

# psart 2015

celebrating the creative spirit of **NYC kids**



**NYC**  
Department of  
Education

**STUDIO**  
IN A SCHOOL



THE METROPOLITAN  
MUSEUM OF ART

## P. S. Art 2015 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 9 through October 18, 2015**

The New York City Department of Education gratefully acknowledges Studio in a School for its generous sponsorship of P.S. Art 2015, 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: *My Beautiful Flowers*, Lilybeth Jimenez, Grade: 1, PS 145 Andrew Jackson, Brooklyn

Back Cover Image: *Self-Portrait*, Nyah Alexis, Grade 8, Frederick Douglass Academy VIII, Brooklyn

The P.S. Art 2015 Exhibition and Catalogue were produced by the New York City Department of Education in collaboration with Studio in a School and The Metropolitan Museum of Art.

Editor, Karen Rosner

Original Catalogue design by Pam Pollack.

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# psart<sub>2015</sub>

celebrating the creative spirit of **NYC kids**

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## Letter from the Chancellor

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This catalogue of nearly ninety works of art exhibited in the Ruth and Harold D. Uris Center for Education of The Metropolitan Museum of Art represents the exemplary teaching and learning that occurs each day in visual arts classrooms across the city. In these works you see the creative spirit and diverse interests of confident young artists.

A robust visual arts education provides opportunities for students to engage in exploration of ideas and materials, find venues for self-expression, and reflect and write about their artistic process. All this is demonstrated by the images and commentary in this 13th edition of *P.S. Art: Celebrating the Creative Spirit of NYC Kids*.

My congratulations to the students, from Pre – Kindergarteners to graduating high school seniors, including students in District 75, whose artwork is displayed in this annual exhibition. To the gifted visual arts teachers whose instruction and guidance led to the creation of these works of art, my compliments. The gratitude of your students is shown in the remarks that accompany so many works of art. I also recognize the administrators of their schools. Their leadership and understanding of the value of the arts, creates an atmosphere in which arts instruction flourishes.

To the families who nurture our young artists each day, we thank you for your constant support.

From June to October, visitors from across the City and country and around the globe will be viewing P.S. Art 2015. My sincere gratitude to The Metropolitan Museum of Art for its support in the development of P.S. Art and in the creation of this exhibition. To Studio in a School, who collaborates with the Department of Education on many initiatives, we are grateful for your ongoing support. The exhibition, with its accompanying catalogue, is an example of the power of partnerships. The vibrant school community, a foremost cultural institution, and an exemplary arts organization have joined forces to create P.S. Art 2015.

Sincerely,

A handwritten signature in cursive script, reading 'Carmen'.

Carmen Fariña  
Chancellor

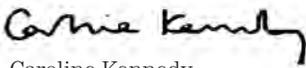
## Letter from the United States Ambassador to Japan

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Congratulations on this wonderful event, the 13th annual reception for the P.S. Art exhibition.

I am unable to attend the opening ceremony, as I am out of the country serving as the United States Ambassador to Japan. I may be far from New York City, across the Pacific Ocean in Tokyo, but I do want all the talented artists, their teachers, and families to know that since its inaugural exhibition in 2003, I have considered P.S. Art to be one of the highlights of the school year. It has been my pleasure to serve on the judging panel and join all participants at the opening reception each year. I treasure the student work, and have many pieces from past P.S. Art exhibitions in my office. Looking at the artwork each day I am reminded of our talented New York City public school students. Best wishes to the student artists whose work is displayed in the 2015 P.S. Art exhibition at The Metropolitan Museum of Art. I look forward to receiving a copy of this catalogue and marveling at your accomplishments.

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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PS ART demonstrates the creativity of NYC students. Each year, we delight in the talent displayed by the students participating in P.S. Art. We are pleased by the variety and imaginative use of media—painting, drawing, sculpture, collage, photography, and mixed media. Most of all, we are enchanted by their thoughtful depictions of everyday life and charmed by their fantastical creations.

When we look at the work of the youngest artists in the exhibit, we see the freshness of early expression and the joy that comes from discovery and exploration of media. As these young artists progress through school, working with their art teachers, they develop dexterity with a range of media and expanded subject matter. Their artwork demonstrates increased observation, skills, and mastery. By creating art, students learn that their dedication and talent have great rewards—personal satisfaction and the power to affect others.

Our partnership with the New York City Department of Education and The Metropolitan Museum of Art creates an opportunity for New Yorkers, as well as visitors from around the world, to view this work and appreciate the talents of these young artists.

Studio in a School is committed to nurturing the artistic ability of the middle and high school students represented in this exhibition. We offer free after-school, weekend, and vacation workshops to help promising young people develop their portfolios. Graduating seniors receive Studio in a School scholarships to continue their art studies in college.

We know that visual arts will continue to enrich the lives of all who participate in creating it and those who enjoy viewing it.

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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Since its founding in 1870, the Met has championed the work of artists and inspired their visual expression. Today, 145 years later, we remain committed to supporting the growth and development of critical, creative voices through our collection, scholarship, exhibitions, and a wide range of educational programs, events, and residencies. We also continue this tradition by hosting P.S. Art 2015, which celebrates the work of the next generation of artists—the creative youth of New York City.

P.S. Art 2015 continues our partnerships with the New York City Department of Education, The Fund for Public Schools, and Studio in a School. Working together, we hope to maximize the arts education available to school communities and realize the full learning potential of student engagement with artists and cultural organizations.

On behalf of the Metropolitan Museum, I congratulate all of the artists in the exhibition, as well as the families, educators, and school communities that support their endeavors. We hope they will see their own work as part of the continuum of creativity that the Met celebrates.

Sincerely,

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

Thomas P. Campbell  
Director  
The Metropolitan Museum of Art

## Self-Portrait Lola Degnan

Grade: PreK  
School: PS 118, The  
Maurice Sendak  
Community  
School, Brooklyn  
Art Teacher: Jo Beth Ravitz  
Oil pastel and watercolor

**STUDENT:** I want people to feel happy. That's why I used these colors and lines. Making art makes me feel happy.

**TEACHER:** This was the culminating work in a series of lessons exploring facial proportions, and drawing and painting techniques. Students were introduced to master artists such as Albrecht Dürer and Frida Kahlo. They brainstormed to find visual evidence in their portraits that offered clues into these artists' lives and personalities.



The artists learned that a self-portrait not only shows a representation of a person, but also expresses how a person feels. Lola's use of brushstrokes and color truly represent her playful and exuberant personality. Her careful consideration of compositional elements invites the viewer to enter her painting and to join in the celebration of her life.

## Wonder Wheel of Coney Island

Darien Zhen

Grade: K  
School: PS 188, Michael  
E. Berdy School,  
Brooklyn  
Art Teacher: Patricia Heiss

### Tempera

**STUDENT:** I want people to look at my painting and want to come to Coney Island to go for a ride on the Wonder Wheel. Rides are fun to go on. I love art. I enjoy painting. Zigzag lines are my favorite lines to paint.

**TEACHER:** Coney Island is visually rich and stimulating for artists. Students agree that the amusements and the ocean make our school community unique. What better subject for a painting project than the famous Wonder Wheel? Using black and white paint, students created a variety of values to show the different parts of the Wonder Wheel. The painting instruction aligned with the second grade art making benchmark of the *Blueprint for Teaching and Learning in Visual Arts*; students' artwork demonstrated personal observations about a place, control of paint medium and various brushes, an understanding of basic organization of space, and experimentation with the medium.



Darien did a fantastic job revealing a multitude of lines and shapes in the complex image of the Wonder Wheel. He masterfully layered his artwork starting with black shapes and lines and worked his way forward in the painting. Darien noticed the subtle changes in the structure and used different values to portray them.



## *Elephant* Sagdiana Kuliyeva

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

Torn-paper collage

**STUDENT:** I like to make art because you can make something good. It makes me feel happy and silly.

Elephants like water!

**TEACHER:** This piece was from a six-week collage unit. The class looked at collages by Eric Carle and Alex Katz.

Students experimented with tearing shapes, overlapping, placement, and use of glue.

When I saw Sagdiana's collage I could not stop smiling. It is lovely, simple, and just plain delightful. I hung it in the main office in our school soon after it was completed.



## Cherry Tree

Maiya Ferrell

Grade: K  
School: PS 396, Brooklyn  
Art Teacher: Mona Doon

### Tempera

**STUDENT:** When people look at my artwork, I want them to feel happy. I like to make art because it's fun. I can use my imagination and be creative. I worked very hard on my tree and I love the way it came out.

**TEACHER:** Kindergarten students learned the tale of George Washington and the cherry tree. As part of my painting unit, students were introduced to finger paints. Students looked closely at pictures of

trees. We discussed the structure of a tree, and the texture and the type of lines they observed on the trunk and branches. They recreated those various lines as if they were using paintbrushes.

Maiya's painting exhibits traits of her personality. She has a quiet strength and presence. I look forward to her continuing to explore her artistic talents.



*Rainbow Road*  
Anthea Zamir

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Grade: K  
School: PS 150, Queens  
Art Teacher: Ellen Anne Wine

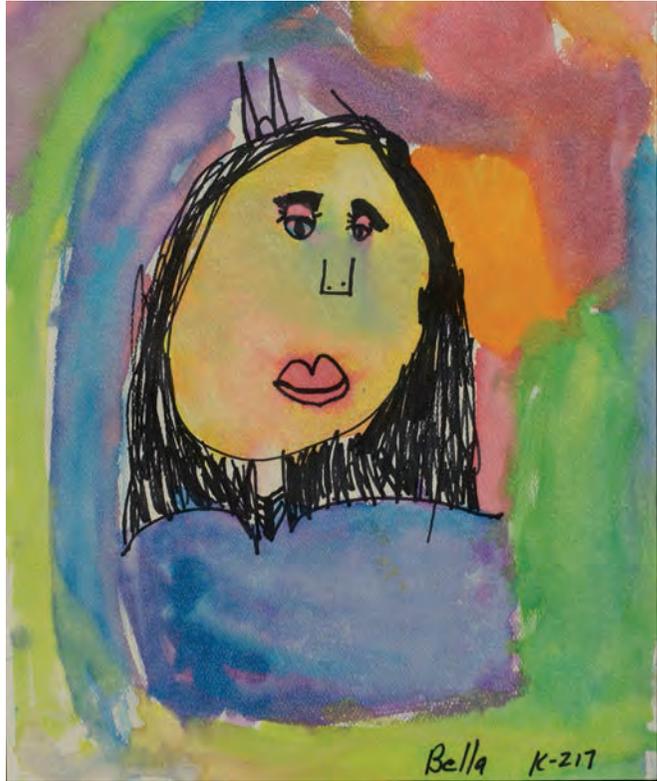
Tempera

**STUDENT:** I tried to use a lot of colors and I want people to see a rainbow mountain. It is a curvy mountain and there is a parking lot inside a cave. I like to make art because it is fun. I like to paint because it is fun. I really like painting the most. This project was fun because we got to listen to music when we painted.

**TEACHER:** Students looked at a variety of works by Vasily Kandinsky to discover how he used line, shape, and color in his paintings. They painted while listening to composers who influenced Kandinsky including Arnold Schoenberg and Richard Wagner. This project gave students the opportunity to practice using a variety of brushstrokes and allowed

them to freely organize their composition to reflect the music that they were listening to as they painted.

I was impressed by the variety of brushstrokes that Anthea used in her work. Her composition captured the rise and fall of the music that was playing. She did an excellent job controlling the colors of tempera cake paints and balancing the colors on the page.



## Self-Portrait Bella Vona

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Grade: K  
School: PS 65, The Academy of Innovative Learning, Staten Island  
Art Teacher: Frann Rizzo

Watercolor and marker

**STUDENT:** Art is fun. This is a picture of me. Feel happy when you look at it.

**TEACHER:** This was a self-portrait lesson. Students began by touching and feeling the shapes of their heads, necks, shoulders, and facial features. They used Sharpie markers to draw their portraits. Students had the opportunity to explore watercolors and experimented with layering

and blending. After learning various painting techniques, children applied watercolors to their portraits.

I implement self-portraiture as one of the first art lessons of the school year. It is a great way for students to express themselves and their personalities, as well as a good way for them to get to know each other!



## *The Prairie*

**Benjamin Huang**

Grade: 1  
School: PS 165, The Edith K. Bertraum School, Queens  
Art Teacher: Madeleine Hope Arthurs

### Torn-paper collage

**STUDENT:** I have ideas in my mind and I want to make artwork with what is in my imagination. I want people to feel that they are in the big prairie with lots of space and a few trees. This is the prairie in North America. Lewis and Clark explored the prairie where there are bison, prairie dogs, coyotes, and wolves. There are also poisonous snakes, and large and small birds. My collage has a coyote sneaking up behind a tough bison roaming across the prairie. There is also a small, cute prairie dog peeking up out of a hole. There are three birds flying in the sky, a prairie falcon, a buffalo bird, and a logger head shrike.

**TEACHER:** Before the first graders worked on collage animals in the art room, they studied animal habitats in science and took a class trip to the zoo. In the art room we looked at and discussed Eric Carle's animal illustrations. The children learned placement of shapes, tearing techniques, layering and composition. They thought about what details would enhance their compositions, and what colors would evoke a sense of place. The first graders wrote reflections about their collages and they were displayed with their artwork.

Benjamin works hard on all his art projects. He is bright and talented.



## *The Courageous Lion*

Leah Acosta

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

Cut-paper collage

**STUDENT:** Art allows me to use my imagination. In art I really feel free to show my creativity. Maybe I can even inspire the viewer. I chose to make *The Courageous Lion* because I am a big fan of *The Wizard of Oz*. I love the character of the lion. It took a long time to make my collage, and I carefully planned everything. I did a lot of work: I made paper by rolling a crayon and painting over it. I tore and cut shapes, and then I arranged them all.

**TEACHER:** This work is the product of an interdisciplinary unit. In their language arts class the students completed an author study. In science they researched animals of their choosing. In art class they created collages of those animals. The goal of the unit was to create collages that demonstrated attention to texture, detail, composition, foreground and background relationships, and layering and placement of torn and cut shapes.

Leah is a motivated student who is not afraid of taking risks and experimenting with art materials. Without copying his work, Leah was able to create a work of art inspired by the illustrations of Eric Carle.



## Tiger

Ryan Bivens

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Grade: 1  
School: PS 134, Henrietta Szold, Manhattan  
Art Teacher: Yayoi Asoma

Oil pastel

**STUDENT:** The tiger is my favorite animal. When people look at my drawing I want them to smile and feel good. I used a lot of bright colors. I really liked mixing a lot of colors together. The oil pastels felt soft on the paper.

**TEACHER:** First grade artists made oil pastel drawings of animals in their habitats. They used math shapes to make pictures of the animal. They layered, mixed, and blended colors to make many beautiful and new colors. Ryan carefully studied the shapes of the tiger before beginning his drawing. He loved the oil pastels and became absorbed in the joy of mixing many different colors together.



*Untitled*  
Johnathan Rivera

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Grade: 1  
School: PS 188@24, Bronx  
Art Teacher: Rayanon Smith

Stamp print

**STUDENT:** I had fun creating prints. I like to make art because it makes me feel happy and I want others to feel happy when they see my work.

**TEACHER:** Johnathan's artwork is a final piece from a printmaking unit. They learned basic stamping techniques. They learned that by adding different layers of shapes and colors they can create interesting final prints. First, they used brayers and bubble wrap to

print their background layers. Then, Lego blocks and every day objects were used to create different printed shapes.

I was delighted at Johnathan's level of engagement in this unit. He was so interested in printmaking that he made several fascinating prints. He found his creative voice through this medium.

## Self-Portrait

### John-Henry McGinnis

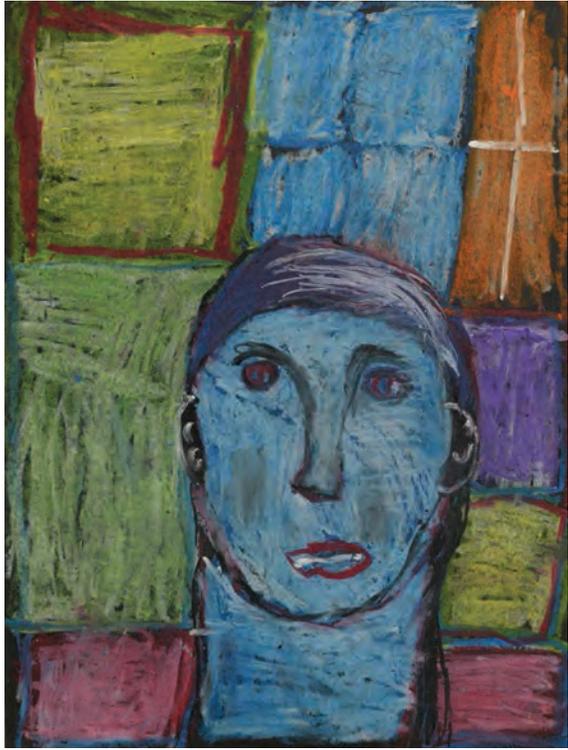
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Grade: 1  
School: PS 245, Brooklyn  
Art Teacher: Lauren Donner  
Oil pastel

**STUDENT:** Art is fun to do and in art class I feel that I can create anything. You need to work hard in oil pastels and my picture shows that hard work.

**TEACHER:** Students viewed the portraits of several Fauve artists including Henri Matisse, André Derain, and Alexej von Jawlensky. They discussed how the artists used color and line to show facial features, including the highlights and recesses of the face. They discussed how the background enhanced the portraits. Students learned the basics of facial proportion, and ways of drawing facial features.

Oil pastels were used to build up layers of colors, and students blended them using either lighter shades of colors, or white. White or black oil pastels were used to outline and to emphasize various facial features.



Jackson Pollock said, “I have no fear of making changes, destroying the image, etc., because the painting has a life of its own.” John-Henry was fearless and he never thought that adding or removing oil pastels would ruin his artwork. Here, I believe he shows himself as a strong adult.



## *My Beautiful Flowers*

**Lilybeth Jimenez**

Grade: 1  
School: PS 145, Andrew Jackson, Brooklyn  
Art Teacher: Carrie Adams

Tempera

**STUDENT:** I like to make art because sometimes I give the artwork to my family and they put it up in our home. I did a lot of hard work on this painting, and my arm got very tired while I was making it.

**TEACHER:** Before they began painting, students explored color mixing, secondary colors, and tints. They planned the scale of their artwork by drawing flowers from observation and looking at Georgia O'Keeffe paintings.

Lilybeth loves coming to art class and is always very absorbed when creating her artwork. As she was working, I could see her following the advice I had given to really focus on the subject more than the artwork when painting from observation. It is remarkable how much her artwork looks like the flowers we observed. Lilybeth was able to add her own personal touch with her unique color choices.



Wang Yu  
Yu Jie Wang

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Grade: 1  
School: PS 124, Silas B. Dutcher, Brooklyn  
Art Teacher: Gloria Truppi

Tempera

**STUDENT:** I want people to smile at my art work. I enjoy creating art and I want everyone to look and see that I worked very hard on my painting.

**TEACHER:** In our painting unit students created self-portraits with tempera paints. First graders learned how to

mix colors and execute large-scale self-portraits. They explored using different brushstrokes. They were able to be creative and do realistic works. In Wang Yu's self-portrait he expressed emotion in his eyes and used an interesting palette.



## Glittery Winter

Lola Moreno

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Grade: 1  
School: PS 133, William A. Butler, Brooklyn  
Art Teacher: Victoria Calabro  
Oil pastel

**STUDENT:** I want people to think that this is a beautiful and miraculous artwork. It is in winter and it is about mixing pastels. Making art makes me feel like I am at home because I make art at home.

**TEACHER:** Students began a three week sequential oil pastel unit with the goal of extending their knowledge of drawing's compositional and design elements. They were encouraged to choose new ways of using familiar tools to experiment with line,

pattern, color mixing, blending, and adding textures and details. They experimented with interesting compositions, adding patterns in the background or foreground.

Lola is an extremely mature first grader. She is participating in an after school art program where she is working with first through third grade students and she holds her own. Lola always has inventive ways to problem solve while working in my class.

## Building Liberty

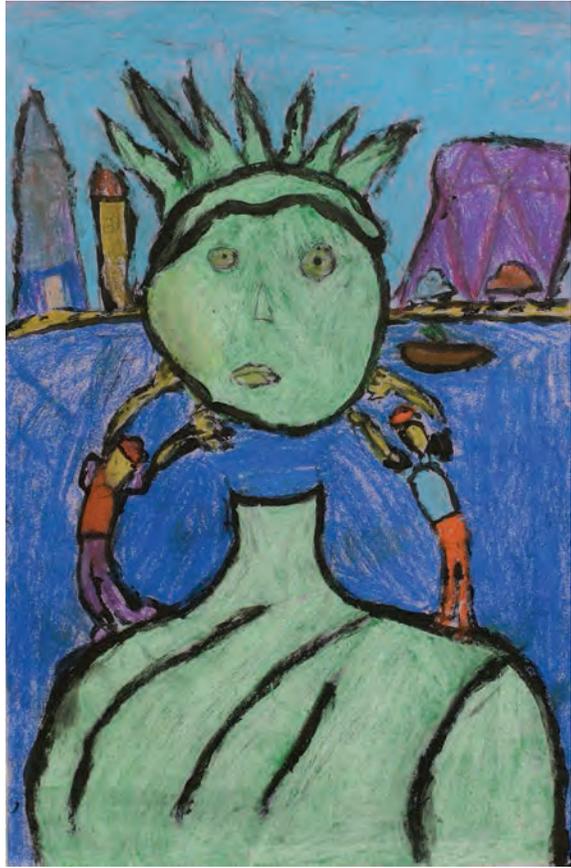
### Matthew Wong

Grade: 2  
School: PS 312, The  
Bergen Beach  
School, Brooklyn

Art Teacher: Jennifer Skopp  
Tempera and oil pastel

**STUDENT:** I like to make art because you can make basically anything. Sometimes I make artwork that is happy or sad. My artwork could be excellent and sometimes not so good. Artwork could be hard when I don't know what to draw. I can't always focus when I'm having trouble drawing a difficult thing.

**TEACHER:** The drawing unit was inspired by this past summer's sculpture exhibits by Danh Vo, displayed in City Hall Park and Brooklyn Bridge Park. I photographed these sculptures and displayed them in a PowerPoint presentation. I added different artists' interpretations of the Statue of Liberty, including those of Currier & Ives, Malcah Zeldis, and Roy Lichtenstein. The second graders compared and contrasted these artworks. *The Statue of Liberty*, by Mary Firestone was read to the children.



The goal was for students to create their personal views of the Statue of Liberty. They explored painting different kinds of lines and using oil pastels. Matthew was interested in how the statue was constructed from many pieces and came up with the clever idea of showing construction workers setting the head on the neck.



## My Imaginary Town

Ercole Nanni

Grade: 2

School: PS 132, The Conselyea School, Brooklyn

Art Teacher: Carla Beaury

Marker and watercolor

**STUDENT:** Making art for me is like having an extraordinary place where I can fit in. When people see my artwork I want them to feel the peace and quietness of my town and feel free to make their own imaginary towns.

**TEACHER:** This work is from a six-week painting unit. Students extended their study of cityscapes by learning about foreground, middleground, and background and learning watercolor techniques. This lesson links to the second grade social studies unit

on the boroughs of New York City.

We looked at photographs of our neighborhood and paintings of New York City. The unit addressed the performance indicators for painting in the *Blueprint for Teaching and Learning in Visual Arts*. Students made personal observations of a place, learned to control the medium of paint, and experimented with spatial composition.

Ercole's use of a variety of buildings was very appealing. His painting does possess an imaginary feeling.



## *The Busy City* Emanuel Vasquez

Grade: 2  
School: PS 19, The Curtis School, Staten Island  
Art Teacher: Linda Gerecitano

Watercolor and marker

**STUDENT:** I want everybody to know that I can be artistic. I want viewers to see New York City when they look at my artwork. I put water where the ferry is. I also put a plane and a police helicopter. These are all things in my city. Did you know that I can see this bridge from my classroom window?

**TEACHER:** Our second grade students were learning about urban and rural communities. This was a perfect opportunity to extend their classroom learning by creating cityscapes. We looked at several photos and paintings of big cities and discussed types of buildings, structures, and modes of transportation. Emanuel was proud and eager to share his knowledge.

Students used their observational skills and created a sense of depth using overlapping shapes. They were encouraged to explore the unique qualities of watercolors by using warm colors for the city and cool colors for the added images. The expressive use of color, line, and shape as well as an interesting composition brought Emanuel's city to life. He is a very serious artist with a unique vision of the world. This artwork had a very special connection for him. He has a perfect view of the Bayonne Bridge from his classroom window and was eager to include it in his cityscape.

## My Neighborhood Yayu Huang

Grade: 2  
School: PS 101, The  
Verrazano School,  
Brooklyn

Art Teacher: Cynthia Russo

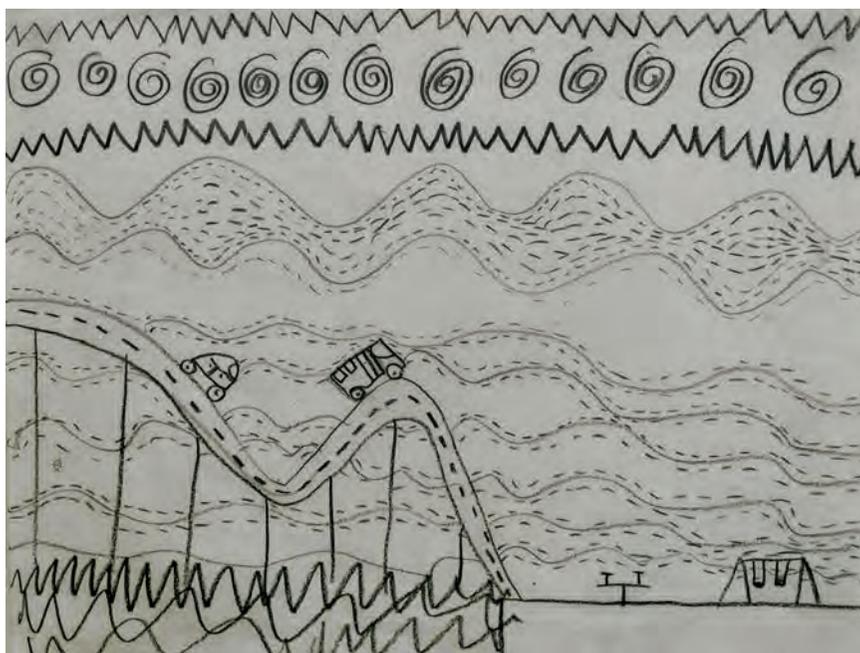
Watercolor and marker

**STUDENT:** When I make art I'm in my own world of imagination. It took me a long time to finish my art project and I tried my best to make the buildings and trees and sky look real.

**TEACHER:** This unit was based on a social studies unit that focused on rural, suburban, and urban communities. *Coney Island* by John Wenger was shown to the children and they discussed its shape, color, organization of space, and detail. This is a familiar location for our second graders and they were very impressed with the imagery and details. Students then created observational drawings of the landscape from our classroom windows. They focused on organization of space, background



and foreground, geometric and free-form shapes, texture and experimentation with color blending. Yayu worked diligently on the sizes and shapes of the buildings. I am very proud of the way she concentrated on her work from the beginning to the completion of the project.



*To the Park*  
Alessa Angel

Grade: 2  
School: PS 28, The Wright Brothers School, Manhattan  
Art Teacher: Sheeri Novick

Ebony pencil

**STUDENT:** I always loved looking at the pictures my older sister Vidianny made. She would bring them home and we would look at them and smile a real lot. I like to draw and make art and I love my own pictures. I made a car and a bus that were on their way to the park. I love going to the park because my grandmother takes me there. I want people to look at my picture and imagine their grandmothers are taking them to the park.

**TEACHER:** Second grade artists explored line as an element of art. We discussed the expressive use of line and the importance of this element. Students studied drawings by Vincent van Gogh and realized that artists use a variety of lines to create interesting artwork. The students' task was to focus on their use of line as they created graphite pencil drawings.

Alessa is an English language learner who comes to art class to work and create. It is always a pleasure watching her develop her artwork. Alessa's picture is a wonderful example of the use of repetitive lines creating movement.



## Landscape with Movement

Lila Jassen

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

Watercolor pencil, watercolor pastel, and tempera

**STUDENT:** I like to create other worlds and I worked really hard on my artwork. I want people to feel excited and happy and emotional, but not sad, when they see *Landscape with Movement*.

**TEACHER:** How do the length of our lines and brush marks affect the sense of movement in a composition? To answer this question second graders looked at the many landscape paintings and drawings of Vincent van Gogh and his application of paint in short energetic brushstrokes

rather than broad areas of flat color. Children experimented with blending and layering watercolor pencils and oil pastels, and finally added tempera paint to create their own imaginary landscapes.

I have been working with Lila in the art room since she came to P.S. 41 two years ago. She is consistently focused and engaged, and her confidence has blossomed during that time. I want to continue to help Lila express herself through her artwork.

## Junny's Birthday

### Junny Ke

Grade: 2  
School: PS 503, The School of Discovery, Brooklyn  
Art Teacher: Ellen Izzo  
India ink

**STUDENT:** I used the ink well. I used thin lines to draw the city, fat lines for my hair, and I used a little bit for my eyes. I used the ink to paint my crown. I used dry brush and I worked carefully to make my artwork nice. I liked using dry brush for my shirt, my hair, and the city.

**TEACHER:** Students studied their community. Using mirrors for reference, they drew self-portraits in pencil. They continued with India ink. It is the perfect medium to practice brush control. It has become my precursor to their using paint.

Students were asked to represent themselves as community members. Expression and viewpoint were important. Junny's work shows herself stepping out into the neighborhood for her birthday. It was quite different than the work of the other students.



Our previous project was a community map drawing of the walk from home to school. The emphasis in that drawing was on the importance of using a variety of lines. It was especially rewarding to see Junny transfer what she learned as she worked with the new medium of India ink. I think her dry brush is superb!

## The Peaceful Flamingo

Sandra Liu

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

Oil pastel

**STUDENT:** I used colors that I thought were peaceful. I want people to think and feel that they are in a peaceful place. It's fun to make art because you can make any kind of art you want and no one can judge you or tell you what you have to draw.

**TEACHER:** This animal drawing was the culminating work for a second grade unit. The students considered how artists create emotion in their work through their use of color and line. They compared and contrasted the work of artists including Willem de Kooning and Jasper Johns. They practiced creating opposite effects such as peaceful and angry, silly and serious, and relaxed and energetic. Then they applied these ideas to animal drawings. They were inspired by images of animals in art from India, China, and South America. Sandra's composition is especially strong. Her bird perches at an angle on a rock in a peaceful swirl of color.



## Portrait

### Matthew Smith

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Grade: 2  
School: PS 249, The Caton  
School, Brooklyn  
Art Teacher: Yaffa Rasowsky

Oil Pastel and Crayon

**STUDENT:** There is always a time for laughing. Like when you're at lunch and someone tells a joke, you can laugh. And there is always an expression you can make when you're laughing, like I did in my portrait.

Mostly, I was born with art. It's a part of my life. If I have nothing to do at home, I just make stuff. Ideas always come to me. I want people to know that I want to be the King of Art-ism. This is a portrait of the King.

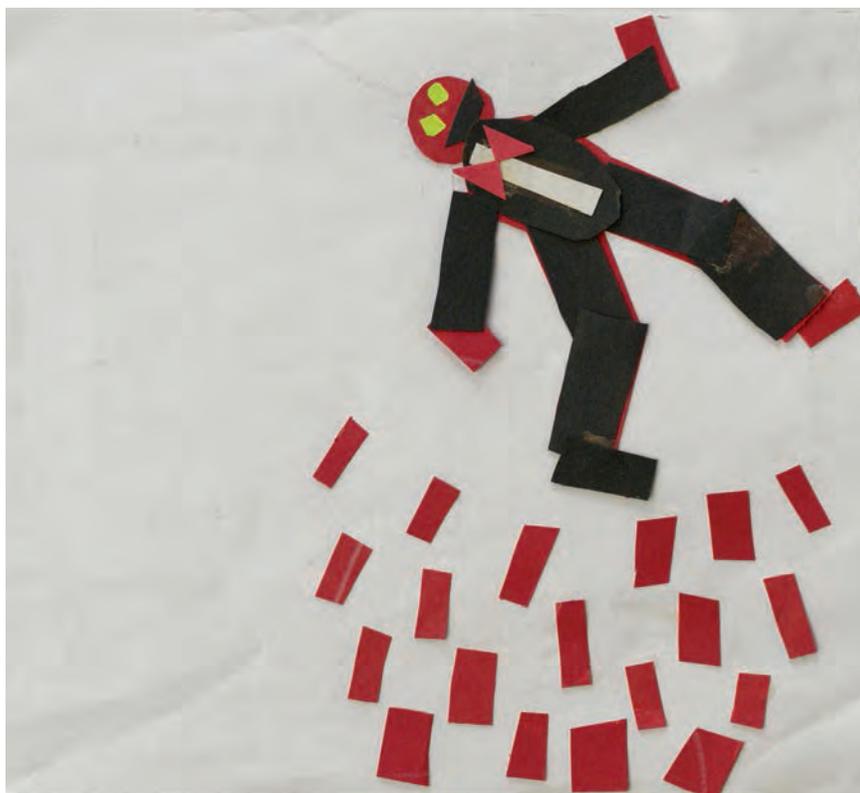
Any place can be a place to do art. I want people to get up, grab a pencil, and start making art.

**TEACHER:** Students used close observation to make expressive portraits. They created drawings that demonstrate experimentation with drawing tools. They used varied lines and colors to convey expression and personality through portraiture. They identified art vocabulary, studied the works of various portrait artists, and



shared personal choices and feedback with peers.

Matthew is a special education student in a self-contained classroom. He is an incredibly dynamic artist with busy hands and many ideas. His creativity and high energy are assets in the art studio where his artwork comes alive through his expression of line, color and movement. This young artist's work is a direct reflection of his personality. His extraordinary gifts are to be celebrated!



## *Late for the Wedding* Angel Camilo

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Grade: 2  
School: Grant Ave Elementary School, Bronx  
Art Teacher: Leslie Concannon

### Cut-paper collage

**STUDENT:** I want my artwork to remind people to be on time. It's hard when you are late and have to rush. This is a good rush because I am rushing for something important. I'm always drawing. It's fun. I draw because it reminds me of my favorite things.

**TEACHER:** For our collage unit, the class was working on figures that show action. We acted out and discussed where the body bends. Before the students glued clothes we looked at *Tar Beach* by Faith Ringgold and how

clothes can tell us something about a character.

Angel consciously placed the figure at the edge to illustrate rushing. He used the small red shapes to show motion and the joy of a wedding. Angel's figure is clearly a member of the wedding. In the class reflection, Angel was able to discuss his treatment of the subject, composition, and the mood of his collage. I was impressed with the unique quality of Angel's image and narrative.

## Self-Portrait in Silver Gabriela Diaz

Grade: 2  
School: Brooklyn Arbor  
Elementary  
School, Brooklyn

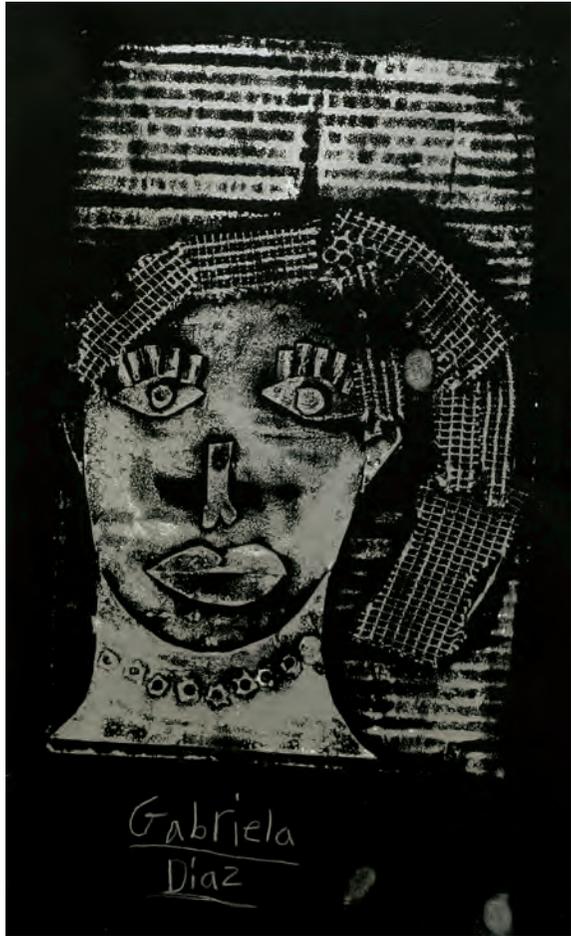
Art Teacher: Laurie Marcus

Collograph print

**STUDENT:** It took me a long time to do this. Notice how I made the necklace with little circles cut out of metal paper and glued on. I used paper with lumps to make the eyelashes. It was sort of hard to make the mouth – I wanted to make it even. It was a surprise when I took off the black paper, after printing it, and saw how it turned out.

**TEACHER:** I combined a self-portrait unit and a printing unit so second graders could experience self-portraiture in a new way. Students drew full self-portraits on oak tag. They cut out the faces and glued them onto cardboard, creating a printing plate. Onto this base, they built their features using pieces of oak tag and textural materials.

Gabriela's work shows an extraordinarily creative use of materials. Her choice of "paper with lumps" (corrugated cardboard) for



eyelashes demonstrates this, as does her orientation of a netlike gridded fabric to represent her hair. It is clear how each material elicited a thought. As she worked, Gabriela radiated a purposeful joy as new ideas formed and transformed her work.



*Houses on a Mountain in Brazil*  
**Selina Lian and Sonia Dong**

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Grade: 3  
School: PS 69, Vincent D. Grippo School, Brooklyn  
Art Teacher: Angela Fremont  
Cut-paper collage and watercolor

**STUDENTS:**

**SELINA:** The people in the mountains have fresh air. It's not really cold and not really hot. It's like spring time. There is fresh air, and so many trees in Brazil. Sonia and I worked faster and better by working together.

**SONIA:** I can imagine a beautiful mountain and sky. Nature is wonderful. Selina and I made beautiful things. It was a lot of fun.

**TEACHER:** The classroom teacher initiated the collage unit based on the students' responses to literature that examined shelters around the world. Making that important connection in the classroom spilled over into the art studio where the students made larger collage versions. They extended their knowledge of the medium and created dynamic and very personal visions of housing in Brazil.

Sonia and Selina worked together so beautifully, cutting the shapes, exploring the textures of the trees, and solving the complicated compositional problem of houses climbing up a hill.

## Portrait of My Friend

Jayla White

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Grade: 3  
School: P352X@134,  
Bronx  
Art Teacher: Mary McGaw  
Tempera and marker

**STUDENT:** I want people to feel happy when they look at my artwork because that's how I felt when I made it. I am an artist and I love making beautiful artwork for people to enjoy. I like sharing my ideas with others.

**TEACHER:** The lesson that elicited Jayla's work was part of a unit of sequential lessons in which students explored the genre of portrait painting. To provide sources for reference and inspiration, students were introduced to well-known works of art from the online collections of the Metropolitan Museum of Art, the Museum of Modern Art, and the New-York Historical Society. Students demonstrated their understanding of visual arts vocabulary as they discussed their portraits, using the language of the Elements of Art. Jayla experimented with composition, color mixing, and the use of lines and shapes. She has shown tremendous growth this year.



## Self-Portrait

### Kayla Nanan

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Grade: 3  
School: PS 1, The Bergen  
School Brooklyn  
Art Teacher: Paul Zeichner

#### Graphite

**STUDENT:** It was a sunny day when I drew this and I wanted to be creative with my artwork.

My pencil goes where it takes me into my imagination. I am happy because this is my first museum exhibition.

**TEACHER:** This drawing was part of a third grade unit that focused on portraits. Before drawing from life, students learned about the structure and proportions of the human head. Then, they applied that knowledge to an observed self-portrait. They looked at a variety of self-portraits by several artists including Rembrandt van Rijn, Albrecht Dürer, Frida Kahlo, and Pablo Picasso.

Kayla did an exceptional job of drawing from observation. She was sensitive to subtleties such as the asymmetrical structure of the eyes and overlapping forms of the nose. She was able to successfully synthesize the principles she had learned with her own observations.



## Crane

### Heli Patel

Grade: 4  
School: PS 877, The 51st Avenue Academy, Queens  
Art Teacher: Kathleen Izzo  
Oil pastel and cardboard

**STUDENT:** Kids have strong imaginations and are capable of doing anything that they desire. I want people to enjoy my work. Creativity is endless. Art is everywhere and I like to express what I see in my environment. I want others to know that making art is an awesome thing to do and it teaches you about a lot of things in life.

**TEACHER:** Students were shown many works by famous artists. They became familiar with various art media, styles, and color techniques. After several lessons based on color theory, students were ready to explore the art of pattern-making and textures. The goals of this unit were to see realistic objects as shapes and patterns, and to learn how to work with oil pastels. Heli is a very diligent worker. She has a love for making art.



## Self-Portrait Natalie Soler

Grade: 4  
School: PS 22,  
Thomas  
Jefferson  
School,  
Queens

Art  
Teacher: Vivian Choi

Ebony pencil and  
Prismacolor Art Stix

**STUDENT:** In this self-portrait I want to show not just the way I am now, but also what I think I will look like in the future. Art is one of the few subjects where I can do what I want. I feel I can let my creativity run down onto the paper. My self-portrait took a long time to finish. For each

class, I drew one facial feature. It required a lot of attention to detail. I wore the same clothes, jewelry, and hairstyle every time I had art so I could continue where I left off.

**TEACHER:** This self-portrait unit focused on close observational drawing. Using mirrors, students were asked to consider proportion, placement, and shading. Through many sessions of close visual analysis, students determined the shapes and lines necessary to render themselves as realistically as possible. They observed how light reflected off



of their eyes, noses, and other protruding areas. Natalie's work demonstrates her ability to make keen observations, and a fundamental understanding of anatomy and drawing. Her work is delicate in parts, but as a whole, it is strong and interesting much like her personality.



## *My Formal Living Room in Perspective* **Fabiha Anjum**

Grade: 4  
School: PS 214, Michael Friedsam, Brooklyn  
Art Teacher: Nathaniel Solomon  
Pen and marker

**STUDENT:** I have been interested in art for my whole life. I want to be an interior designer when I grow up. I love designs, drawing, and writing in my journal. My love for art grows stronger as I get older. I also love to doodle. I have a dream to build my own perfect house. I started sketching

my own furniture. I was very focused and interested in this project.

**TEACHER:** The students were shown pictures of various designer rooms. We discussed some of the things we find in our favorite rooms. They were given instruction in one point perspective.

## Untitled

### Patrick Zapala

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

#### Hand-painted paper collage

**STUDENT:** I am passionate about making art. When I make art I concentrate really hard and keep focused. In art class I feel like I am in a different world. Because of my art teacher I love art.

I want to grow as an artist and learn new techniques.

**TEACHER:** Patrick's collage is a final work from a fourth grade collage unit of study.

The artists spent several weeks making hand-painted paper in a variety of colors and textures. They explored cutting from observation by closely examining shapes and their edges. We discussed how overlapping creates a sense of depth in an image. Finally, we considered how positive and negative space is used by an artist to create an interesting overall composition.



Patrick's collage is filled with subtlety and nuance. This can be seen in the way he combined geometric, organic and imaginary shapes. The small vase of red-orange rectangular stems creates a fantastic counterpoint to the larger vessel filled with wildly intermingling plants and flowers. Along with his imaginative capacity and visual sensibility, is Patrick's fine work ethic. He is the first to get to work and the last to clean up. When Patrick is engaged in creating a piece, you can see how transformed he is through the process of art making.



## Flight of the Dragonfly

### Ruby Penafiel

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Grade: 4  
School: PS 254, The Rosa Parks School, Queens  
Art Teacher: Aleksandar Popovic

Watercolor

**STUDENT:** I want viewers to feel like they are in the picture and that they are that plant or that creature in the painting. My art is something I enjoy doing and I work hard to make it look good. I also like to make art because if I am sad, art makes me feel better.

**TEACHER:** Students learned about the rain forest ecosystem through two books, *Rain Forest Food Chains* and *The Great Kapok Tree*. It was part of a watercolor unit designed to build on students' previous knowledge of the watercolor painting process, and to introduce them to new painting techniques.

Students learned how to use different shades of the same color, mix colors, and get a variation of tints.

Ruby gave a lot of life and movement to her dragonfly and plants with carefully detailed lines. She used very pale layers of watercolor paint, which contributed to the overall impression of lightness in the air.

## Fall Tree

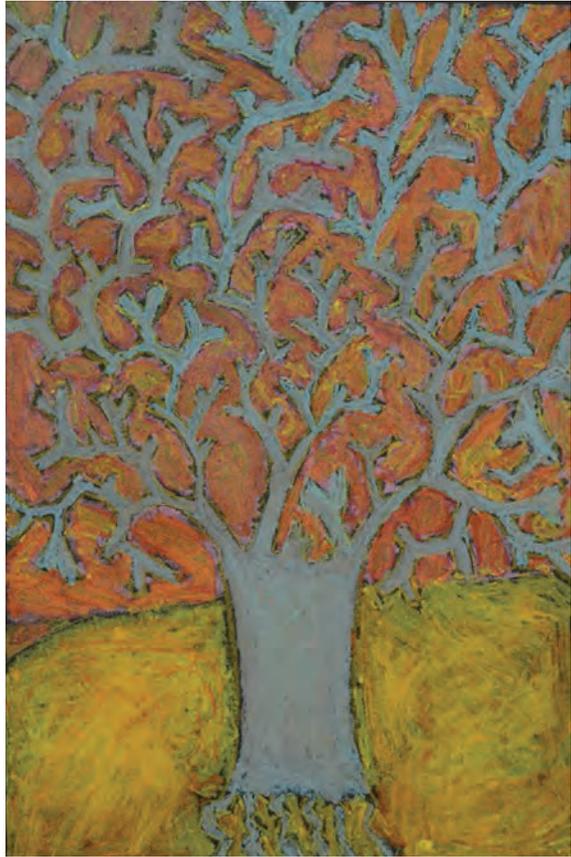
Andy Huang

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Grade: 4  
School: PS 124, The Yung Wing School, Manhattan  
Art Teacher: Rebecca Riley  
Oil pastel

**STUDENT:** I like to make art because I love to get working. I put a lot of feeling into my artwork. Viewers should know that my artwork is not just a tree in a background. The art came from my heart. When people look at my artwork I want them to feel happy, hopeful, and safe. I want them to feel as if they are inside the picture.

**TEACHER:** Students observed the trees in the school yard, read Thomas Locker's *Sky Tree: Seeing Science through Art*, and analyzed Piet Mondrian's tree paintings, and the Starn brother's mural in the South Ferry subway station. Students noted the proportion, colors, and movement of trees and branches. They noticed that artists work in different ways – as illustrators, scientists, muralists, and fine artists. They practiced mixing oil pastels to formulate colors for tree bark and sky. Using art vocabulary, students wrote letters to one another reflecting on their finished work. Andy's craftsmanship, inventive colors, and the inclusion of the tree roots make this an exemplary work of art.





## All the Jazz

Janier Romero

Grade: 5  
School: PS 239, Queens  
Art Teacher: Jean Cohn  
Cut-paper collage

**STUDENT:** I enjoy coming up with a thought, getting it down on paper, and making it a reality.

I want viewers to know that I am very passionate about my artwork and that I worked very hard on this collage. When people look at my jazz poster I want them to feel as if they are actually there.

**TEACHER:** After a trip to the Louis Armstrong House in Corona, Queens, the students looked at some jazz posters. We discussed the graphics and how the artists created balanced compositions by using color to unify their work. The students knew they had to plan their designs carefully. We noticed that the posters we examined

had a variety of textures and were comprised of different materials. Some posters showed movement. The students were excited to begin this project. Janier worked methodically on his poster, planning out his composition. He created perspective through his use of materials. The main figure is highly stylized and detailed down to his gray hair and the beads of sweat on his face.



Who?

Sharon Yang

Grade: 5  
School: PS 160, William T. Sampson, Brooklyn  
Art Teacher: Janet Penello

Tempera

**STUDENT:** Art is my favorite subject. It lets me see new things that other people can't see, such as a yellow cow! People can't really see a yellow cow, but when I am drawing or painting I can imagine it in my head and then I create it. I love mixing colors, and spent a lot of time doing that. I put a lot of effort in my artwork to make the texture on the tree, and the feathers on the owl.

**TEACHER:** We discussed birds' shapes, sizes, and colors. We talked about different types of feathers, and what brushes and brushstrokes the students could use to create them. Students looked through photographs

of birds and selected one they would like to paint. They experimented to get the effects they desired. They were encouraged to mix many different colors, tints, and shades for each section of the bird. This helped create volume and texture in their paintings.

Sharon mixed a variety of colors in her painting using many different brushes, and was able to create several different textures on the bird and tree. Sharon is an amazing artist, who never gives up. She spent time mixing colors and selecting brushes to get just the right effect.



## The World in Darkness

Terry Lim  
Richard Schnabel

Grade: 5  
School: PS 173, The Fresh Meadows School, Queens  
Art Teacher: Deborah Passik  
Sharpie and watercolor

**STUDENT:** I like to make art because art expresses ideas and feelings. You can show compassion in artwork. With one piece of art, you can show a thousand words. The title of my painting might make you think that the piece is frightening, but the artwork itself shows the city at night and how bright and active it really is. The painting took tons of effort, determination, and time.

**TEACHERS:** Fifth grade students discussed artwork in Faith Ringgold's

*Tar Beach.* In technology class students researched images of New York City landmarks. In the art room they prepared sketches as part of the planning process. They explored color mixing beyond secondary and tertiary colors, and tints and shades.

Terry used color and figures in action to express the life of the city at night. The skyscrapers of Manhattan rise up in the distance, connected, yet disconnected from the event in the foreground.



## *Expressive Head*

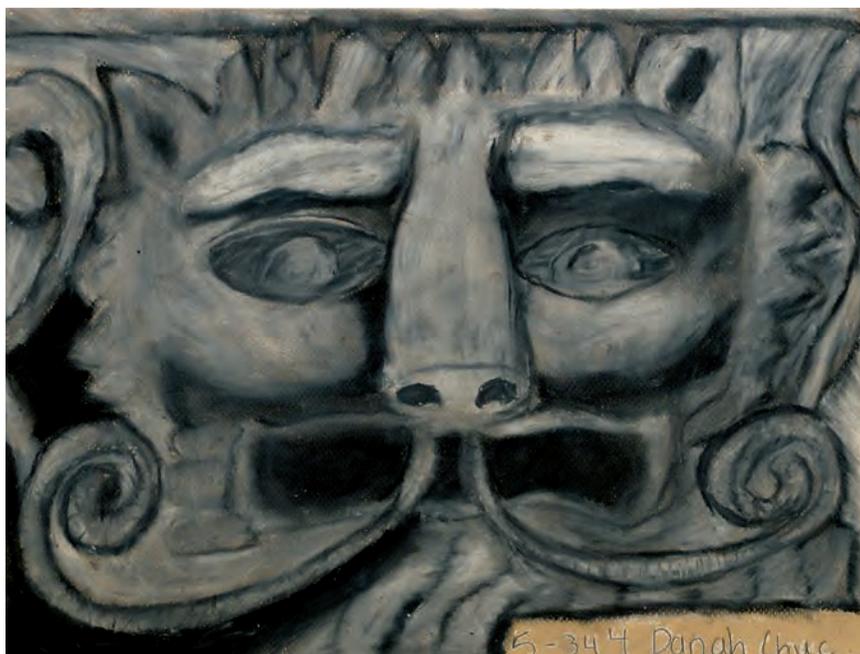
**Otis Jacobson**

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Grade: 5  
School: PS 38, The Pacific School, Brooklyn  
Art Teacher: Anne Polashenski  
Self-hardening clay and acrylic paint

**STUDENT:** I like to make artwork because it gives me joy and allows me to express my feelings. When people look at my sculpture I hope they see the dazed emotion in the face. I put a lot of work into *Expressive Head*.

**TEACHER:** This project was inspired by the sculpture of Franz Xaver Messerschmidt. Students explored facial expressions and created portrait busts. They learned how expressions change facial features. The bronze-painted clay bust that Otis created shows outstanding observation of detail and personal expression. His understanding of proportion and control of the medium is excellent.



## Grotesque Danah Chuc

Grade: 5  
School: PS 254, Dag Hammarskjold, Brooklyn  
Art Teacher: Branislava Duranovic Scheluchin  
Oil pastel

**STUDENT:** My main goal in this drawing is to show feelings and have the viewer think about the emotion expressed by the grotesque face. Drawing or any type of art calms me down and when I make art all my struggles float off my shoulders. I just go with the flow and I relax.

**TEACHER:** In this unit the 5th grade students learned about the architecture of New York City, its decorative reliefs, pillars reminiscent of faraway places, and its quiet watchful protectors – grotesque

stone faces. Secretive, mysterious “residents” of the city, they often exist unnoticed by the passersby.

Students observed the lights and shadows and tried to read the feelings of these faces. They learned how to create volume, blend oil pastels, and use them to create the illusion of smooth and rough textures. Danah is a quiet and extremely focused student. She explored formal elements of art such as line, shape, and volume to create a very expressive oil pastel drawing.



## Seascape

Zowie Shbairo

Grade: 5

School: PS/MS 164, Queens Valley School of the Arts, Queens

Art Teacher: Catherine Kramer

Tempera

**STUDENT:** Put a pencil in my hand and a paper in front of me and I'll start drawing right away. When I draw my imagination comes to life. In my artwork you see a mountain that sits beside the ocean and stands out in a strong, bold, and confident way. The ocean represents a mighty feeling. When people look at my work I want them to feel mighty and strong about themselves. The hardest part was to paint the peach color of the clouds to show the afternoon sky. It was very difficult. The first try didn't look good. My art teacher, Ms. Kramer, suggested that I practice on another paper. Then I started to get the hang of it.

**TEACHER:** Zowie's work is the result of a combined drawing and painting unit on seascape and landscape compositions. Students viewed the work of various artists, discussing composition and comparing different styles of painting. Prior to starting their final compositions they experimented with different painting techniques. All colors were mixed using only red, blue, yellow and white paint. Zowie's painting is a balanced composition demonstrating rich use of tempera paint, and awareness of light, value and contrast. She had a clear vision of how she wanted her painting to look and brought that vision to realization.



## Friendship

Angelica Kwan and Judy Zang

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

Collograph print

### STUDENTS:

**ANGELICA:** I want people to understand the emotions that make the print interesting, like surprise and happiness, and I want them to think about the materials I used. I like printmaking because you have many choices and can use different colors for the prints. It took a lot of practice and hard work to make a portrait and that was only the first step. Many steps, materials, and tools are needed to make a print.

**JUDY:** I want the viewer to feel the expression in the print. I get inspired when I look at other artwork. Inspiration makes me want to draw and drawing gives me a place to express my emotions. There are a lot of colors that can make a print interesting. It was fun to work with a friend and together come up with new ideas about color and emotion, and help each other with all the hard work.

**TEACHER:** Students are working on drawing and prints of portraits showing emotion. After mastering basic proportions, placement, and shapes of their faces they added emotion through hand gestures, eye position and mouth shapes. After printing their own plates, students were invited to find a friend who had a facial expression that would complement their own. They experimented with colors, line, placement and balance to create a narrative about friendship. Angelica and Judy practiced drawing their faces, and then worked on proportion. They effectively printed their individual prints using color combinations of paper and ink to enhance the mood of their artwork. After succeeding on a technical level, they had fun together as they applied different background colors. They enjoyed the process of making artistic choices.



## *Red Bird*

Emely Santana

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Grade: 5  
School: School for Environmental Citizenship, Bronx  
Art Teacher: Michael Williams

### *Mixed-media sculpture*

**STUDENT:** When people look at my artwork I want them to think that the sculpture is a real bird. I want them to notice that the bird is looking at another creature. Building my bird sculpture took lots of hard work and patience. I used many materials to make this bird. For example, I used newspaper, cardboard, glue, plastic and sliced rubber inner tube.

**TEACHER:** Students developed sculptures of animals from their initial color pencil drawings. Recycled materials were used to construct the armature, base and sculpture. Emely worked quietly and intensely on her sculpture. Its asymmetrical balance captures the quirky movement and unique nature of a bird. She embellished the work with expressive bold textures and colors.



## City Self-Portrait

Joseph Centrone

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Grade: 5  
School: PS 91, Richard Arkwright, Queens  
Art Teacher: Christine Pilling

Tempera and cardboard

**STUDENT:** I want people to look at my art and feel what I feel inside of me. I want the viewers to know who I am. I am a city kid who likes Times Square, all the buildings, games, and movies too. I love to make art because that is who I am. Art is what I do. I grew up making art and was always drawing as a little kid. My whole family loves art. My dream is to have a career in art. That's for me!

**TEACHER:** *City Self-Portrait* was created as part of a painting unit. Joseph's work is the result of a series of lessons on drawing, portraiture, background composition, and tints and shades. I encourage my students to take risks with the medium. Joseph is a talented artist and a proud New Yorker. His self-portrait conveys a mood and energy about him but also about the city itself.



## New York, NY

Alex Dembitzer, Jason Garza, Raphael Romero, Saniyah Leon, Frances Sheehy, Lily Monaco, and Eamon Kreuper

Grade: 5  
School: PS 372, The Children's School, Brooklyn  
Art Teacher: Marina Pavlutskaya and Chauna Chew

### Collograph

#### STUDENTS:

**ALEX:** I would like viewers to see resemblances to real buildings. This was a difficult piece to make because the layers were a struggle. I like the precision that art sometimes requires.

**JASON:** I feel passionate about my art and I put a lot of work into it. When I draw it makes me feel happy.

**RAPHAEL:** I want people to be amazed by this work of art. I want the viewers to feel that a lot of effort went into the work.

**SANIYAH:** I have pictures in my head that pour out. I hope people feel like they are looking at an actual picture of New York City, but in black and white.

**FRANCES:** When people look at this work I want them to say, "Wow, a lot of effort went into this artwork," and feel inspired.

**LILY:** I tried really hard to make this piece look like actual buildings. I put a lot of work into this piece and it turned out just like I wanted it to.

**EAMON:** I hope you think we are good artists, and that the city is pretty cool. These buildings are great monuments.

**TEACHER:** Students looked at the range of architectural styles in the city for inspiration. They explored the contrasts between old and new, and contemporary and traditional. The close examination of these structures deepened their observational skills. This work reflects a collaborative process. Students worked together sharing techniques, successes, and struggles.



## *The Purple Jungle*

Wei Chen

Grade: 6

School: MS 74, Nathaniel Hawthorne, Queens

Art Teacher: Irene Papamichael

Photoshop

**STUDENT:** Being an artist makes me look at the world differently than other people. Everything around us is art, all I see is art. My art teacher, Ms. Papamichael, taught me everything I know about Photoshop. She gives me great advice and assigns fun projects. I have learned to draw and work in Photoshop. What challenged me the most were the colors. I used a lot of bright colors and it was difficult to make it all work together. At first, the colors in the background were distracting. I experimented with colors and found the perfect match.

**TEACHER:** Students used Photoshop skills in creating their self-portraits. They were not allowed to use Internet images, but instead combined their photographs using a wide variety of selection tools, filters, layer styles, and layer management skills. Students also utilized the Principles of Design by showing unity through color, balanced composition, and harmony in their artwork. Wei carefully planned out her self-portrait. The harmony and formal balance she created made her project stand out. She worked carefully and was motivated to keep experimenting with the composition of *The Purple Jungle*.

## Genetically Modified Mutt Man

Noah Ofri-Akram

Grade: 6  
School: Simon Baruch  
Middle School  
104, Manhattan  
Art Teacher: Sarah Rosenblum  
Terracotta

**STUDENT:** Being an artist made me think about how I look at everything and how I put things into perspective. It was really fun to experiment with the features of my mutant dog man: should my ears be perked up or hanging down and should my mouth be opened or not? Ms. Rosenblum, my ceramics teacher, helped me by showing me the techniques to use in the creation of my sculpture including how to use the necessary tools to make the features and textures. One difficulty I faced was making sure the snout was not so heavy that it would tip the piece over. I solved this design problem by hollowing out the snout and carefully balancing it with the weight of the clay in the head.



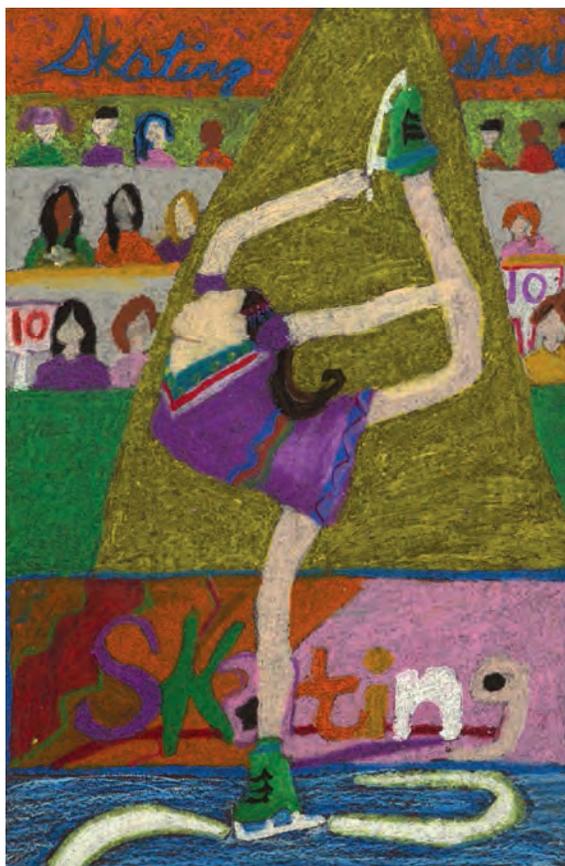
**TEACHER:** In the process of creating three-dimensional portraits, students first were introduced to the basic proportions of the human face and head. Students examined the unique proportions and features of a particular person. They were challenged to look carefully and to continuously compare their sculpture to the photographs they used as references in order to capture in clay the details that made the individual unique. Noah gave himself an extra challenge. Rather than simply portray himself, he wanted to combine himself with his dog. Using photos of himself and his dog, he carefully picked which features of each would work best together to form a cohesive sculpture. Watching Noah work in a classroom filled with other students it is clear that nothing else in the room matters to him when he's involved with the artistic process.

## The Beauty of Movement

Jessica Lin

Grade: 6  
School: PS/IS 102,  
Bayview, Queens  
Art Teacher: Mary O'Donnell  
Oil pastel

**STUDENT:** As an artist I have a chance to express my feelings in my drawings, and that makes me feel good. My art teacher has played a huge role in my development. She has always given me positive feedback and she cheers me on when I feel like giving up. She makes art fun and she has taught me to love art. To find the right colors, I looked at my artwork and asked myself, "What mood do you want the audience to feel?"



**TEACHER:** This lesson reaches towards the 8th Grade drawing performance indicators of the *Blueprint for Teaching and Learning in Visual Arts*: demonstration of perspective, observation of detail, correct scale of objects and figures, a wide range of values, and a personal view. The drawing unit was divided into lessons that developed students' art skills, and fostered their creativity. Students chose an activity or scene that was personal to them, and developed narratives with their work. They experimented with oil pastels, learned techniques to create depth

in their work, and practiced creating correct proportions of the human figure. Jessica is a quiet, serious art student, and a hard worker. Having *The Beauty of Movement* displayed in the P.S. Art exhibition honors her practice.



## Bulldog

### Hui Shi

Grade: 7  
School: JHS 189, Daniel Carter Beard, Queens  
Art Teacher: Meri Ezratty

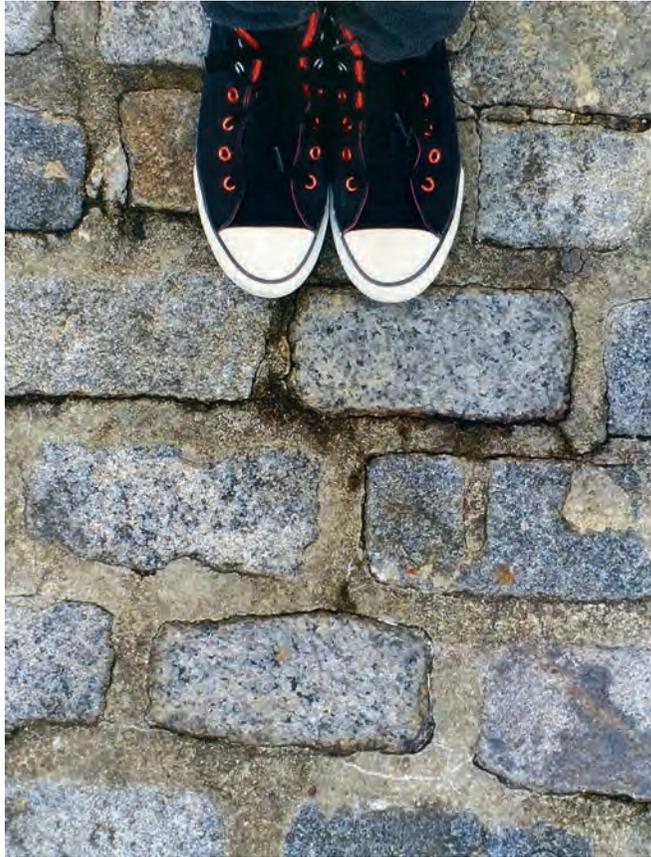
#### Sepia pen

**STUDENT:** Being an artist, I can use art to help me express my emotions and distract me when I am upset.

Ms. Ezratty helped me improve in drawing and painting. I learned the seven head rule for drawing people and, for this work, how to use a sepia pen. She lets us explore new media to create different artworks. My teacher gives good comments and helpful suggestions to encourage me when I am impatient. The big challenge was dealing with the slow process of using my pen to create the texture of the fur. I kept telling myself that I need to make this dog beautiful. I told myself not to rush. I was going to make a cluttered background, but then the

dog wouldn't stand out, so I just made a simple floor.

**TEACHER:** Students learned about Leonardo da Vinci and his sepia pen drawings of animals. Students had to think about how to define the animal's musculature beneath the skin. Close observation and the use of a variety of tones with the sepia pen helped to make the animal appear three-dimensional. Hui's unique perspective of the floor boards and careful depiction of the folds in the bulldog's skin are wonderfully rendered. Her commitment to completing this rigorous task with skill and patience is admirable.



## Sneakers

Aditi Pardeshi

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Grade: 7

School: Irwin Altman Middle School 172, Queens

Art Teacher: Harriet Sohn

Color print from digital photograph

**STUDENT:** Being a photographer encourages me to see life in a different way. My photography teacher, Ms. Sohn, has played a role in my creative development because she encouraged me to take pictures in various environments. Here, I had to make sure that the light source was just right. I did this by standing in a way that didn't block the light source, which was the sun.

**TEACHER:** Photography is an important medium for students in middle school as they are making judgments, forming values, and exercising curiosity. Aditi examined many photographs taken by last year's photography students. Aditi captured the brick which shows how over the years the elements made an impact on the surface. The sneakers are a symbol of youth. The photograph represents the contrast of old and new, and is striking in its unique quality.



*Untitled*  
Daniel Abreu

Grade: 7  
School: PS/MS 161, Pedro Albizu Compos, Manhattan  
Art Teacher: Lara Slotnick

Watercolor, colored pencil, and graphite

**STUDENT:** I made a choice to be an artist. Everyday I choose to continue experimenting with many materials. Ms. Slotnick teaches me new techniques and encourages me to follow my career plans. Without my art teacher, I wouldn't have had this opportunity to display my artwork. It took a lot of practice to accurately draw the different animals. Ms. Slotnick taught me techniques such as shading, adding texture, cropping, and overlapping. At first I believed my artwork was weird. But soon that negative feeling changed.

**TEACHER:** Daniel's artwork is a product of a drawing unit incorporating Surrealism. Students were introduced to artwork of Salvador Dalí, René Magritte, Meret Oppenheim, and several contemporary artists. We discussed juxtapositions, the merging of dreamlike and realistic images, and photographic precision within illogical scenes. Daniel chose to fill his majestic whale with other animals from the sea. He meticulously drew the details of each creature. He took the parameters of the Surrealism assignment and went beyond them.

## Golden Lady

### Melody Pereyra

Grade: 7  
School: John Ericsson  
Middle School  
126, Brooklyn  
Art Teacher: Nina Fagiola

#### Mixed-media sculpture

**STUDENT:** I didn't consider myself an artist until I created this sculpture. My teacher, Ms. Fagiola, kept encouraging me and made me realize that there are all different kinds of artists out there. Succeeding at this project helped me feel confident about making art and trying new things. Ms. Fagiola is always honest about how I can make my artwork more successful. She helped me understand that mistakes can be good because that is how you

learn. The most challenging part was compacting the aluminum foil around the wire to build the armature but I finally got it. This sculpture represents an older lady going through her golden years, which is why the base is golden. Usually artists would rather show young people in their artwork. I love older people.

**TEACHER:** This sculptural figure project was the culminating activity in a thematic unit exploring different representations of the figure in art. Before designing and constructing their figure sculptures, students drew and painted figures. This



was a sustained investigation of the figure and students learned about proportion, movement, and expressive gestures. Building on the foundation of their two-dimensional representations of the figure, creating these sculptures challenged students to explore perspective, scale, and point of view in three dimensions. This work represents Melody's discovery of herself as an artist. I was impressed by Melody's clear vision for her sculpture and her perseverance in bringing her ideas to fruition. It was truly exciting to watch her personal and artistic confidence grow stronger each day.

## The Eye of the Beholder

Cyndia Mosley

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Grade: 8  
School: MS 137, America's School of Heroes, Queens  
Art Teacher: Rose Aranya  
Soft pastel

**STUDENT:** My goals in life, school, and career have slowly been shaped around art. Art is your own perspective on life. This is what my piece is about. It's all through *The Eye of the Beholder*. For the past several years Ms. Aranya has helped mold my creative development. She helped me by showing me art techniques and teaching me about the history of art. Both helped me to expand my artistic thought process. I really struggled with the shading in my self-portrait. I had difficulty conveying three-dimensionality. I met the challenge by not giving up, and working at it until I was satisfied.

**TEACHER:** Cyndia's self-portrait is the culmination of a series of lessons examining how creating a self-portrait contributes to the process of self-discovery and self-expression. The concept of self-portraiture is centuries old, and the choices made by artists about how they represent themselves are diverse and complex.



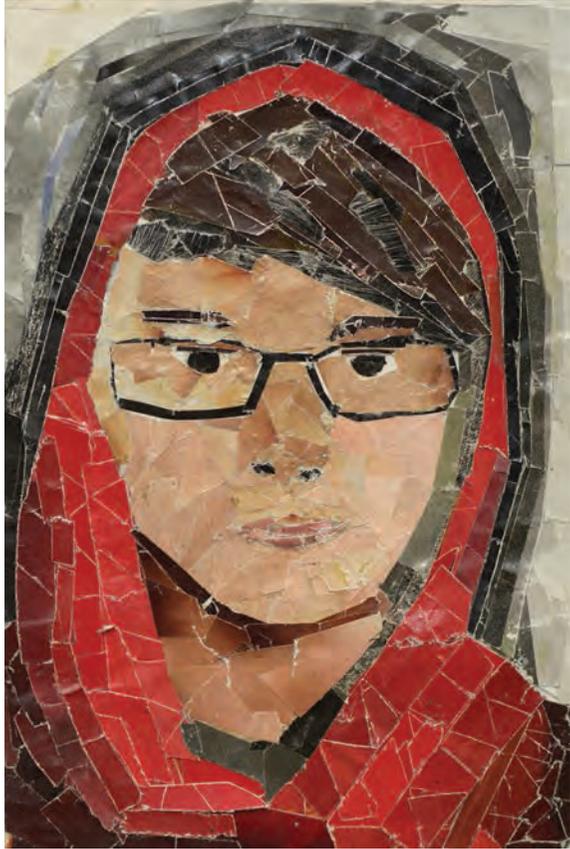
For this project, students analyzed the self-portraits of several artists in terms of mood used to convey character. Cyndia's work has a calm exterior yet her eyes show a young woman with deep thoughts and unwavering determination. This self-portrait is silent and powerful, and a perfect visual reflection of Cyndia Mosley.

## Self-Portrait Samuel Lee

Grade: 8  
School: MS 74, Nathaniel  
Hawthorne,  
Queens  
Art Teacher: Andrew Zaben  
Cut-paper collage

**STUDENT:** Art taught me about colors in the world. Before I learned how to draw, colors were things that were just there in life. My third grade teacher taught me that colors are everywhere and I should observe them. Life without color would not be enjoyable. Mr. Zaben taught me about media that I never knew existed, and he is my main influence. He helps me develop my creativity and encourages me to do my best. When I had trouble with one area of the collage, Mr. Zaben recommended I work on another section to give myself time to think about the area I was having trouble with. This was helpful because I needed to get the project done for a high school audition.

**TEACHER:** Students created self-portraits and shaded them using collage. They had learned several different methods of shading but this would be something new. Sam's project stood out because of the way he shaped his background, hoodie, and face. He achieved harmony through his design. He took this project beyond my expectations.





## Curiosity

Renee Chan

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

Acrylic

**STUDENT:** As an artist I have become more observant of my environment, attentive to the characteristics and emotions of others, and more aware of my inner self. Ms. Daskarolis had me experiment with varied art media. She stressed the importance of fundamental drawing skills, and encouraged me to make an emotional connection to my art making. I wanted to paint the fish in shades of blue, and to create an illusion that my fish was a part of the blue sea. I accomplished that by mixing varied color hues with gel medium to make color glazes. I used the glazes to paint layers of color, creating the color shadows of my fish, and making it look like it was in the ocean.

**TEACHER:** Students were asked to paint a sea creature, as it emerged into the light. The illumination of the sea creature communicates a mood. Renee's painting is reflective of her character. She has a gentle disposition, and like the subject of her painting, she approaches the viewer with an engaging and curious gaze.



## *Dancing Penguins*

**Evan Rosado**

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

Tempera

**STUDENT:** I like to draw. I like to paint. I like to create things. Ms. Rebecca is amazing. She gives me really cool materials to work with and I used them here to make the best picture I could. I drew a dancing penguin family.

**TEACHER:** During the winter, we learn about animals that live in cold climates. We looked at photos of penguin families. We worked with tempera paints on watercolor paper. Evan drew a dancing penguin family. He created a balanced composition

with an interesting use of positive and negative space. He used different proportions for the younger and older penguins, and created a pattern with their orange feet that gives a sense of movement. Evan attended to detail, giving the penguins personalities. They appear to be happy, having a great time dancing in the snow. I used Dragon Dictation to interview Evan because he has difficulty writing and was able to communicate his thoughts to me with the Dragon Dictation app on an iPad.



## Sunset Park Library Interior

Tao Yu Xue

Grade: 8

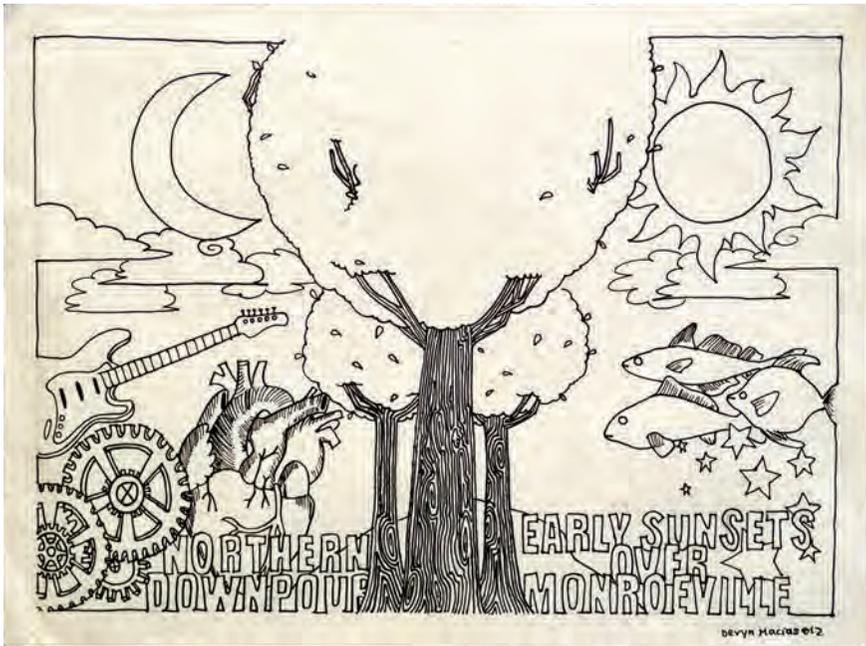
School: JHS 220, John J Pershing, Brooklyn

Art Teacher: David Mosher

Ink

**STUDENT:** People like my artwork. It is nice to have other people ask me for help when they need a drawing for something. Maybe I could have a career making drawings for companies that need illustrations. Mr. Mosher taught me new ways to work with art materials. I was already good at drawing with pencil, but now I know more about painting and using colored pencil than I did before, and I know more about mixing and blending colors. I wanted to draw the tables and the ceiling in perspective. I accomplished this by sketching and erasing until I got it right. I made value changes by using only dots of black pen ink.

**TEACHER:** Students created interiors that included furniture and people. The medium was their choice. Tao Yu had to wrestle with the perspective in both the tables and in the drop ceiling. He had to draw people in various sizes, depending on their distance from him. Tao is a gifted and hard-working student whom I have taught for three years. Last June as he was gathering his artwork for his portfolio, he found that many of the works were missing. He worked steadily over the summer to replace the missing artwork that he wanted for his portfolio. This drawing is a version of one of them.



*Untitled*  
Devyn Macias

Grade: 8  
School: IS 61, William A. Morris, Staten Island  
Art Teacher: Gladys Incle-Ramos

Ink

**STUDENT:** Art is the home I bring myself back to whenever I must express my emotions and feelings. My art reflects who I am and what I have been through. It is my passion and I will continue to make art throughout my life. My eyes have been opened to different styles and different media because of Ms. Ramos.

**TEACHER:** This wonderful drawing evolved from a lesson on line and negative space. Students were asked to make ink drawings. They chose the topic, but had to follow a format that incorporated negative space as a key part of the composition. This artwork demonstrates Devyn's personal view. To create *Untitled* she had to plan, make choices about composition, and use materials properly. Devyn is an amazing artist. Her artwork reflects her skills and her dedication.

## Self-Portrait

### Jonathan Alvarez

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Grade: 8  
School: IS 230, The  
Magnet School  
for Civics in the  
Community,  
Queens

Art Teacher: Maria Bonilla  
Graphite, charcoal, and chalk

**STUDENT:** Ms. Bonilla has really challenged me as an artist by making me work with different media. She has played a role in my creative development by teaching me new techniques over the past three years. She has always been supportive and has helped me achieve my goals. Creating the lighting and the details in the face were challenging. By going over my mistakes until I was able to get it right, I met the challenge. I worked very hard and I am very satisfied with the results.

**TEACHER:** One focus of middle school art making is sustained observation to express a point of view. In eighth grade students used all of the drawing skills they previously learned to create self-portraits. Jonathan is a natural artist. For him, the pencil just rolls over the page finding its path seemingly without effort. Jonathan's challenge was getting beyond his comfort zone. He accomplished this with a bold and confident personal style. He is such a gifted young artist. I hope he will continue to develop his artistic skills.





## *Cherry Blossoms in The Spring*

Joyce Lin

Grade: 8

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

Art Teacher: Ellen Shlayan

Oil on canvas

**STUDENT:** Being an artist has taught me that people view things differently. I learned that artists have many styles and techniques, and that we all should embrace our creativity. Ms. Shlayan helped me become the innovative artist I am today. She guides me to create artwork that demonstrates my skill and love for art. Creating this artwork was mentally strenuous as I really wanted to focus on the details and on developing the colors in this piece. It was physically tiring too. I took respites from time to time to allow my arm to rest. I persevered through it all.

**TEACHER:** The painting unit revolved around creating a landscape that displayed a personal perspective. Joyce depicted her view of a gorgeous cherry blossom scene. The artwork is characteristic of her continuous effort and dedication in art class. It contains a great variation of vibrant and fresh colors, making it highly pleasing to the eye.

## Self-Portrait

### Nyah Alexis

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Grade: 8  
School: Frederick Douglass  
Academy VIII  
Middle School,  
Brooklyn  
Art Teacher: Barbara Gathers  
Oil pastel

**STUDENT:** Art has helped me to be more confident. Once you're able to express your thoughts on paper it becomes easier to say those things out loud. I don't need to be pushed outside the box because I'm already kind of outside of it, but it's good that my art teacher is always pushing me to try different techniques and ideas. Color is very powerful; you want to choose a background color that complements your work while giving it the right mood. This is not an easy choice. I wanted neon pink for the mood but it overpowered the face. Blue complemented the face, but the mood was wrong. After many tries, I went with green.



**TEACHER:** Nyah's self-portrait was the product of a drawing unit focused on the proportions of the human face. The medium was oil pastels. We discussed techniques of perspective and scale, artist's choice in the degree and style of details, the importance of a range of values, and observation of details. The students used mirrors to study their faces while working on their self-portraits. They made decisions about color, and the blending of colors using oil pastels. Nyah has an outstanding portfolio created to audition for several arts high schools this year. She is very diligent, hard working and talented. She will attend LaGuardia High School in the fall of 2015.

## Jim Dine Inspired Tool

Daysey Vazquez

Grade: 8  
School: PS/MS 194, Bronx  
Art Teacher: Dolores  
Hostomsky

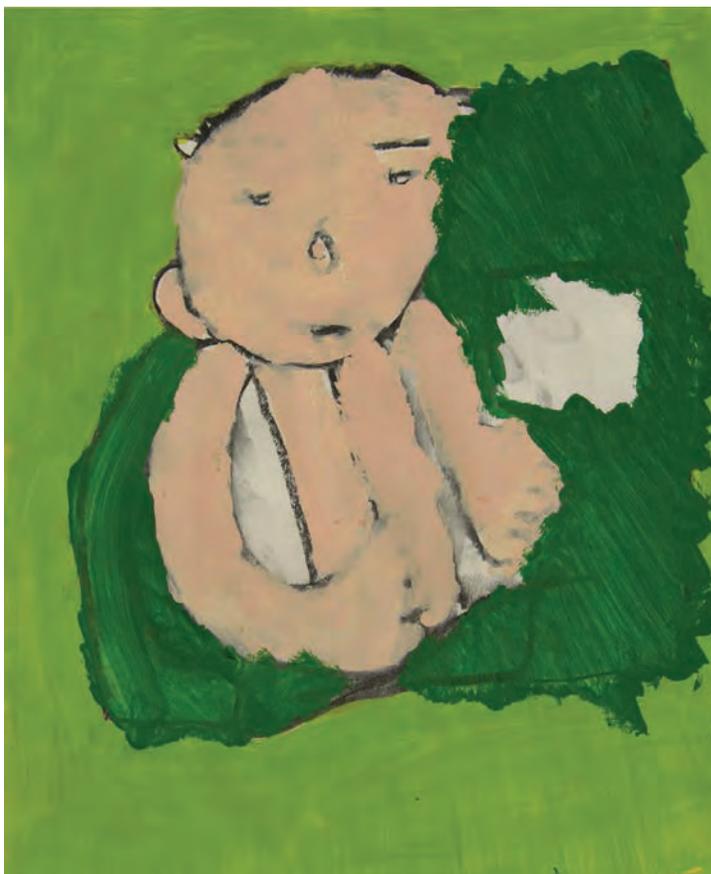
Chalk pastel

**STUDENT:** A great teacher can play a major part in a student's creativity. That's what happened to me with my art teacher, who helped me in ways she might not even know. I was stuck thinking about what would happen if a piece of art came out horribly. Ms. Hostomsky helped me find a way to deal with my anxiety by helping me realize that I should just draw what I see and feel. Being an artist can be life-changing. Spending time creating a magnificent piece of art is better than spending time on the things that you will regret later in life.

**TEACHER:** The drawing unit on expressive color and abstraction was inspired by Jim Dine. It began with a realistic charcoal drawing of an ordinary household tool. Students were then challenged to explore color as a means of self-expression. To understand abstraction students examined the work of Jim Dine.



Students again created a drawing of a household tool, this time focusing on scale and proportion. Daysey demonstrated her understanding of scale and proportion and she mastered the skill of blending chalk pastels. What makes this artwork exceptional is Daysey's unique ability to express herself in her own style.



## Self-Portrait

### Yomtov Kamhi

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Grade: 9  
School: PS 721, The Roy Campanella School, Brooklyn  
Art Teacher: Elizabeth Griffin

#### Tempera

**STUDENT:** When people see my artwork, they feel excited and happy because my art work looks so interesting. People like my work because it's colorful. Making art is fun. My teacher helped me use different paints and brushes to make art. She is always nice and helps me to keep my focus.

**TEACHER:** This painting unit included lessons on mark-making. As students created self-portraits they explored different brushes, tried different ways of using paint, and mixed primary colors to create new colors. Yomtov is a very intuitive painter. He chose to present himself on the floor, curled up, holding his arms around his knees.

## *Blue Sky and Building.*

**Cindy Rodriguez**

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Grade: 9  
School: Theatre Arts  
Production  
Company School,  
Bronx

Art Teacher: Don Cerrone

Color print from digital  
photography

**STUDENT:** I like to explore the world around me. The camera helps me see things in a different way. (Not that things are different but how I look at them is different.) Mr. Cerrone always pushes us to look at what we are doing, think about it, and try to find new and interesting ways to look at our environment. At first, I was not even sure I wanted to take a photo but when I had the camera in my hands things changed. The biggest challenge was finding the right place to photograph. I really was not looking and then I came upon the building and the sky. It all seemed to fit together. I guess you have to keep looking and doing.



**TEACHER:** We were discussing composition and how color itself could influence shapes, forms and subject within the frame. I wanted the class to make connections between form and color, make observations, and create their own artist statements. I was actually startled when I saw this photo. I was taken with the color and shapes and how they work in the frame. It is a wonderful shot and an expressive composition.



## Collage of Bing Bing Liang

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Grade: 10  
School: Young Women's Leadership School, Manhattan  
Art Teacher: Marne Meisel

### Mixed-media collage

**STUDENT:** Ms. Meisel presented us with materials I never thought of using like special papers, yarn, cardboard, and tracing paper. I did not think I would be able to make art with all of that stuff.

Managing time was tough. Coming up with ideas, have them not work out, and work through them was tough. Perseverance helped me through.

**TEACHER:** Students discussed contemporary multi-cultural works of art and developed visual textures through mark-making and collage. They reflected on how the animals they selected symbolized their own characteristics. Bing is hard-working and highly gifted.

## Biomorphic Structure

Anastasia Pak

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Grade: 10  
School: John Dewey High School, Brooklyn  
Art Teacher: Michael Solo  
Sculpted rigid foam

**STUDENT:** Being an artist helps me to see things from different perspectives, and this helped me to succeed with *Biomorphic Structure*. Mr. Solo inspired me by encouraging me to explore a new material and a new way of making art. To create my biomorphic artwork I had to learn how to remove the material from the block of foam in order to complete my sculpture.

**TEACHER:** Students created abstract shapes and forms that resembled living things. The sculptural process that Anastasia employed involved the subtractive method of creating a sculptural form. It was fascinating for me as an art educator to witness the creative process unfold as Anastasia learned to work with a new medium and discovered how to use new tools and techniques in order to achieve her desired artistic goals.



## Snack Time

### Yanitzin Diaz

Grade: 11  
School: Queens High School of Teaching, Liberal Arts, and the Sciences

Art Teacher: Eric Fox

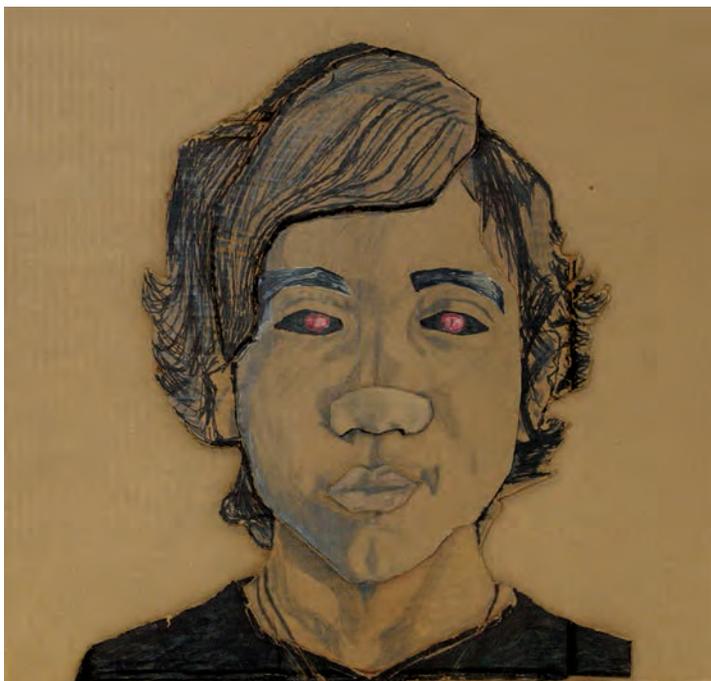
Mixed-media

**STUDENT:** Art has helped me to express myself and my emotions without having to say them out loud. Whenever I paint or draw, I am expressing myself without fear of people judging me. Mr. Fox teaches us that art is all about thinking outside the box. He reminds me that I have to trust my talent, and he motivates me to challenge myself and have confidence. He advises me to take risks with my artwork.

In *Snack Time* I wanted the objects to look as if they were sitting in the vending machine. I had to carefully shade the folds in the bags of snacks. The metal rings were challenging; I wanted to use black ink but was scared to do so. I overcame this challenge by drawing over the objects with pencil and then trusting myself with black ink.



**TEACHER:** While working with students to prepare their college portfolios I require them to draw from observation. Students had to choose interesting subjects to draw. They were encouraged to venture out into the school and go on location to draw and photograph. Selecting their own subjects and media helps them in developing their personal styles. Yanitzin turned an object people look at all the time and think nothing of, into a beautiful piece of art. This was her first artwork using mixed media and has led Yanitzin to other successful experimentations in the art studio.



## Paradox

### Brandon Seda

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Grade: 11  
School: Maspeth High School, Queens  
Art Teacher: Meghan Gosselin

Graphite, marker, and cardboard

**STUDENT:** I haven't always lived in the safest of neighborhoods, and that has been very hard on me. Drawing became a positive outlet for me to express my emotions. I plan on pursuing a career in the arts one day. Ms. Gosselin's encouragement has given me the confidence to put myself out there as an artist. She provides me with the feedback I need to improve my work. I found cardboard extremely difficult to work with. Cutting out the details of my face was tough. It was stressful trying to keep everything in proportion. However, using my knowledge of human proportions, I succeeded.

**TEACHER:** For my Art III class, students studied the proportions of the face. They started out by drawing self-portraits, using mirrors to guide them. Students experimented with recycled materials to build a self-portrait relief sculpture. This unit provided students with the opportunity to practice their observational skills while trying something new. Using cardboard forces students to consider working with non-traditional materials. Brandon is a gifted artist. This work demonstrates his unique style.

## Kneeling Warrior Jonathan Garcia

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Grade: 11  
School: High School of  
Art & Design,  
Manhattan  
Art Teacher: Ian Pasetsky  
Clay

**STUDENT:** Artists are part of a special community, and being an artist is a great way to make friends. My art teacher helped me figure out the composition and overall structure of this piece. I never worked with clay before. To overcome my lack of experience I took my time and used my knowledge of anatomy to set a strong foundation for the body. I didn't rush the details. In the end I created something I was satisfied with.

**TEACHER:** The sculpture unit began with drawings of imaginative characters. These were turned into clay maquettes. Jonathan carefully selected a sophisticated pose that reveals a awareness of spatial relationships and balance. We looked at some maquettes from animation studios and talked about how poses are selected for the characters. The unit introduced a career option for students interested in becoming character designers.



I was intrigued by the details and texture of the figure's cloak. Jonathan was able to take something that had little of either and make it work. His depiction of a long, flowing cloak is so successful, you forget that you are looking at clay.



## Relativity

### Mariah Marshall

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Grade: 11  
School: Scholars' Academy, Queens  
Art Teacher: Kelly Trpic

Colored pencil

**STUDENT:** Through the process of creating art I am able to make sense of myself and the world around me. Ms. Trpic has constantly and unapologetically taken me out of my comfort zone to teach me fundamental principles of art. She is much of the reason for the certainty, and also the apprehension, behind every pencil stroke I make on a project. Ms. Trpic has fostered my creative development. I challenged myself to create a piece that communicated the complex feelings you have when you think about your future.

**TEACHER:** Students studied and analyzed the works of great masters such as Rembrandt van Rijn and Michelangelo Merisi da Caravaggio to gain awareness of chiaroscuro, emphasis and composition. Working directly from observation, students were challenged to render transparent objects. Mariah's skills, confidence, and unique voice are revealed in this extraordinary work. Her use of the medium to create extreme contrasts of lights and darks transforms everyday objects into a bold and powerful statement. Mariah has a very bright future.

## Untitled

### Ashley Daniel

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Grade: 11  
School: Clara Barton High School, Brooklyn  
Art Teacher: Brenda Bradley

Ceramic with glaze and underglaze treatment

**STUDENT:** Sculpting allows my ideas and feelings to become three dimensional. My art teacher motivated me to push myself. This was my first attempt at sculpting an entire human figure. Making it more challenging was the fact that I usually work more abstractly. Creating this figurative work forced me to think differently about sculpture.

**TEACHER:** Ashley's Medusa figure is a contemporary response to femininity, power, and self awareness using a mythological theme. The column acts as a throne, emphasizing strength and wisdom. Although Medusa is seated in a stately manner, the serpents appear to be moving, and her flesh is turning to stone. Ashley's work is sophisticated, dynamic, and thought provoking. She is artistically and intellectually curious, and never ceases to amaze me with her ideas and work.



## Evicted

Lauren Kelly

Grade: 11  
School: Gramercy Arts  
High School,  
Manhattan  
Art Teacher: Jack DeMartino  
Acrylic

**STUDENT:** Being an artist gives me an awareness that I did not have before. Mr. DeMartino gives us a project with a prompt that is broad enough to allow for many interpretations. My biggest challenge in creating this piece was coming up with the composition to convey my idea. In addition I had to make sure that the colors in my painting came together well. It helped to do a series of thumbnail sketches experimenting with color. I thought about every tone and shade before I put it on the painting, and tweaked them as I worked through the piece.



**TEACHER:** Students researched the Social Realist movement in American art, and then explored a current social issue that was meaningful to them. Working in a variety of media, students produced works that deal with many of the issues adult contemporary artists grapple with. Lauren's exploration of gentrification functions on many levels. It is at once a personal statement, a reflection of a major trend in the urban landscape, and a subtle statement on racial stereotyping.

## Gorilla

### Samira Mostafa

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Grade: 11  
School: Newcomers High School, Queens

Art Teacher: Mark Ruff

Clay with bronze patina

**STUDENT:** I come from the small developing country of Bangladesh and we don't have a lot of facilities to learn about art. I never made a sculpture before, but I am proud of the piece I've created. Mr. Ruff and my classmates helped me a lot in creating this piece. From the first day I came to this school Mr. Ruff has taught me so many things about art making. He always spreads positive energy, points out what I need to fix, and encourages me to do my best. Most important of all he never says that I can't do something, even when I think I'm doing horribly. He never lets his students leave their work incomplete. He's one of the calmest and most patient teachers in Newcomers High School.



**TEACHER:** This was a unit of lessons on animal sculptures. Students began by making metal armatures. Clay was added with the help of a variety of references, most importantly Eliot Goldfinger's *Animal Anatomy for Artists: The Elements of Form*. Students used the Explain Everything app on the iPad to reflect on their artmaking process. Samira has infused a real sense of presence into *Gorilla* with her understanding of the animal's anatomy and its menacing stance.



*Reality*  
Shailene Segura

Grade: 11  
School: Millennium Art Academy, Bronx  
Art Teacher: Laura Blau  
Acrylic and pen on canvas

**STUDENT:** Through my art I am able to bring forth my voice. Ms. Blau continues to push me to reach beyond my limits. In *Reality* I paid particular attention to details and to the color contrast of the robin and the paper cranes, against the background. I had to redo the piece until I felt satisfied with how they contrasted against the light marbled background.

**TEACHER:** Portfolio class students produce a body of work that is thematically and aesthetically connected. Students are encouraged to develop their own artistic signature. Students evolve individually in their development of a personal style, control of media, and mastery of techniques. I have seen a strong progression in Shailene's art from one year to the next. I am particularly proud of Shailene's mixture of painting styles in this artwork. There is a sense of stillness as well as movement in the painting.



## Untitled

Gabrielle Robinson

Grade: 11

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

Art Teacher: Jane Felber

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

**STUDENT:** Photography is a way to express myself and capture snippets of time. I want to make a difference in the world as an environmental activist and through photography I can achieve that. I capture pristine landscapes so people may appreciate our planet and think to themselves, “Wow that’s real, that’s our Earth.” Ms. Felber has helped us to find our voices as artists. This year I have been building a concise body of work starting with darkroom and digital images. At the Peoples Climate March on September 21st, 2014, thousands of people gathered together on

the Upper West Side of the city. A challenge for me was capturing an image from a unique perspective and ultimately I got my shot!

**TEACHER:** Advanced Photography students explore photo narratives with specific themes. Students are encouraged to explore and experiment with a specific point of view as photo journalists. By investigating a theme in depth, Gabrielle hopes to change prevailing attitudes and ultimately save our planet.

Untitled  
Emma Patterson

Grade: 11  
School: Fiorello H  
LaGuardia  
High School of  
Music & Art and  
Performing Arts,  
Manhattan  
Art Teacher: April Lombardi  
Oil

**STUDENT:** Art casts a new light on every scene, every object, every feeling in my life. I cannot say how it has made a difference, because I can't imagine my life without it. Ms. Lombardi has helped me develop as an artist by allowing me to experiment and make mistakes, but still suggesting and offering help. I like to do things on my own, so a teacher who is fairly lenient about process helps me grow as an artist.

I struggled with proportion and perspective. I asked for several people's opinions and continued experimenting and putting along until I felt it was complete.



**TEACHER:** This assignment was to depict a figure, or figures, in an interior with a view into another space. The class viewed, analyzed, and discussed drawings and paintings by well-known artists who worked with a similar subject. The class created rubrics to assess their paintings. This painting is from Emma's current series of portraits and self-portraits. The series consistently demonstrates Emma's strong personal style, and control of the materials and techniques, in alignment with the benchmark for 12th grade of the *Blueprint for Teaching and Learning in Visual Arts*.



*Thus*  
**Liam Sullivan**

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

[Spray paint on canvas](#)

**STUDENT:** Spray paint is an unforgiving medium which does not really allow for corrections. It reminds me of fresco because, like fresco, spray paint is difficult to correct and is usually used to cover large areas. If I need to correct anything I have to start the area over from scratch and cover my previous stencils. It is arduous but manageable. My teachers have allowed me to work to the beat of my own drum. They have encouraged me to create in the way I wish to create and they have given me the tools and the skills to do so.

**TEACHER:** Liam is a senior in my portfolio class where art students work independently. At the beginning of the year he pledged to explore new media. He picked up some spray cans and began to create various templates for his work. He connected his artwork to New York, his beloved community, and the public/urban art that adorns our streets. Liam researched artists such as Jean-Michel Basquiat, Andy Warhol, and Keith Haring, putting his own spin on their work. I love the boldness of Liam's work. He is not afraid to make viewers slightly uncomfortable, and he enjoys their comments. His work is refreshing, exciting, and beautifully executed.

## *I Am a Paradox* Shekinah Guab

Grade: 12  
School: High School of  
Art & Design,  
Manhattan  
Art Teacher: James Harrington  
Colored pencil and pen

**STUDENT:** The expressive potential of art appeals to me. I am constantly trying to define and redefine the sense of emotional connection between my work, the viewer, and myself. Art is my bridge to the world. Development of my independence and my artistic confidence are important to Mr. Harrington. In *I Am*

*a Paradox* I wanted to portray the internal effects of insecurity. Emphasizing negative messages, I wanted to demonstrate how we often pay attention to the negative rather than the positive. There is a struggle between self-doubt and confidence.

**TEACHER:** Shekinah's visual journey has been full of sudden and unexpected changes of heart. She wasn't sure of the unifying theme for her work. We worked somewhat blindly, trusting that by following her instincts, a theme would emerge. Her technique is remarkably developed and the results so stunning that I knew we couldn't go wrong. Her work shows more than brilliant eye and hand coordination; Shekinah is a thinker. When the theme was inchoate, the work still poured out of her.



Her work was about mood, then about surrealism, mood again, and finally the subconscious mind. It is appropriate that the theme itself developed subconsciously. *I Am a Paradox* is the result of a charge to combine text and image. Shekinah shaped the assignment, as all great artists do, to fit her artistic identity.

## Self-Portrait with Rock and Roll Guitar

Kashief  
Mitchell

Grade: 12  
School: PS 77,  
Brooklyn  
Art Teacher: Amie  
Robinson

Watercolor and ink

**STUDENT** (with the help of communication symbols): I love music and I love playing the guitar. Music and art make me very happy. Creating art makes me feel smart.

My favorite thing about art class is using watercolors and

markers to make paintings. I like using different colors and watching them mix together. My teacher listens to me when I talk and helps me in class. One challenge that I faced when making this work was trying to express my ideas. I hope people will know more about me from this painting.



**TEACHER:** Over the course of the year, Kashief has demonstrated great talent as a painter, building a mixed media portfolio that includes works in ink and watercolor. Also a talented musician, Kashief often sings in class. Everything in this painting captures his cheerful and energetic personality. His bright, vibrant colors, stylistic use of line, and strong sense of diagonal composition suggest excitement, movement, and his enthusiasm for both art and music.

## Self-Portrait Mood

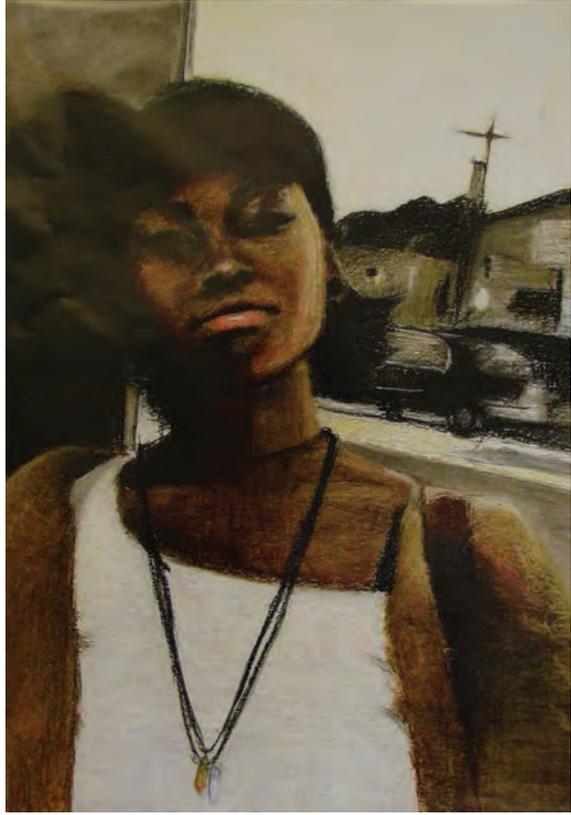
### Christine Abraham

Grade: 12  
School: High School of Art & Design, Manhattan  
Art Teacher: Maria Christina Jimenez

#### Pastel

**STUDENT:** I am tempted to draw everything I see. I like to portray expression in the people I illustrate, and I enjoy creating peaceful settings that invite the viewer in. My art teacher, Ms. Jimenez, always encourages me to be creative and tackle concepts that I haven't explored before. My thematic concentration is portraiture, and Ms. Jimenez suggested artists who might inspire me such as Edgar Degas, Harvey Dinnerstein, and Ellen Eagle. I wanted to make myself the main focus and to make the background grayscale. Proportions can get skewed and I had to make certain adjustments. I'm happy with the outcome. I created a peaceful work that draws the audience in.

**TEACHER:** Senior portfolios must represent a variety of media that address a theme of the students' choosing. Peer critiques help students measure their progress. Christine created a series of portraits that are deeply personal, sensitive, and



beautifully rendered. Here, she depicts a new self-confidence. She boldly looks at the viewer with assurance. The contrasting warm colors of her skin are juxtaposed against the cool white sky. Her composition is intelligently designed, creating proper tension and visual manipulation. It demonstrates a balance of tones, exceptional technical ability, and artistic maturity.

## Raíces Maya

### Kathy Flores

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

Art Teacher: Maria Christina Jimenez

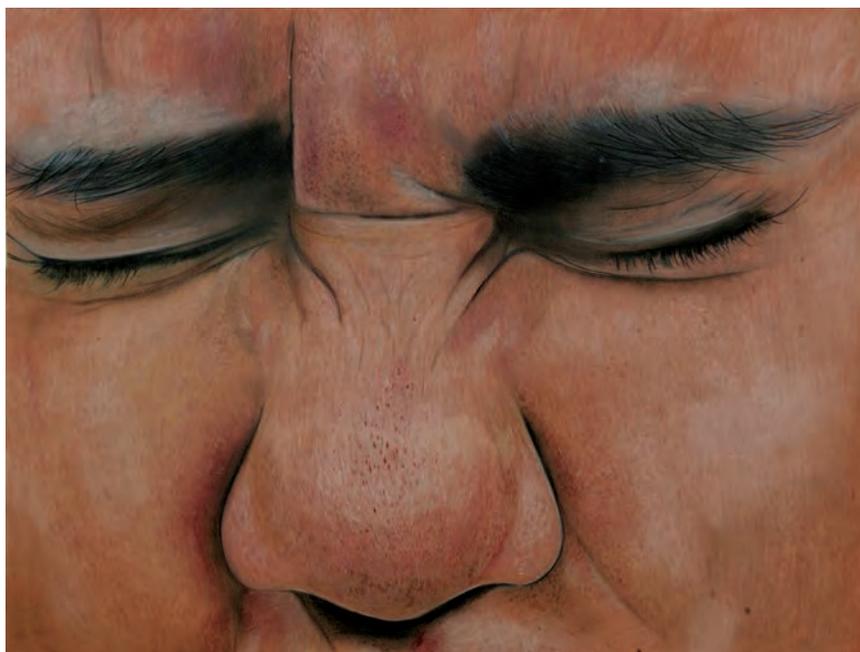
Oil on canvas

**STUDENT:** I have gained an appreciation of museums and artists' work. Ms. Jimenez suggests contemporary and historical painters as references, which are very valuable to my creative process. I now understand the process of conveying aesthetic beauty. One of my major influences is John Singer Sargent. His inspiring ability to capture the personalities of people with such finesse is remarkable. His artwork has rich color and strong emotion. Ms. Jimenez has been a pillar of encouragement since I began her class two years ago. She is always there to support me and help me improve my artistic skills. I was surprised at what I could achieve. I placed myself in a landscape setting. The symbols on the steps refer to my Mayan ancestry. This is my first large-scale painting. It was very intimidating but when I began painting, I became more comfortable with the size and fell in love with the process.

**TEACHER:** Seniors were presented with a PowerPoint of contemporary and historical artists as an introduction to thematic content. They decided on their themes with the aim of developing and investigating their own ideas and artistic styles. Class



critiques are paramount. Working larger was a challenge for Kathy. The visual strength of this piece lies in the placement, technique, and rhythm that is enhanced with the inclusion of Mayan script. This was a breakthrough in Kathy's personal style and the title, *Raíces Maya* acknowledges her Mayan ancestry. It is a celebratory artwork for all Latinos.



## *Frustration*

Jemielee Perez

Grade: 12

School: Jacqueline Kennedy Onassis High School, Manhattan

Art Teacher: Elisa De Gregorio

Colored pencil and pastel

**STUDENT:** Being surrounded by art has given me many ideas for my future. Ms. DeGregorio has believed in me more than I believed in myself. Without her I wouldn't be on the artistic path that I am on now. Creating this artwork made me look back at the struggles and the obstacles I've been hit with throughout my life. I realize that it's OK to fall down or to fail. In those moments of vulnerability, it's OK to let it out instead of holding it in like I normally do.

**TEACHER:** *Frustration* was created in our after school independent drawing and illustration program exploring the stress that young people feel as they move on to different phases of their lives. Jemielee is preparing to move on to college and transitioning into adulthood. Part of the challenge was to capture realistic qualities, yet maintain a personal expressive quality in the work. This is an unusual composition. The focus is primarily on the face, thus inviting the viewer to see the work and to experience the sense of frustration felt by the subject.



## *More than a Number*

**Marissa Gonzalez**

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Grade: 12

School: Gramercy Arts High School, Manhattan

Art Teacher: Jack DeMartino

Compressed charcoal

**STUDENT:** Because of my dyslexia, as a young girl my speech was not always clear. I was at a point of desperation when I discovered art. I wanted to be understood, so I started drawing as a means of communication. As I got older I drew pictures as a hobby, but I didn't get serious about my art until high school. Mr. DeMartino has encouraged me to be a socially aware student and to turn my reflections of society into art. I found it challenging to depict stress and pressure because the figure looks detached from his

surroundings. I solved this problem by using the figure's pose to my advantage and creating lines around the figure to represent this pressure.

**TEACHER:** Working in a variety of media, students produced artwork that demonstrated their concerns.

Marissa's drawing perfectly expresses the constant pressure young people feel today, as their humanity is undervalued and their test scores assume greater importance.

## Turbee

### Rebecca Turbee

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Grade: 12  
School: Summer Arts  
Institute,  
Citywide Program  
Art Teacher: Jane Kahn

#### Watercolor

**STUDENT:** I have learned to deal with different media in new ways and to express what I picture in my head. I also have learned to be more open to different artistic ideas and suggestions from other artists and peers. My art teacher helped me in my creative development by pushing me to outside my comfort zone and introducing me to new media, such as watercolor, and pen and ink. I am used to oil paint, and generally do not reach for watercolors, so gaining control of this medium was a challenge.

**TEACHER:** Creating a large full-figure self-portrait is required for rising seniors in the Summer Arts Institute visual arts class. It is standard practice to include a self-portrait in preparing a portfolio for the college application process. Rebecca chose to showcase her mastery of watercolor. During the month-long program she learned to use more water, and then to be



patient—waiting for each layer to dry before applying the next. Rebecca's ability to handle watercolor in a work this large is extremely impressive.

## *In the Garden of Good and Evil*

**Jon-Anthony Rivera**

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

Digital photograph

**STUDENT:** Art is freedom! It gives me the opportunity to channel my instinctive muses of art to connect with others. Mr. Lopez has high expectations for all the students in the class. His method of teaching is clear and challenging. His constructive criticism puts me on the right track. Mr. Lopez takes the time to explain and encourage me to aim higher. The result is an artwork that I am very proud of.



It took me a long time to master the techniques and create the image, but once I learned how to create the photo montages, the process became second nature to me.

**TEACHER:** The unit began with class discussions on methods for creating photo-montage portfolios using Photoshop. Works of professional photographers and graphic designers were used as points of reference. Students superimposed self-portraits

onto other images. The results were powerful composites. As formative assessment, there were peer-to-peer and teacher critiques, and self-reflections. Jon-Anthony is a talented artist. He has high expectations for himself. In this thought-provoking work, Good and Evil compete as the power of darkness versus the transparency of light. Viewers are left to make personal connections at a deeper level.

## Goldenage Magazine

Steffany Cielo  
Antar Zaiter

Grade: 12  
School: High School for Arts and Business, Queens  
Art Teacher: Gina Cestero  
[Adobe Illustrator vector image](#)

**STUDENT:** Ms. Cestero believes that art is an important part of our lives. Her genuine passion for art and design has taught me a lot about the industry and I feel prepared for new challenges. In *Goldenage Magazine* I combined two favorite art forms: photography and graphic design. It was difficult to close all the anchor points, and to get all of the correct tones and values of my skin color. I had to be sure that I wasn't leaving any space between each shape. I kept refining my work by zooming in to get clear views of all the fine details.



**TEACHER:** In my commercial design class, students were charged with creating magazine covers using the self-portrait as subject matter. Working from original photos, students used the pen-tool in Adobe Illustrator to create a vector image that matched their skin tones and likenesses. Steffany's magazine cover highlights her playfulness and youthfulness but also provides a fine example of her inherent passion for the arts. I am inspired by her enthusiasm and artistic drive. I was drawn to this piece because Steffany used a vectored portrait of herself making a funny face, and it really highlights her personality and creative flair. Antar provided some technical support.

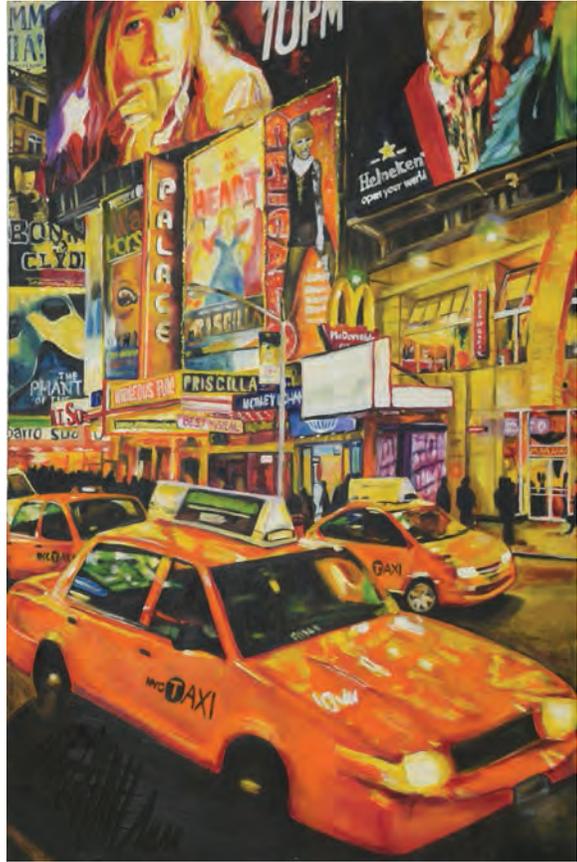
## Untitled

Catherine Labarca

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

**STUDENT:** Art is my language of expression. Art has allowed me to challenge and push myself to achieve more than I thought imaginable. Ms. Lombardi encourages me to think bigger and be ambitious with my ideas. She has taught me to trust and rely on my instincts and decisions to achieve my best work. My greatest struggle was capturing the atmosphere and energy of New York City with its constant motion of people and cars, the liveliness felt in the air, and the overpowering enchanting city lights.

**TEACHER:** This painting, planned and completed over several weeks with daily lessons, was in response to a long term assignment. The lessons included topics such as complex compositions, use of color temperature, near/far techniques for creating the illusion of space, and the Principles of Design. The class viewed, analyzed, and discussed works by famous artists. Catherine demonstrated great control of the



medium and mastered painting techniques. To date she has a large body of work comprised of at least three series on separate themes. This painting is from her *Times Square Series*.



*Untitled*  
Monica Erlano

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Grade: 12  
School: New Explorations Into Science, Technology and Math, Manhattan  
Art Teacher: Hilary Svihla

Graphite

**STUDENT:** Since I started making art, I made it a habit to think to myself before I draw, “I can definitely do this.” As long as I don’t give up, and have confidence in my abilities, anything is possible. I set high goals for myself and I strive to achieve them. Ms. Svihla introduced me to new media, techniques, and styles. Now I’m not afraid to try new things and to test my creativity. This was the first time I drew a metal object and I found it difficult to simulate the material while staying true to all the details. My strong determination to give my best helped me meet this challenge.

**TEACHER:** Students developed realistic drawings of spoons based on observation, and added a wide range of value to depict volume, depth, and reflections. They drew the spoon by breaking it down into basic shapes and lines, sketching it in its entirety. Students learned to use a variety of graphite drawing pencils, applying different pressures to achieve a range of values, thus creating the illusion of three-dimensionality. I emphasized the importance of using reflections to depict metallic surfaces. Monica has consistently exhibited strong skills in depicting objects realistically, and here she has beautifully rendered value and detail.

## *Umbrella*

### Richard Ortiz

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Grade: 12  
School: Theatre Arts  
Production  
Company School,  
Bronx

Art Teacher: Don Cerrone

#### Digital photograph

**STUDENT:** I look at some of my old photographs and ask myself, “Who did that?” Mr. Cerrone turned things around for me and showed me that I actually could create photos that I liked and other people liked too. Now I have confidence in what I do and I am proud of my photos. Sometimes I think I am finished and Mr. Cerrone explains that I am not. Its good to have a teacher who talks to you about your work. He doesn’t talk about good or bad, but instead how and why. Nothing is wrong, it can just become more interesting. One of the challenges for me was the rain, but in the end the rain really makes the shot.



**TEACHER:** I explain to my students that a narrative photograph contains the same properties as a written story; instead of words and sentences, there are images. You tell your story by building upon the tools you acquire. You develop a literacy to express yourself and you take your message beyond the classroom. Richard’s photo tells a wonderful story. The framing, texture, and mood of the shot places the viewer there on that rainy day, in the street wondering where everyone is going, what they are doing, and who they are.

## PS Art Semi-Finalists 2015

Students Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Amirha Abisse	<i>Figurative Sculpture</i>	William W. Niles Middle School	Bronx	8	Nancy Bruno
Dave Acevedo	<i>Self-Portrait in Suit and Tie</i>	P352x@134	Bronx	3	Mary McGaw
Jessica Adames	<i>Sadness and Loneliness</i>	City College Academy Of The Arts	Manhattan	7	Lisa Guttman
Gabriella Ahn	<i>Shaded Sphere Drawing</i>	NEST+M	Manhattan	6	Carla Reyes
Meschac Alcine	<i>Self-Portrait</i>	Roy Campanella	Brooklyn	10	Elizabeth Griffin
Jabon Alexis	<i>Penguins</i>	PS179 Kensington School	Brooklyn	2	Assuntina Stengren
Sofia Alfaro	<i>Still Life</i>	Amistad Dual Language School	Manhattan	7	Rachelle Street
Jasmin Ali	<i>I'm Only Fourteen</i>	Summer Arts Institute	Citywide Program	9	Laura Blau
Jasmin Ali	<i>Pressure</i>	Summer Arts Institute	Citywide Program	9	Laura Blau
Gabrielle Anselmo	<i>Sherlock Holmes</i>	Tottenville High School	Staten Island	12	Wynter Carnevale
Aiden Anthony	<i>Self Portrait</i>	The Robert Randall School	Staten Island	3	Elena Seminara
Carlos Apreza	<i>On Thin Ice</i>	The Curtis School	Staten Island	5	Linda Gerecitano
Arianna Ariza	<i>Torn Paper Tiger</i>	PS 239	Queens	K	Jean Cohn
Abelardo Armenta	<i>Mechanical Wild Life</i>	Esperanza Preparatory Academy	Manhattan	11	Carlos Rivera
Angelica Armogan	<i>Still Life</i>	PS/IS 268	Queens	8	Robin Weiss
Michaela Aversa	<i>Lady Liberty in the Sunset of Night</i>	William C Wilcox	Staten Island	6	Christine Gross
Noralis Baez	<i>Once Upon A Dream</i>	Bronx HS For The Visual Arts	Bronx	12	Linda Stern
Mia Baez	<i>Mia's Self Portrait</i>	Bronx Little School	Bronx	3	Helen Pylarinos
Brian Bagha	<i>Shooting Hoops</i>	William C. Wilcox	Staten Island	7	Christine Gross
Daljit Baichu	<i>Sea Shells</i>	Astor Collegiate Academy	Bronx	11	Maureen O'Mara
Justin Balatucan	<i>Rainbow Thug</i>	Curtis High School	Staten Island	12	Emily Yoonsmith
Immanuel Barnett	<i>The Power of the Mind</i>	Gramercy Arts High School	Manhattan	12	Jack DeMartino
Imogene Bean	<i>Self Portrait</i>	The Bennington School	Bronx	1	Lawrence Dobens
Brenda Beltran	<i>Portrait of a Friend.</i>	Curtis High School	Staten Island	12	Emily Yoonsmith
Lucy Blogg	<i>Self-Portrait</i>	Brooklyn Arbor	Brooklyn	2	Laurie Marcus
Kimberly Blanco	<i>Dance of the Dragonflies</i>	The Rosa Parks School	Queens	5	Aleksandar Popovic
Emeline Blohm	<i>3D Shape Drawing</i>	NEST+M	Manhattan	6	Carla Reyes
Odalis Bonilla	<i>Cultural Sculpture</i>	Young Women's Leadership School of East Harlem	Manhattan	7	Marne Meisel
Shameeka Bumpus	<i>Inspiration</i>	Community School Granville T. Woods	Brooklyn	5	A. Yadira Velazquez
Marian Louise Callanta	<i>Loreli</i>	Newtown High School	Queens	11	Jay Feigelis
Kiara Campuzano	<i>Shapes are Fun</i>	PS/IS 268	Queens	K	Robin Weiss
Paige Capote	<i>Untitled</i>	Pedro Albizu Compos PS. M.S 161	Manhattan	8	Lara Slotnick
Oonagh Caroll Warhala	<i>Untitled</i>	Fiorello H Laguardia High School of Music & Art And Performing Arts	Manhattan	11	April Lombardi
Latifah Carryl	<i>In The Park</i>	John Dewey High School	Brooklyn	10	Michael Solo
Savannah Chambers	<i>Self-Portrait</i>	Magnet School of Communication And Media Arts Through Applied Learning	Brooklyn	3	Beth Conard
Kelly Chan	<i>Colorful Painting</i>	PS. 175	Queens	K	Laura Rovinsky
Ivan Chavez	<i>Matisse Self-Portrait</i>	PS/MS 194	Bronx	3	Alexandra Campana

## PS Art Semi-Finalists 2015 *continued*

Students Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Kelly Chen	<i>Springtime Bird</i>	William T Sampson	Brooklyn	3	Janet Penello
Jessica Chen	<i>Self-Portrait</i>	Wadleigh Secondary School For The Performing And Visual Arts	Manhattan	11	Ronald Jabradally
Joanna Chen	<i>Princess Joanna (Self-Portrait)</i>	PS/IS 30 Mary White Ovington	Brooklyn	K	Gina Tart
Sophie Chen	<i>Monster Annie is Eating Breakfast</i>	Bergen School	Brooklyn	2	Jackie Cruz
Amanda Chen	<i>Polished</i>	Shuang Wen School	Manhattan	8	E-Anna Soong
Ena Chia	<i>Fashion Dresses</i>	Simon Baruch Middle School 104	Manhattan	8	Mary Beth Giraci
Eahn Cho	<i>Self-Portrait in Flower Meadow</i>	David Porter	Queens	5	Eden Morris
Debarati Chowdhury	<i>A Day in the Desert</i>	PS. 132 The Conselyea School	Brooklyn	4	Carla Beaury
Brian Chrzanowski	<i>Green Pictures of Art</i>	PS 58 SS Columbia School	Staten Island	1	Annamarie Driscoll
Saionara Costa	<i>Seal</i>	Newcomers High School	Queens	11	Mark Ruff
Ashley Coyotl	<i>Mahalia Jackson</i>	PS 123 Mahalia Jackson School	Manhattan	5	Michel Carluccio
Tania Criollo	<i>Snowy Owls</i>	The Jean Paul Richter School	Queens	3	Vicki Heit
Mia Crosa	<i>Colors, Tapes and Shapes</i>	William Penn	Brooklyn	K	Nancy Lauro
Angel Cruz	<i>Like Father, Like Son</i>	Millennium Art Academy	Bronx	12	Laura Blau
Sophia D'anna	<i>Elephant</i>	Tottenville High School	Staten Island	12	Wynter Carnevale
Gleb Danylchenko	<i>The Hurricane</i>	P.S. 200 Benson Elementary	Brooklyn	2	Zachary Lombardi
Rimjhim Das	<i>Secondary Color Horse</i>	PS 230 The Doris Cohen School	Brooklyn	K	Quinn Hanratty
Amaralyse Davila	<i>Self Portrait</i>	PS124	Brooklyn	1	Gloria Truppi
Daquan Dawson	<i>Daquan</i>	PS 188 @790	Bronx	11	Hilarie Gilinson
John Christian De Castro	<i>Still Life of Plant</i>	Forest Hills High School	Queens	12	Howard Schwartzberg
Justin Decena	<i>Justin</i>	PS 188 @790	Bronx	11	Hilarie Gilinson
Manuel Dejesus Taveras Dejesus Taveras	<i>Last of the Sunflowers</i>	Lou Gehrig IS151	Bronx	6	Marie Devito
Sky Delgado	<i>Lotus Flower</i>	PS99	Queens	3	Victoria Calabro
Maegan Diep	<i>New York Cityscape</i>	PS/IS 49	Queens	2	Susan Bricker
Nadia Dihyem	<i>'Nurhan' (Queen of Light)</i>	Newtown High School	Queens	12	Jay Feigelis
Fahmida Dinn	<i>Untitled</i>	PS182	Bronx	3	Matthew Burcaw
Michael Dischiavi	<i>Penguins</i>	PS37	Staten Island	7	Rebecca Kaufman
Elva Dong	<i>Ibis</i>	IS 5 Walter H. Crowley	Queens	7	Ji Yeon Choi
Connie Dong	<i>Spaceship</i>	Sunset Park Avenues Elementary School	Brooklyn	K	Aimee Wong
Michael Dorgan	<i>Gumball Madness</i>	Edwin Markham Intermediate School	Staten Island	6	Rosie Calo-Pattison
Konstantin Dubovskiy	<i>Expressionist Landscape</i>	PS 41 The Greenwich Village School	Manhattan	4	Phil Smith
Semaj Durden	<i>Untitled</i>	F.L.A.G.S.	Bronx	12	Kyrstin Mccabe
Grace Durrance	<i>Barn Owl At Midnight</i>	William A. Butler - PS133	Brooklyn	3	Victoria Calabro
Basit Ejaz	<i>Pakistan</i>	Gateway Intermediate School 364	Brooklyn	7	Bettie Mushatt-Parker
Maya Engstrom	<i>The Deer</i>	Midwood High School	Brooklyn	9	Jonathan Pincus
Jhonthan Estela Rojas	<i>Golden Sculpture</i>	PS36 Unionport	Bronx	4	Jason Holt

## PS Art Semi-Finalists 2015 *continued*

Students Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Katelyn Estevez	<i>Three Little Pigs</i>	Crescent	Bronx	K	Dianne Giuliano
Adrianny Estevez	<i>Still Life</i>	Henrietta Szold	Manhattan	4	Yayoi Asoma
Jonathan Etienne	<i>Me in Plaid</i>	Roy Campanella	Brooklyn	9	Claire Keller
Moncerrat Eustaquio	<i>Silhouette</i>	John J Pershing	Brooklyn	6	Matthew Vanderlee
Samiya Fagun	<i>Swing Time</i>	Newtown High School	Queens	11	Jay Feigelis
Xavier Fajardo	<i>My Uncle</i>	School For Discovery And Explorations	Brooklyn	3	Ellen Izzo
Elizabeth Farrell	<i>Special Tree</i>	PS 37	Staten Island	6	Rebecca Kaufman
Ysabel Felipe	<i>Inner Sanctuary</i>	Harry S. Truman High School	Bronx	10	Raphael Lopez
Zhuo Ran Feng	<i>Tools</i>	Fort Hamilton High School	Brooklyn	12	Myunghae Yoonsmith
Adi Feratovic	<i>Dangerous Waters</i>	PS 207 Elizabeth G. Leary	Brooklyn	2	Antoinette Spada
Isabella Ferrando	<i>Large Tree in a Landscape of Snow Reflections</i>	PS41, Greenwich Village School	Manhattan	2	Toni Serratelli
James Foxworth	<i>Self Portrait</i>	Life Sciences Secondary School	Manhattan	12	Elizabeth Zapata
Salma Gallardo	<i>Untitled</i>	I.C.E. (Institute For Collaborative Education)	Manhattan	11	Paul Nowell
Liliya Gapyuk	<i>Objectification of Woman</i>	Fordham High School For The Arts	Bronx	12	Lisa Mota
Crismeiry Garcia	<i>2nd Piece of Depression Concentration</i>	Esperanza Preparatory Academy	Manhattan	11	Carlos Rivera
Odalys Garcia	<i>Nature in Your Hands</i>	Corona Arts And Sciences Academy	Queens	7	Alicia Zounek
Aiden Garcia	<i>My Hero is Martin Luther King Jr.</i>	Success Academy, Hell's Kitchen	Manhattan	2	Michelle Lee
Jason Garcia	<i>Untitled</i>	P53@296	Brooklyn	6	Judith Tantleff-Napoli
Jonathan Garcia	<i>Design Landscape</i>	Astor Collegiate Academy	Bronx	11	Maureen O'mara
Ruby Gary	<i>Untitled</i>	New Explorations Into Science, Technology, And Math	Manhattan	8	Hilary Svihla
Quadir Gathers	<i>Self- Portrait</i>	John Ericsson Middle School 126	Brooklyn	6	Nina Fagiola
Zahnyia Gay	<i>Happy Girl</i>	Concourse Village Elementary School	Bronx	K	Courtney Watson
Angelica Genao	<i>Prophecy</i>	Louis Pasteur Middle School	Queens	8	Georgia Daskarolis
Saba Gigava	<i>Little House in the Country</i>	Verrazano School	Brooklyn	1	Cynthia Russo
Eldar Gilmanov	<i>Dupont Cat</i>	James Madison High School	Brooklyn	12	David Mahl
Eldar Gilmanov	<i>Nikita and the Birds</i>	James Madison High School	Brooklyn	12	David Mahl
Claire Glazer	<i>Hidden Behind Chains</i>	Salk School Of Science	Manhattan	8	Heather Drayzen
Lily Golany	<i>Self-Portrait</i>	PS 527 The East Side School For Social Action	Manhattan	K	Jessica Clark
Jennifer Gomez	<i>Untitled</i>	New Explorations Into Science, Technology, And Math	Manhattan	9	Hilary Svihla
Renny Gonzales	<i>Self Portrait</i>	Life Sciences Secondary School	Manhattan	6	Elizabeth Zapata
Rodrigo Gonzalez	<i>Eternal Life</i>	Bronx HS For The Visual Arts	Bronx	12	Linda Stern
Carlos Gualpa	<i>My Aquarium</i>	Verrazano School	Brooklyn	K	Cynthia Russo
Bahodir Gulmorodov	<i>Creature</i>	The Anne Sullivan School	Brooklyn	7	Wendy Newman
Samip Gurung	<i>Deli Down the Street</i>	Richmond Hill High School	Queens	11	Kimberly Sheridan
Ana Hanesworth	<i>Fairy</i>	Summer Arts Institute	Citywide Program	9	Laura Blau
Nicole Harvan	<i>Untitled</i>	PS/IS 49 Dorothy Bonawit Kole	Queens	K	Katherine Huala
Mohammed Hasan	<i>My Designer Showcase Room</i>	PS 214	Brooklyn	5	Nathaniel Solomon

## PS Art Semi-Finalists 2015 *continued*

Students Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Cheyenne Haskell	<i>Me and My Cousin at Playland</i>	Success Academy, Hell's Kitchen	Manhattan	2	Michelle Lee
Yi Xi He	<i>Portrait</i>	Fort Hamilton High School	Brooklyn	12	Myunghae Yoonsmith
Kevin Hernandez	<i>Lizard</i>	PS. 877	Queens	4	Kathleen Izzo
Erica Ho	<i>Heirloom Doll</i>	High School Of Art & Design	Manhattan	11	Gary Osborne
Annie Ho	<i>Koi Fish</i>	Bayside High School	Queens	9	Kerri Dejean
Judipher Holbrook	<i>Feeling Happy</i>	The Bennington School	Bronx	1	Lawrence Dobens
Jaiquan Hopwah	<i>Self-Portrait</i>	Dr. Roland N. Patterson	Bronx	6	Gilbert Fletcher
Peter Hotaling	<i>Subway Ride Through The Galaxies</i>	Mark Twain IS 239 For The Gifted & Talented	Brooklyn	7	Julie Checkett
Xiaqing Hu	<i>Jade Plant</i>	Forest Hills High School	Queens	11	Howard Schwartzberg
Eileen Huang	<i>My Self-Portrait</i>	The Ovington School	Brooklyn	K	Kellyanne Thompson
Jia Qi Huang	<i>Lines</i>	For Hamilton High School	Brooklyn	12	Myunghae Yoonsmith
Hayden Hudak	<i>Miss Danielle with a Beautiful Background</i>	Success Academy, Hell's Kitchen	Manhattan	1	Michelle Lee
Rebecca Islam	<i>Portrait</i>	Fort Hamilton High School	Brooklyn	11	Myunghae Yoonsmith
Sharika Ismat	<i>Our neighborhood</i>	PS/MS 194	Bronx	6	Dolores Hostomsky
Sofia Ivanova	<i>Still Life</i>	PS 85 Judge Charles Vallone	Queens	4	Liliana Randjic-Coleman
Victoria Izquierdo	<i>Peaceful in the Park</i>	PS./I.S. 102	Queens	4	Mary Odonnell
Syed Jamal	<i>Anteater</i>	Newcomers High School	Queens	11	Mark Ruff
Kira James	<i>Self-Portrait</i>	George H. Lindsay School	Brooklyn	4	Catherine Depasquale
Zhaoying Jiang	<i>Shades of a Bird</i>	Richmond Hill High School	Queens	10	Leslie Marti-Munoz
Crystal Jiang	<i>Memory Collage</i>	PS. 1	Brooklyn	3	Paul Zeichner
Megan Jimenez	<i>Still Life with Flowers, Yarn and Ribbon</i>	PS 161 The Arthur Ashe School	Queens	2	Debbie Rich
Shanalda Johnson	<i>Near Distance</i>	STAR Early College At Erasmus Hall	Brooklyn	12	Judith Kaplan
Amanda Jones	<i>Angelica</i>	High School Of Art & Design	Manhattan	12	James Harrington
Marysia Kaczmarek	<i>Duck</i>	Success Academy Williamsburg	Brooklyn	1	Joyce Campos
Elvina Karimova	<i>Winter Wonder Wheel</i>	The Michael E. Berdy School For The Arts PS. 188	Brooklyn	1	Patricia Heiss
Aravdeep Kaur	<i>Self-Portrait</i>	MS 137 America's School Of Heroes	Queens	7	Melissa Potwardski
Korina Kemelmalcher	<i>The Rabbit</i>	Midwood High School	Brooklyn	9	Jonathan Pincus
Julia Kempner	<i>Hello, Down Here</i>	Scholars' Academy	Queens	12	Kelly Tropic
Esmee Keswin	<i>Figure Drawing</i>	PS 527 The East Side School For Social Action	Manhattan	1	Jessica Clark
Denis Khoruzhik	<i>Tree</i>	PS254 Dag Hammarskjold	Brooklyn	4	Branislava Duranovic Scheluchin
Cynthia Kobsa	<i>Beach Sunset</i>	Irwin Altman Middle School	Queens	7	Megan Mcallister
Emanuel Krac	<i>Tree by a Cliff</i>	PS 99	Queens	5	Christine Fallon
Avery Kwai	<i>Avery's Terrible Day</i>	PS./I.S. 102	Queens	5	Mary Odonnell
Moehsa Lalanne	<i>Self-Portrait</i>	PS 245	Brooklyn	1	Lauren Donner
Sally Lau	<i>The Unknown</i>	Frederick Douglass Academy	Manhattan	10	Jason Estrin
Emily Lee	<i>Life Under The Sea</i>	Louis Pasteur Middle School	Queens	8	Georgia Daskarolis
Rachel Lee	<i>Old New York Fun</i>	PS46 The Alley Pond School	Queens	2	Rita Rothenburg

## PS Art Semi-Finalists 2015 *continued*

Students Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Daniel Lee	<i>Transformation</i>	Nathaniel Hawthorne MS 74	Queens	8	Irene Papanichael
Jamie Lee	<i>Faces</i>	PS 77	Brooklyn	7	Amie Robinson
Jamie Lee	<i>Still Life with Pumpkin</i>	PS 77	Brooklyn	7	Amie Robinson
Paige Legrand	<i>Sunset Skyline</i>	PS 161 The Arthur Ashe School	Queens	3	Debbie Rich
Kevin Lei	<i>Landscape</i>	Yung Wing School	Manhattan	3	Rebecca Riley
Domarie Lettley	<i>New York City in Complementary Colors</i>	PS. 312, The Bergen Beach School	Brooklyn	5	Jennifer Skopp
Vivienne Levy	<i>I Love My Family</i>	Audubon School	Manhattan	1	Suzanne Griffing
Jaden Lewis	<i>Me in the City</i>	PS 145 Andrew Jackson	Brooklyn	2	Carrie Adams
Karen Li	<i>Celestia</i>	The Ovington School	Brooklyn	5	Kellyanne Thompson
Lily Li	<i>Still Lively</i>	Stuyvesant High School	Manhattan	12	Amy Cappell
Jasmine Liao	<i>A Picture of Me</i>	Verrazano School	Brooklyn	2	Cynthia Russo
Evan Lin	<i>Our Self-Portraits</i>	Vincent D. Grippo School	Brooklyn	1	Angela Fremont
Xin Lin	<i>Untitled</i>	Simon Baruch Middle School 104	Manhattan	8	Sarah Rosenblum
Belinda Lin	<i>Autumn Still Life</i>	Bergen School	Brooklyn	5	Jackie Cruz
Peidong Lin	<i>Wolf</i>	Robert Goddard High School of Communication Arts and Technology	Queens	11	Erica Fairfull
Andy Lin	<i>Self-Portrait with Attacking Snake</i>	David Porter	Queens	5	Eden Morris
Ashley Liu	<i>Tree</i>	PS254 Dag Hammarskjold	Brooklyn	4	Branislava Duranovic Scheluchin
Jade Lo	<i>Ideal Portrait of a Young Artist</i>	Salk School Of Science	Manhattan	7	Heather Drayzen
Celeste Luna	<i>Moody Blues</i>	Mark Twain I.S.239	Brooklyn	8	Valerie Louzonis
Stephanie Luo	<i>Still Life With Fruit</i>	PS/1.S 102	Queens	4	Sarah Holden
Jojo Macdonald	<i>Figure Drawing from Observation</i>	PS 527 The East Side School For Social Action	Manhattan	1	Jessica Clark
Richard Madrid Ortege	<i>Sunset</i>	Americas Schools Of Heroes	Queens	7	Rosemary Bingay Gallagher
Leanna Maksumova	<i>Still Life with Birthday Cake</i>	PS. 175	Queens	K	Laura Rovinsky
Anna Manzo	<i>Family Portrait</i>	PS/IS 49	Queens	1	Susan Bricker
Brandon Maraj	<i>Plant Still Life</i>	The Caton School	Brooklyn	4	Yaffa Rasowsky
Julia Mardini	<i>Expressionist Landscape</i>	PS 41 The Greenwich Village School	Manhattan	5	Phil Smith
Yoreliz Martiatius	<i>Fruits and Pots Bazar</i>	Emolior Academy	Bronx	6	Tracy Adams
Yessenia Martinez	<i>Self-Portrait</i>	Wadleigh Secondary School For The Performing And Visual Arts	Manhattan	11	Ronald Jabradally
Mariah Medina	<i>Untitled</i>	Charles O Dewey Middle School	Brooklyn	7	Gordon Baldwin
Susmitha Meghna	<i>Giant Panda</i>	Newcomers High School	Queens	12	Mark Ruff
Angela Mendez	<i>Self Portrait</i>	PS. 335 The Academy Of The Arts	Bronx	1	Ashley Cox
David Mendieta	<i>Still Life</i>	The Jean Paul Richter School	Queens	3	Vicki Heit
Ashley Merced	<i>In Two Different Worlds</i>	Gramercy Arts High School	Manhattan	11	Jack DeMartino
Jacob Mestizo	<i>Dinosaur</i>	The Emma Johnston Elementary School	Brooklyn	5	Donna Lindo
Sarah Miller	<i>Expressive Head</i>	PS 38 The Pacific School	Brooklyn	5	Anne Polashenski
Aliya Mondesir	<i>Lady Liberty</i>	PS 279	Brooklyn	5	Erica Giller

## PS Art Semi-Finalists 2015 *continued*

Students Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Mia Montalvo	<i>Mia at the Park</i>	370@PS 237	Brooklyn	5	Lisa Pines
Jack Morano	<i>Jack: An Artist</i>	I.S. 24 Myra S. Barnes	Staten Island	7	Sara Bernstein
Daniel Moreno	<i>Untitled</i>	PS 207 Elizabeth G. Leary	Brooklyn	6	Michele Kelly
Arlyn Mosquea	<i>Always Myself</i>	MS 137 America's School Of Heroes	Queens	8	Rose Aranya
Alisa Mrkulic	<i>Mademoiselle</i>	William McKinley	Brooklyn	7	Roma Karas
Tasnim Nahar	<i>Brooklyn Bridge Frottage</i>	Young Women's Leadership School Of East Harlem	Manhattan	7	Marne Meisel
Sarina Ngan	<i>My Sister</i>	Edith K. Bergtraum School	Queens	K	Madeleine Hope Arthurs
Lynette Nunez	<i>Untitled</i>	Senator Robert F. Wagner Middle School	Manhattan	6	Heather Mcardle
Andre Ogando	<i>A Place I Can't Call Home</i>	Millennium Art Academy	Bronx	12	Laura Blau
Levar Oliver	<i>Self Portrait with Purple Hair</i>	370@PS 237	Brooklyn	5	Lisa Pines
Jacob Onbreyt	<i>My Monster</i>	PS/IS 30 - Mary White Ovington	Brooklyn	8	David Askew
Zoe Opdyke	<i>My Family Portrait</i>	PS. 132 The Conseyea School	Brooklyn	1	Carla Beaury
Jessey Oragbon	<i>Family Portrait</i>	The Herman Schreiber School	Brooklyn	1	Erica Giller
Christian Orozco	<i>Still-Life</i>	William A. Morris	Staten Island	7	Gladys Incle-Ramos
Maryia Patsiomkina	<i>Op Art Hands</i>	Irwin Altman Middle School 172	Queens	6	Heather Krumholz
Erianny Pena	<i>Gateway to Depression</i>	Amistad Dual Language School	Manhattan	7	Rachelle Street
Shamiyah Peoples	<i>Happy To Be Me</i>	P 396	Brooklyn	1	Mona Doon
Sonel Perdomo	<i>Self-Portrait</i>	Dr. Roland N. Patterson	Bronx	7	Gilbert Fletcher
Jemielee Perez	<i>Pressured</i>	Jacqueline Kennedy Onassis High School	Manhattan	12	Elisa De Gregorio
Jemielee Perez	<i>Throwing Away Your Childhood</i>	Jacqueline Kennedy Onassis High School	Manhattan	12	Elisa De Gregorio
Jemielee Perez	<i>Jemielee</i>	Summer Arts Institute	Citywide Program	12	Jane Kahn
Azriel Peters	<i>Untitled</i>	PS 188@24	Bronx	5	Rayanon Smith
Declan Peterson	<i>Still Life</i>	Amistad Dual Language School	Manhattan	7	Rachelle Street
Sierra Pitagorsky	<i>Self-Portrait</i>	PS 118	Brooklyn	PreK	Jo Beth Ravitz
Jillian Powers	<i>Jungle Flower</i>	PS 207 Elizabeth G. Leary	Brooklyn	3	Antoinette Spada
Frieda Premo	<i>Cityscape</i>	PS 107 John W Kimball	Brooklyn	2	Denise Von Sternberg
Irma Priego	<i>My Son</i>	High School For Arts And Business	Queens	12	Jamie Suk
Chavis Pubill	<i>Through the Woods</i>	P 723 @Bivona	Bronx	7	Frann Rizzo
Terry Qu	<i>Still Life with Pitcher</i>	Nathaniel Hawthorne	Queens	6	Andrew Zaben
Juan Quinones	<i>Lady Liberty in Gray</i>	The Wright Brothers School	Manhattan	2	Sheeri Novick
Shivangi Rai	<i>Rainbows</i>	Irwin Altman Middle School	Queens	7	Harriet Sohn
Md Ehsanul Raihan	<i>Self Portrait</i>	Kensington	Brooklyn	K	Joanne Suzuki
Audrey Ramer	<i>In the Jungle</i>	PS84 Jose De Diego	Brooklyn	4	Edwin Soto
Carmela Ramos	<i>Imaginative Flower</i>	The Jesse Owens School	Brooklyn	4	Elizabeth Kinkel
Frey Ranaldo	<i>Untitled</i>	Salk School Of Science	Manhattan	8	Heather Drayzen
Ava Rapaport	<i>It's Sunset in Asia Where the Tiger Lives</i>	Brooklyn Arbor	Brooklyn	1	Laurie Marcus
Tatiana Reyes	<i>Self-Portrait</i>	PS 123 Mahalia Jackson School	Manhattan	2	Michel Carluccio

## PS Art Semi-Finalists 2015 *continued*

Students Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Nathy Reyes	<i>Self-Portrait in Green</i>	Academy For Environmental Leadership	Brooklyn	12	William Wrigley
Nathy Reyes	<i>Fragments</i>	Academy For Environmental Leadership	Brooklyn	12	William Wrigley
Luzmery Reynoso	<i>Animal Pot</i>	PS 299 Thomas Warren Field	Brooklyn	3	Jessica Bottalico
Emma Rios	<i>Self-Portrait</i>	Henry Gradstein School	Queens	5	Kathy Daniel
Leo Rivera	<i>Toucan</i>	PS 536	Bronx	5	Keshma Benjamin
Ella Rizzo	<i>Self-Portrait</i>	PS 65	Staten Island	2	Frances Rizzo
Jelitza Rodriguez	<i>My City</i>	PS 145 Andrew Jackson	Brooklyn	2	Carrie Adams
Jose Rodriguez	<i>City Under a Bridge</i>	PS 145 Andrew Jackson	Brooklyn	2	Carrie Adams
Jayden Rodriguez	<i>Sunset Flower</i>	PS99	Queens	5	Christine Fallon
Cindy Rodriguez	<i>Surreal Self-Portrait - Art Essentials</i>	Theatre Arts Production Company School	Bronx	9	Pek Lan Cooper
Leah Romero	<i>Me and My Mask</i>	The Audubon School	Manhattan	PreK	Suzanne Griffing
Aylin Romero	<i>A Self-Portrait</i>	East Elmhurst Community School	Queens	K	April Zappala
Destiny Rosa	<i>Surreal Self-Portrait - Cyclops</i>	Theatre Arts Production Company School	Bronx	12	Pek Lan Cooper
Mary Safy	<i>Hudson River View</i>	Stuyvesant High School	Manhattan	12	Amy Cappell
Mary Safy	<i>Fanny</i>	Stuyvesant High School	Manhattan	12	Jane Karp
Adiel Salazar	<i>Crab at the Ocean</i>	Success Academy, Hell's Kitchen	Manhattan	K	Michelle Lee
Jillian Sanchez	<i>Make it Pop</i>	William A. Morris	Staten Island	7	Gladys Incle-Ramos
Kevin Sanchez	<i>Self-Portrait</i>	Thomas A. Edison CTE High School	Queens	11	Patricia Lewis
Robert Sanpaul	<i>Cheetah</i>	The Jesse Owens School	Brooklyn	1	Elizabeth Kinkel
Anthony Sanseverino	<i>About Me</i>	PS 36	Staten Island	K	Michele Sherer
Braxthon Saula	<i>Hells Gate</i>	High School For Arts And Business	Queens	11	Jamie Suk
Dominic Scaglione	<i>Color Mountain</i>	Dyker Heights IS201	Brooklyn	7	Dorothy Serposs
Aliyah Scott	<i>Emotions in Motion</i>	MS 137 America's School Of Heroes	Queens	8	Rose Aranya
Tilan Scott	<i>Exploding Canvas Self-Portrait</i>	The Academy For Career And Living Skills	Bronx	10	Tawanda Felix
Selena Segnibo	<i>Happy</i>	Roy Campanella	Brooklyn	11	Elizabeth Griffin
Leila Semoksa	<i>Leila</i>	I.S. 24 Myra S. Barnes	Staten Island	7	Sara Bernstein
Jessica Severiano	<i>Self Portrait</i>	PS. 297 Abraham Stockton	Brooklyn	4	Stephen Tunney
Maya Shabo	<i>Butterfly</i>	PS. 175	Queens	K	Laura Rovinsky
Juhi Shah	<i>View from inside</i>	Queens High School Of Teaching	Queens	12	Eric Fox
Ashutosh Sharma	<i>Colors of a Rainy Day</i>	Richmond Hill High School	Queens	12	Leslie Marti-Munoz
Audrey Shea	<i>Fall Tree Landscape</i>	PS 9	Staten Island	PreK	Frances Rizzo
Emory Simmonds	<i>Family</i>	Hawtree Creek Middle School	Queens	6	Alicia Zounek
Kizy Smith	<i>Breaking Free</i>	STAR Early College At Erasmus Hall	Brooklyn	12	Judith Kaplan
Rohan Soni	<i>Self-Portrait</i>	PS 118	Brooklyn	PreK	Jo Beth Ravitz
Nasir Sprolling	<i>What I Do on the Weekend</i>	Success Academy, Williamsburg	Brooklyn	2	Joyce Campos
Mckenza Sterling	<i>Finding Mckenza</i>	The Magnet School For Civics In The Community	Queens	8	Maria Bonilla
Malik Stevenson	<i>Self-Portrait</i>	Frederick Douglass Academy VIII	Brooklyn	8	Barbara Gathers

## PS Art Semi-Finalists 2015 *continued*

<b>Students Name</b>	<b>Title of Artwork</b>	<b>School Name</b>	<b>Borough</b>	<b>Grade</b>	<b>Art Teacher</b>
Joshua West Storck	<i>Continuous Line Self Portrait</i>	PS 150	Queens	6	Ellen Anne Wine
Alexa Stringham	<i>In the Looking Glass</i>	NEST+M	Manhattan	5	Christina Soriano
Tracy Su	<i>Flushing Town Hall</i>	Daniel Carter Beard	Queens	7	Meri Ezratty
Harris Syed	<i>Blue Bird</i>	Fredrick Watchel	Brooklyn	5	Elaine Greenstein
Ian Tarnawski	<i>The Lobster of Love</i>	Oliver H.Perry	Brooklyn	2	Lisa Summa
Tenzin Tashi	<i>Mom</i>	Newcomers High School	Queens	12	Anne Kornfeld
Ngawang Tenzin	<i>Dreamscape</i>	Maspeth High School	Queens	12	Adam Gordon
Danylo Teslenko	<i>Black Tea</i>	James Madison High School	Brooklyn	11	Diane Kosup
Thanjila Thahsin	<i>Self-Portrait</i>	PS164	Brooklyn	4	Elise Mccarthy
Shikha Thapa	<i>Untitled</i>	STAR Early College At Erasmus Hall	Brooklyn	12	Judith Kaplan
Jeremy Then	<i>Autumn Pumpkins</i>	Lou Gehrig IS151	Bronx	7	Marie Devito
Allyssa Tiara	<i>Untitled</i>	New Explorations Into Science, Technology, And Math	Manhattan	11	Hilary Svihla
Aissatou Trawally	<i>Leopard</i>	School For Environmental Citizenship	Bronx	3	Michael Williams
Rachel Tse	<i>Untitled</i>	Murray Bergtraum High School	Manhattan	9	Eleni Karotseri
Imanuel Valdez	<i>Cubist Self-Portrait</i>	Renaissance School Of The Arts	Manhattan	8	Franchesca De Los Santos
Tysean Vanderveer	<i>Lines</i>	P 396	Brooklyn	K	Mona Doon
Stewart Vandunk	<i>Owl in a Tree at Night</i>	P 352@134	Bronx	4	Mary Mcgaw
Valentina Vargas	<i>My Self-Portrait</i>	East Elmhurst Community School	Queens	K	April Zappala
Scarlette Vazquez	<i>Self Portrait</i>	36 Unionport	Bronx	3	Jason Holt
Sophie Wang	<i>Portrait of a Man</i>	PS. 877	Queens	5	Kathleen Izzo
Arianna Washington	<i>Deep in the Rainforest</i>	The Rosa Parks School	Queens	5	Aleksandar Popovic
Arizona Wee	<i>Panda in a Bamboo Forest</i>	Amistad Dual Language School	Manhattan	2	Rachelle Street
Kimora Whitehall	<i>Jungle and Trees</i>	PS 77	Brooklyn	7	Amie Robinson
Zoe Wickham	<i>Auto Brain-Wave Collector</i>	The Anderson School	Manhattan	5	Vahan Nahabedian
Janae Williams	<i>The Snowy Day</i>	Herman Schrieber School	Brooklyn	K	Erica Giller
Amare Williams	<i>Untitled</i>	PS188@24	Bronx	3	Rayanon Smith
Tyreese Williams	<i>Sunrise</i>	PS/MS164 Queens Valley School Of The Arts	Queens	8	Catherine Kramer
Angelina Williams	<i>Shoe Bird</i>	Community School Granville T. Woods	Brooklyn	3	Yadira Velazquez
William Wong	<i>Moon Rays at Night</i>	PS 46 The Alley Pond School	Queens	5	Rita Rothenburg
Kiara Wright	<i>Mr. Owl</i>	Boys and Girls High School	Brooklyn	11	Ramona Abraham
Tao Yu Xue	<i>View from My Window</i>	John J. Pershing	Brooklyn	8	David Mosher
Ryan Yan	<i>If The Dinosaurs Came Back...</i>	The Ovington School	Brooklyn	2	Kellyanne Thompson
Lydia Yang	<i>Fashion Show</i>	Shuang Wen School	Manhattan	8	E-Anna Soong
William Ye	<i>Grotesque</i>	PS254 Dag Hammarskjold	Brooklyn	5	Branislava Duranovic Scheluchin
Annabelle Ye	<i>Annabelle's Self-Portrait</i>	PS/IS 30 Mary White Ovington	Brooklyn	K	Gina Tart
Daniella Yoon	<i>My Free World</i>	The Fresh Meadow School	Queens	5	Deborah Passik
Kevin Zeng	<i>Restore The Brown M Train!</i>	PS 77	Brooklyn	12	Amie Robinson

## PS Art Semi-Finalists 2015 *continued*

<b>Students Name</b>	<b>Title of Artwork</b>	<b>School Name</b>	<b>Borough</b>	<b>Grade</b>	<b>Art Teacher</b>
Jessie Zhang	<i>The Selfie</i>	NYC Museum School	Manhattan	11	Beth Adler
Qin Qin Zhao	<i>Me</i>	Silas Dutcher	Brooklyn	1	Gloria Truppi
Xi Zheng	<i>The Pond</i>	The Ovington School	Brooklyn	5	Kellyanne Thompson
Mickey Zheng	<i>Self-Portrait</i>	Henrietta Szold	Manhattan	5	Yayoi Asoma
Erick Zheng	<i>Goldfish</i>	Thomas Jefferson School	Queens	K	Vivian Choi
Joyce Zheng	<i>Homage to Flack</i>	Daniel Carter Beard	Queens	6	Meri Ezratty
Shiya Zhou	<i>Bird Flying Over Mysterious Land</i>	IS 5 Walter H. Crowley	Queens	6	Ji Yeon Choi
Jenny Zhou	<i>Zebra in the Sun</i>	Thomas Jefferson School	Queens	5	Vivian Choi
Annie Zhu	<i>Cat with Apple</i>	John J. Pershing	Brooklyn	6	Bessa Valdinoto
Zoe Zhu	<i>Self-Portrait</i>	Yung Wing School	Manhattan	5	Rebecca Riley
Mark Zou	<i>Self-Portrait</i>	John J. Pershing	Brooklyn	6	Matthew Vanderlee
Fatemtuz Zuhura	<i>Lady Liberty: Land of the free</i>	PS 214	Brooklyn	2	Ludmila Guznev

## About Studio In A School

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Studio in a School is a model not-for-profit organization that has worked for more than 38 years to improve and support visual arts education both in and outside schools. Since 1977, Studio in a School has provided visual arts programming to over 800,000 New York City children across five boroughs. Studio's unique method brings professional artists into public schools and community organizations to lead classes in a variety of artistic media, builds partnerships with principals and classroom teachers, and supports the growth of teens and college students through art-focused internships. Each year, Studio serves nearly 30,000 students at 200 sites.

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

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## P.S. Art 2015 Selection Panel and Project Teams

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### SELECTION PANEL

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

Barbara Gurr  
*Visual Arts Administrator, retired*

Daniel Kershaw  
*Exhibition Designer*  
*The Metropolitan Museum of Art*

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

Anne Strauss  
*Independent curator/Art consultant*

Mickalene Thomas  
*Artist*

### PROJECT TEAMS

**New York City Department of Education**  
Carmen Fariña, *Chancellor*

**Office of Arts and Special Projects**  
Paul King, *Executive Director*  
Karen Rosner, *Coordinator of Visual Arts*  
Amy Russo, *Arts Program Manager*

**Studio in a School**  
Thomas Cahill, *President & CEO*  
Marisa Beard, *Project Consultant*  
Kapena Alapai, *Project Coordinator*  
Michael Miller, *Art Handler*  
Jonas Stigh, *Director of Marketing & Public Relations*



Left to Right, Paul King, Agnes Gund, Barbara Gurr, Daniel Kershaw, Anne Strauss, Mickalene Thomas, Karen Rosner, Thomas Cahill





New York City Department of Education  
52 Chambers Street  
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