Leadership, Brooklyn)	Naydelin Zamora <i>Blue Whale</i> P.S. 019 Marino Jeantet, Queens Grade: 5 Art Teacher: Margo Allen	Rui Yan Zhu <i>Self-Portrait</i> Sunset Park Avenues Elementary School, Brooklyn Grade: Kindergarten Art Teacher: Aimei Wong
Ryan Williams <i>Self-Portrait</i> P.S. 242 - The Young Diplomats Magnet Academy, Manhattan Grade: 1 Art Teacher: Nicole Greco	Zhi Shan Yap <i>Biomorphic Structure</i> John Dewey High School, Brooklyn Grade: 9 Art Teacher: Michael Solo	Kevin Zeng <i>Bring Back The Brown M Train To Bay Parkway</i> P.S. K077, Brooklyn Grade: 10 Art Teacher: Amie Robinson	Olivia Ziarno <i>The Elephant In Its Habitat</i> P.S. 312 Bergen Beach, Brooklyn Grade: 1 Art Teacher: Jennifer Skopp
Marissa Win <i>Marissa- The Very Hungry Kid</i> P.S. 102 Bayview, Queens Grade: Kindergarten Art Teacher: Sarah Holden	Amy Ye <i>Autumn's Embrace</i> J.H.S. 201 The Dyker Heights, Brooklyn Grade: 7 Art Teacher: Tonia Franzese	Jane Zhao <i>Sacramento Speeder #9</i> I.S. 98 Bay Academy, Brooklyn Grade: 8 Art Teacher: Molly Mcgrath	
Maegan Wright <i>Cityscape</i> Bronx Envision Academy, Bronx Grade: 10 Art Teacher: Abbee Bourret	Ramzi Yehya <i>Pear</i> PS/MS 194, Bronx Grade: 8 Art Teacher: Ellen Anne Wine	Natalia Zheng <i>Friends Saying Hello</i> P.S. 69 Vincent D. Grippe School, Brooklyn Grade: 1 Art Teacher: Angela Fremont	

## ABOUT STUDIO IN A SCHOOL

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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, media technology, 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 over 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)

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# PS Art 2014 Catalogue

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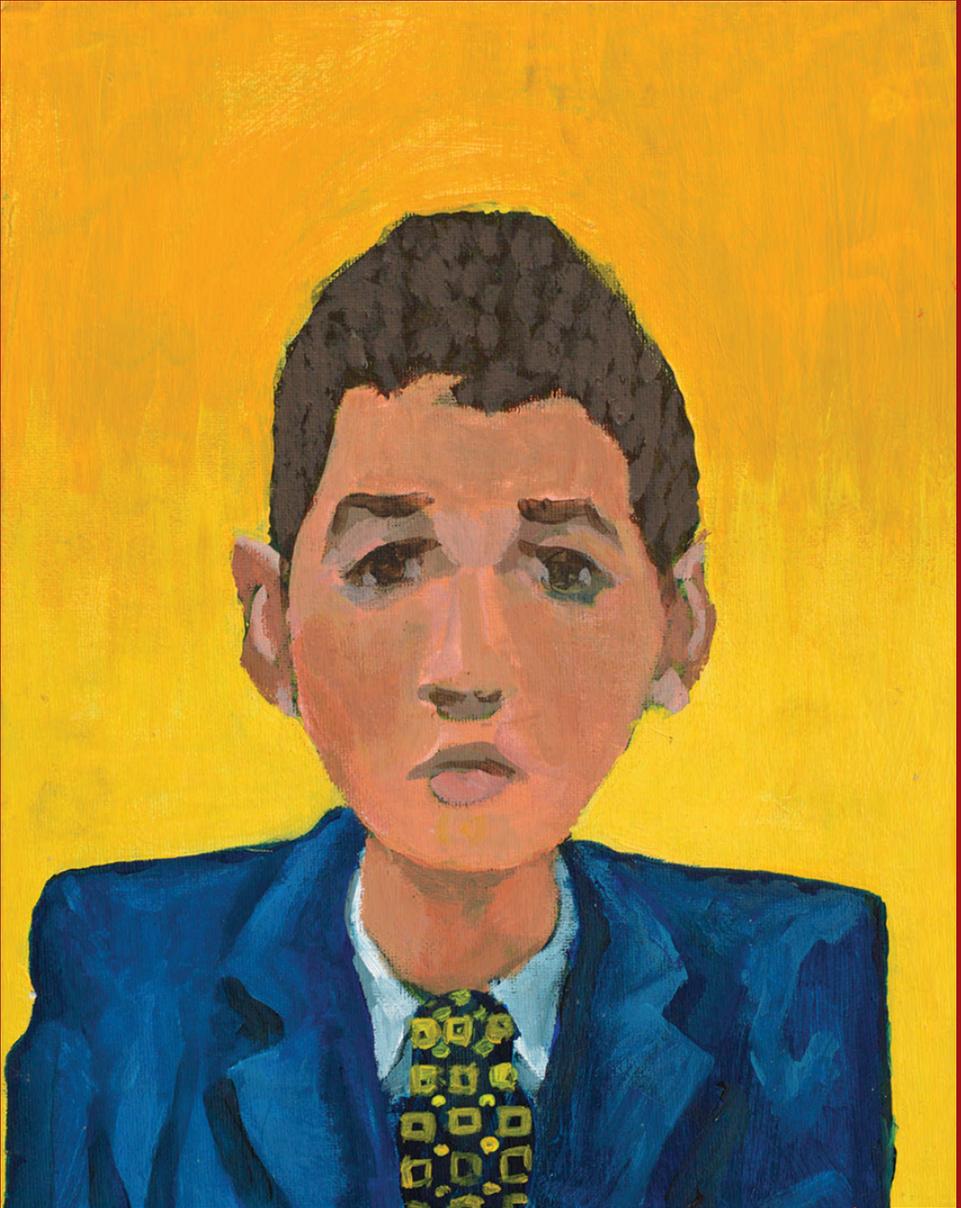
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From left: Carrie Mae Weems, Dan Kershaw, Ming Lei, Paul King, Barbara Gurr, Dan Brodsky, Agnes Gund, Brian Cha





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