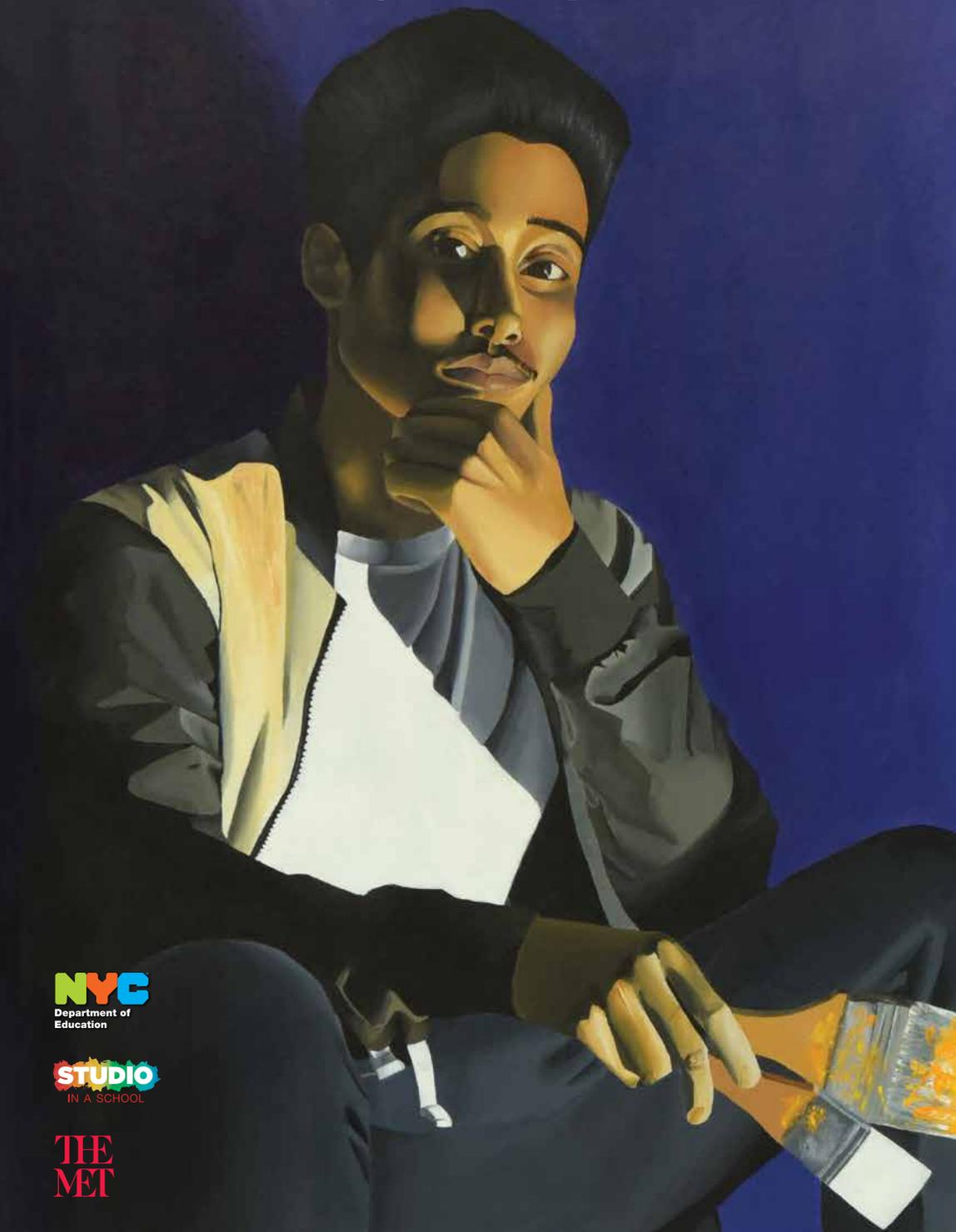


psart 2016

celebrating the creative spirit of NYC kids



NYC
Department of
Education

STUDIO
IN A SCHOOL

**THE
MET**

P. S. Art 2016 Exhibition Schedule:

The Metropolitan Museum of Art

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

June 14 through October 23, 2016

The New York City Department of Education gratefully acknowledges Studio in a School for its generous sponsorship of P.S. Art 2016, 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: *Faces of Youth*, Cyra Cupid, Grade 11, Brooklyn High School of the Arts

Back Cover Image: *On the Farm*, Arianna Laureano-Medina, Grade 2, PS 173, Manhattan

The P.S. Art 2016 Exhibition and Catalogue were produced by the New York City Department of Education in collaboration with Studio in a School and The Metropolitan Museum of Art.

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psart 2016

celebrating the creative spirit of **NYC kids**

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Letter from the Chancellor



Congratulations to all the students whose exemplary artwork is displayed in the 14th annual P.S. Art exhibition. The work on the walls of the Harold D. Uris Center for Education at the Metropolitan Museum of Art honors the talent of nearly ninety artists, and their teachers who deliver quality visual arts instruction each day. I wish to thank the administrators whose students' artwork appears in the exhibition, for their ongoing commitment to the arts.

The work of these fine artists, from 4 to 18 years of age, is a tribute to the students' families who each day love and care for them and nurture their talents.

Represented in the exhibition are works by students from PreK to Grade 12, in all five boroughs, including District 75. It is a wonderful overview of the state of visual arts across New York City.

As you view the exhibition pay particular attention to the comments of our young artists. These artist statements are included in the catalogue, where the comments of their teachers may also be found. Students' words as well as their artwork demonstrate the importance of arts education in providing venues for communication, exploration, and self-expression. The teachers' comments in the catalogue serve to contextualize the students' work and these remarks are instructional for all visual arts teachers.

The exhibition and catalogue demonstrate the commitment of the New York City Department of Education to provide quality arts education for the city's public school students. It also demonstrates the value we place on collaborating with arts organizations and cultural institutions. I wish to thank Studio in a School and the Metropolitan Museum of Art for being such fine partners with the NYCDOE.

Each day thousands of visitors from across the city and country and around the globe visit the Metropolitan Museum of Art. For the next four months these visitors will have the privilege of experiencing the accomplishments of our New York City public school students.

I am proud of each one of them and again offer sincere congratulations.

Sincerely,

A handwritten signature in black ink that reads 'Carmen Fariña'. The signature is written in a cursive, flowing style.

Carmen Fariña
Chancellor

Celebrating Creative Youth



PS ART showcases the creativity and talent of New York City’s public school students. Through a wide variety of media—painting, drawing, sculpture, collage, photography, and mixed media—the exhibition features thoughtful depictions of everyday life and fantastical imagery by young artists from all five boroughs.

The work in the exhibit reveals the freshness of expression and the joy of discovery of some of the City’s youngest artists. It also shows the increased level of observation, skill, and mastery that older students develop working with their art teachers as they progress through school. By creating art from pre-Kindergarten through high school, students learn that their dedication has great rewards, including both personal satisfaction and the power to affect others.

Studio in a School’s 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 is committed to nurturing the artistic ability of public school students through programs at public schools and early childhood centers throughout New York City. We also 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 are proud to partner on P.S. Art, which demonstrates how the visual arts enrich all of our lives, creators and viewers alike.

Sincerely,

A handwritten signature in black ink, appearing to read 'Chris Wisniewski', with a stylized flourish at the end.

Christopher Wisniewski
Executive Director
Studio in a School

A Message from The Metropolitan Museum of Art

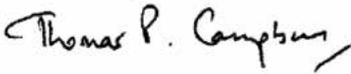
THE MET

Since its founding in 1870, The Met has championed the work of artists. We remain committed to supporting the growth and development of critical, creative voices through our collection, exhibitions, scholarship, and a wide range of educational programs, events, and residencies. We continue this tradition by hosting *P.S. Art 2016*, which celebrates the work of the next generation of artists — the creative youth of New York City.

P.S. Art 2016 is a testament to the strength of our ongoing partnerships with the City's Department of Education and Studio in a School. Working together, we aim to maximize the arts education available to school communities and realize the full potential of student engagement with artists and cultural organizations.

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

Sincerely,



Thomas P. Campbell
Director
The Metropolitan Museum of Art

Puppet

Henry Shiba

Grade: PreK
School: PS 118, Brooklyn
Art Teacher: Jo Beth Ravitz

Tempera on paper

STUDENT: I like making art because I get to paint. I like all the colors and the way they change when I mix them. I painted a happy puppet.

TEACHER: *Puppet* is the culmination of a unit exploring a wide range of art materials and techniques. Students began the unit by mixing tints and secondary colors with tempera paint on heavy white paper. When the paint was still wet, they pulled combs through the paint creating a variety of textures and patterns. This paper became the building material for their puppets.

Inspired by the portraits of Gustave Courbet and Albrecht Dürer, they learned the anatomy of the face and used themselves as models as they painted their puppets' portraits.

After details were cut and glued onto the body, the pieces were assembled to allow for movement and the artists introduced their puppets to their classmates. For an artist his age, Henry did a remarkable job showing expressiveness and attention to detail. Every decision was thoughtful and his puppet always puts a smile on my face.



An Alien

Ryan Fleming

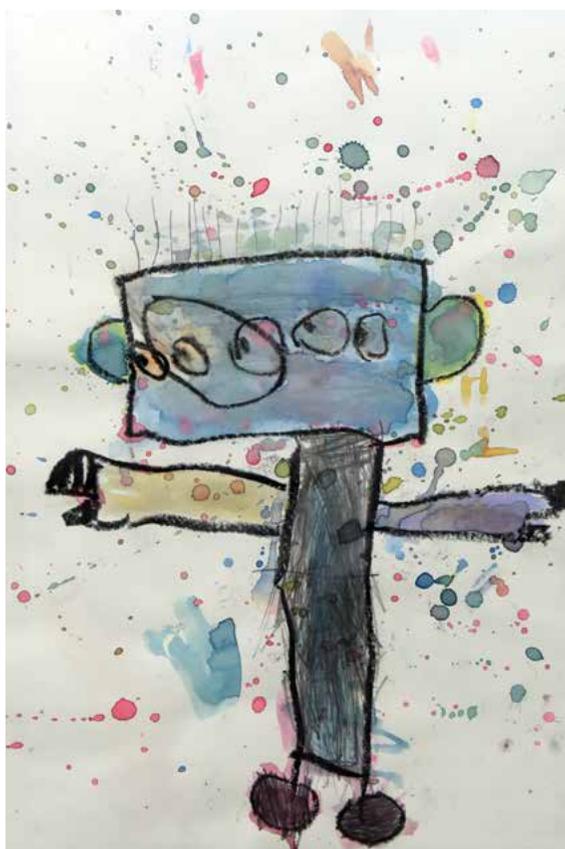
Grade: PreK
School: The Little Brooklyn
PreK Center at
8th Street

Art Teacher: Lorna Clark

Watercolor and oil pastel
on paper

STUDENT: I practice and practice at home — that's why I'm so good. I like drawing and painting. This is an alien. He's running away from the other aliens. Did you notice he doesn't have a mouth? I used black oil pastel and pencil to make the lines. Then I added watercolor paint. I liked making the splatters.

TEACHER: Ryan created this artwork during the culminating lesson in a sequence of drawing explorations involving a variety of materials including pencil, chalk, crayon, and oil pastel. As part of our drawing study we read, *The Line* by Paula Bossio and discussed how lines can have different qualities and can be combined to create designs and representations. Ryan did a lot of experimenting with materials before making this final image, making



lines of all kinds, mixing colors, and using the watercolor resist technique. He enjoyed creating the watercolor splatters and inspired other children to use this painting method. Ryan is a dedicated and hard-working artist. He consistently surprises and impresses me with his insight and ability to use materials in inventive ways to express his ideas and experiences, real or imagined.



My Home

Ashley Tenesaca

Grade: PreK
School: PS 128, Manhattan
Art Teacher: Suzanne Egan

Tempera on paper

STUDENT: I like making colors. I like orange everywhere. I like painting with orange and I have big windows in my home. This is my home. My home is far away.

TEACHER: PreK students were learning about their homes with their classroom teachers. In the art room they were learning to paint expressively with primary colors. In art class, to combine and reinforce each learning experience, they used tempera to paint their homes. They

looked at homes of other artists and discussed how they would represent their own homes.

Ashley's use of paint and her color choices led to an expressive artwork. The windows are unique and painted carefully. Ashley is such a natural when it comes to painting. She understands colors and puts thought into where each color should go. I love how the house stands out from the background with its warm colors.



Self-Portrait

Yaqub Hadi

Grade: K
School: PS 76, Bronx
Art Teacher: Lawrence Dobens

Water-soluble crayons and marker on paper

STUDENT: I made a lot of suns because I want people to like it. I feel happy when I am making art. I like it when my teacher says nice things about my work. I want people to know that my teeth are falling out.

TEACHER: As part of a unit on drawing, students were exploring expressive use of line and color. We looked at the work of Henri Matisse, Rembrandt van Rijn, and Vincent van Gogh. Students discussed the expressive use of colors by Matisse and other Fauve artists, and the children were excited to see the wide range of colors used in their portraits. They also looked at photographs of faces

showing a variety of emotions, and described the quality and direction of the lines.

Painting in their drawings with water soluble pastels, students created self-portraits showing various emotions. I was struck with Yaqub's expressive use of line and shape in his self-portrait. There is an ecstatic quality to the drawing that is so full of life and energy, amplified by the insistent arc of the sun across the sky. The outstretched arms that embrace and the use of high key color complete this powerful and humorous statement.



Animals from the Land and the Sea Robert Salmon

Grade: K
School: Brooklyn Arbor Elementary School
Art Teacher: Laurie Marcus

Watercolor, oil pastel, pencil, and Sharpie on paper

STUDENT: I like to make art because you can make anything. Even if it's not sticking up you can make it look like it's sticking up. You can make a picture of real things and fake things. You can make a shark diving into the water and a butterfly right next to a hand. And I can make a wild boar behind me. I want people to know that the animals and fish are not real and that the clouds are not really these shapes. You can make them the shapes you want!

TEACHER: The kindergarten self-portrait unit was based on observation. When the artists completed drawing their faces they constructed imaginary background landscapes inhabited by creatures they found intriguing.

Students used realistic toy animals as models for inspiration. Then they choose between a variety of materials in order to add color. Robert experimented with wax resist techniques (watercolor over oil pastel). This lesson and the resulting artwork reflect both the drawing and painting performance indicators of the *Blueprint for Teaching and Learning in Visual Arts*, especially experimentation with a variety of materials, mixing colors, organization of space, and control of a paint media.

Animals from the Land and the Sea makes visible the fluid interplay between observation, materials and creativity.

Adriana Adriana Trejos

Grade: K
School: PS 48, Staten
Island
Art Teacher: Christine Gross

Watercolor and Sharpie
on paper

STUDENT: This is a picture of me. I don't think it looks like me because I don't wear earrings. I put earrings because I like to wear jewelry. I like to paint a lot because I can make a picture of me or my baby cousin.

TEACHER: I often start kindergarteners' school year off with a self-portrait drawing and painting unit. They explore line and shape before they use mirrors to draw themselves with permanent marker. Students learn to use different qualities of line for different parts of their faces. Before adding color to their drawings, students experiment with watercolor becoming more familiar with its qualities. They explore techniques of mixing, as well as the layering qualities watercolor can create.

Adriana works very thoughtfully, taking her time and demonstrating skill and understanding of material and technique, while also exploring new ways of working and using her imagination. I love how she showed herself with lipstick, a polka dot dress and earrings. She is creating herself in a fun, inventive, yet realistic way.



Untitled

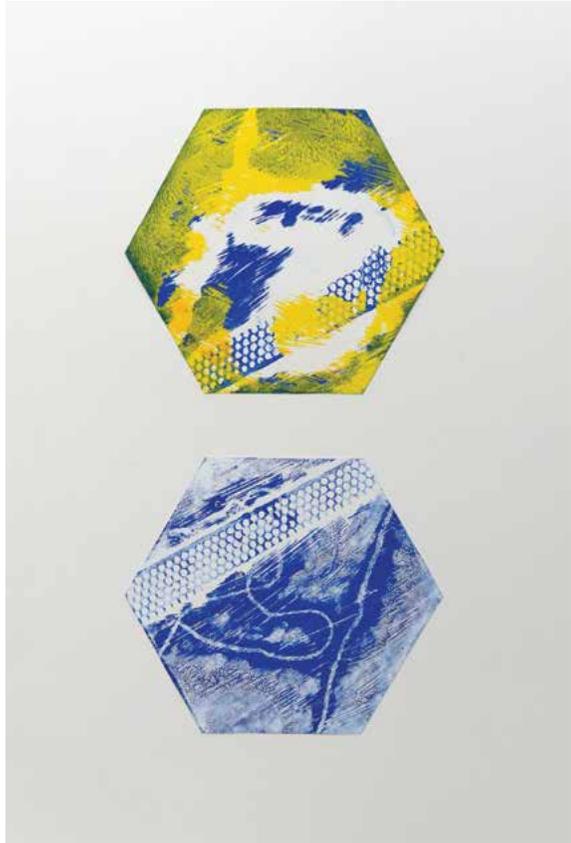
Aiden Parker

Grade: K
School: P188@34, Bronx
Art Teacher: Rayanon Smith
Collograph

STUDENT: When people look at my artwork, I want them to think, “Wow!” I want viewers to know this is my yellow blue art.

TEACHER: Aiden’s artwork was created during our unit on printmaking. Students explored concepts in color, shape and texture. They learned about the process of monoprinting on plexiglass. Using printing ink layered with found textures from around the art studio, they created both an original and a ghost print.

Aiden is a special education student with incredible artistic talent. His choice of colors and arrangement of textures demonstrates his ability to create a composition that sparks conversation and interest.



Colorful Bird

Gordon Liu

Grade: K
School: PS 176, Brooklyn
Art Teacher: KellyAnne
Thompson

Watercolor and oil pastel on paper

STUDENT: I want people who look at my artwork to know how birds look. My bird has a lot of colors. I used different shapes to draw it. I like making art because it is fun.

TEACHER: I always create interdisciplinary art units for kindergarten. The kindergarten math curriculum has a strong focus on geometry and I am inspired by math. I incorporate the students' newfound knowledge of shapes into their art projects. Together we read the book *Birds from A to Z*. The students discussed which birds were their favorites. We reviewed the names of different shapes and the students discussed which shapes they could use to represent a bird. *Colorful Bird* demonstrates a strong use of line. Gordon's use of colors in his background complements the bird. His decision to have the bird posed looking backwards was creative.



The Skyscraper

Gareth Robinson

Grade: K
School: Queens College School for Math,
Science, and Technology
Art Teacher: Kaya Wielopolski
Watercolor and oil pastel on paper

STUDENT: I want people to feel cool because it is a nice day and to think of my paint brush going swoosh. I like to make art because that's my natural ability. I can also make airplanes that are colorful like my skyscraper. I worked really hard at the painting.

TEACHER: This work of art was inspired by the Mayor's call for a new skyscraper design for New York City. The students studied skyscrapers from New York and around the world. They learned about arches and columns, architectural lines, and the different stacking arrangements of various skyscrapers. The students became architects. They created sketches and then drew final designs enhanced with oil pastels and watercolors, creating beautiful watercolor resists. Gareth created an interesting atmosphere through his color choices and the inclusion of the sun. Gareth stayed focused throughout the creation process.





Aaron and Me Suki Liu

Grade: 1
School: Queens College School for Math, Science, and Technology
Art Teacher: Madeleine Hope Arthurs
Torn-paper collage

STUDENT: People should have fun with others. Aaron and me are going for a walk to the park. I am holding a toy and Aaron is holding a marshmallow. I like to make art because it makes me unique and creative.

TEACHER: This collage exploration challenges students by limiting their collage activity to only ripping black and white paper. Students really think about the shapes they are creating and their placement on the paper. The ability to rip, overlap and glue shapes to create imaginative

placement of shapes reflects the 2nd grade performance indicators for collage in the *Blueprint*.

Suki is a hard working, sweet, shy child who makes great artistic choices. Her collage is quite sophisticated for a first grader because of its tiny details and its demonstration of how Suki worked within the limitations of the activity.

Giancarlo the Perfect
Giancarlo Vitale

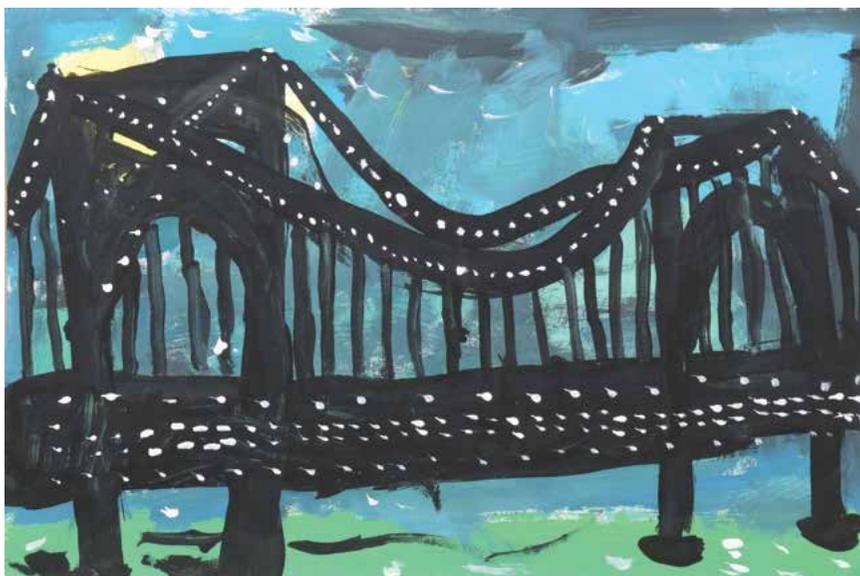
Grade: 1
School: PS 132, Brooklyn
Art Teacher: Carla Beaury
Cut-paper collage

STUDENT: I want people to see my artwork and be happy for me. I want them to know I tried my best. I like to make art because it's fun.

TEACHER: Students learned about geometric and organic shapes. Building on this knowledge, students began cutting out shapes for their faces, ears, and necks. They added facial details and hair using layering. Their collages demonstrated experimentation with the placement of cut paper, shapes, composition, and color.

Giancarlo's self-portrait collage really looks like him! I was especially drawn to the attention he placed into creating his eyes, eyebrows, and eyelashes.





Verrazano Bridge at Night

Selina Shi

Grade: 2
School: PS 69, Brooklyn
Art Teacher: Angela Fremont

Tempera on paper

STUDENT: This is about the sun going down at night. I like to make art because it's beautiful when you feel calm. The Verrazano Bridge is named after Giovanni Verrazano!

TEACHER: This work came from a painting unit that focused on New York City landmarks, and one landmark, the Verrazano Bridge, can be seen from our school's library windows. *The Blueprint for Teaching and Learning in Visual Arts* is a great support for planning early painting lessons. It suggests students make

imaginative leaps based on their observational lessons, and that's exactly what Selina did. The lesson began with observations of our neighborhood bridge and discussions around identifying the various parts of the bridge. Once the students focused on the big shapes of the bridge, Selina took over and began painting. Selina's painting demonstrates her observations of the bridge and the changing weather. I love the way the lights sparkle and the moon peeks out from behind the bridge.



Fairy-Tale Creature

Brianna Vega

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

Watercolor on paper

STUDENT: I want people to look at my art and say, “Wow, that art is amazing!” I tried hard and gave it my best.

TEACHER: Our painting unit meets 2nd Grade *Blueprint* performance indicators in painting. It is designed to develop an understanding of the basic principles of composition, and to give students the opportunity to explore painting with watercolors. After discussing myths and fairy tales, and studying paintings and book illustrations, students made paintings

of fantastic creatures. They learned how to use watercolor brushes and paint to create different shades and tints. Students expanded art vocabulary through critical discussions. They made connections to their personal reading experiences, which they were able to incorporate in their artwork. Brianna used freely drawn lines in her painting complementing the wide strokes of the watercolor brush. Her selection of colors unified all elements in a very original way.



Maori Koru Design in Primary and Secondary Colors Willyne Michel

Grade: 2
School: PS 235, Brooklyn
Art Teacher: Kathlyn Wilson

Tempera on paper

STUDENT: When you look at this painting I want you to think about what was going on in my mind at that moment. I also want you to appreciate my work. Art is my talent. Ever since I was younger I loved to draw. When I grow up I want to be an artist. My artwork is part of me and every piece of my artwork that I made has a story behind it.

TEACHER: Student artists began this four-week process by discussing pictures of the spiraling koru plant. They also looked at Maori paintings of the plant for inspiration. Artists began with pencil drawings, organizing and creating a balanced composition

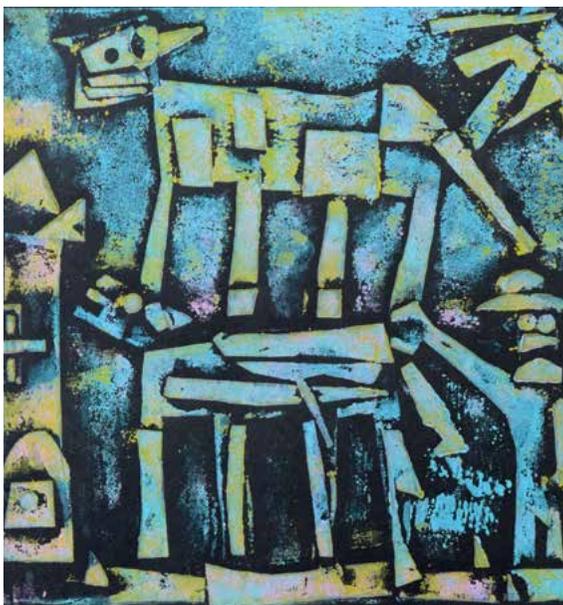
of large and small spirals, leaves and vines. They used two different sized brushes, palettes, and primary color tempera paints. Artists spent two class periods painting with primary colors and secondary colors, which they mixed themselves. They focused on using thick and thin, and long and short brushstrokes, stopping periodically to reassess their compositions. We were amazed by Willyne's painting. The balance and movement of her work drew all of us in. Watching Willyne's focus and artistic process is inspiring and it makes me a better teacher.

The Farm

Jarian Martinez

Grade: 2
School: School for
Environmental
Citizenship, Bronx
Art Teacher: Michael Williams
Collograph

STUDENT: I like to make art because there is so much you can do. In printmaking, you can make the same print more than once, and you can use different colors each time. When people look at my artwork I want them to know what it's like to live on a farm.



TEACHER: The second graders studied different communities. Jarian chose to depict a rural community. His farmer is shown herding two cows into a barn on a bright sunny day. Textures and features are creatively indicated by overlapping shapes. Jarian printed by hand using the rubbing method. Through an exploration of the art materials and techniques of printmaking, all students exercised imagination, used the basic art tools of printmaking, and gained knowledge of the medium.

Test Time

Ethan Gavril

Grade: 2
School: PS 99, Queens
Art Teacher: Victoria Calabro
Painted-paper collage

STUDENT: I worked very hard on my art. I like to make art because I can show when I am happy. I want everyone to know how happy I was when I got a four on the test! A four is the best!

TEACHER: Students explored a range of collage techniques by tearing and cutting various types of paper. In this collage unit on expressive self-portraits they learned that artists often interpret and depict their experiences through their work, and that sketches can help artists plan for future works of art. Students also learned that details make works of art special, and that color can convey different moods and feelings. Ethan excels in the art studio. He is very thoughtful and can create unique works without being given any direction. All of his artmaking decisions and details added to communicating this mood of excitement.





On the Farm

Arianna Laureano-Medina

Grade: 2
School: PS 173, Manhattan
Art Teacher: Erin Belmont

Torn-and-cut-paper collage

STUDENT: I want you to look at my collage and think you're on a farm in Virginia. I want you to get inspired to make a collage yourself. When you work really hard on an artwork people can see it and feel it. Working hard on an art piece is rewarding to me and when I'm finished I feel very proud of myself.

I made my collage by ripping and cutting different colored papers and then placing and gluing them on a large paper. It was challenging to make the shape of the cow's body.

TEACHER: This was the final artwork of a seven week collage unit. I collaborated with the students' classroom teacher and had students create collages of

the farm animals they were studying in class. Students tore, cut and used papers in varieties of geometric and organic shapes, to create sky, ground, and background details. Students then made their animals. As the viewer I can imagine the noise of the farm and feel its beautiful weather and lush grass. Arianna worked quietly and intently on this collage. Her artwork demonstrated a deep understanding of collage, space, and proportion. She used paper both torn and cut in different sizes, shapes, textures, and directions. Arianna included tints and shades of color in the sky, grass, and animals. There is even a foreground, middle ground, and background.

Collograph Animals

Santiago Xique

Grade: 2
School: PS 197, Brooklyn
Art Teacher: Anna Alfredson

Collograph and plate

STUDENT: I like to make art because you can make anything you can imagine. But I don't want it to be bad stuff. I worked hard and when I looked over the pieces that other students didn't use, I saw one that looked just like a dog's head, and then I started creating the dog. My picture is of a fox and a dog together.

TEACHER: The printmaking unit began by exploring animal collograph prints by artist Sue Brown. Students recreated animals of their choosing on collagraph plates. They extended their knowledge of collage as they applied skills for cutting, gluing, manipulating, and overlapping shapes in the collagraph process. They gained new knowledge and experience in the image transfer processes.

Students made crayon rubbings of their plates to assess their success, and with a partner discussed ways to improve their images. When the plates were completed, students worked in collaborative teams to



print each other's work. Each printing station was equipped with primary inks, affording students a chance to experiment with mixing secondary colors. Students used their newly gained printmaking vocabulary to communicate with each other and took on the roles of artist, printer, and art handler, turning the art room into a master printing workshop.

Santiago has a sensitive touch with his artwork. He is a careful observer and thoughtful creator who always engages fully with his process as an artist.

The Skiing Snowman

Kimberly Rocha

Grade: 2
School: PS 90, Brooklyn
Art Teacher: Lori Shenkman-Cortazzo

Oil pastel and glue on paper

STUDENT: Art is a good way to express your feelings when you are sad or bored. I used all of my imagination to create *The Skiing Snowman*. I used mostly cool colors to make it look like a cold winter day. I tried to make my snowman look like he was in motion. We learned how to draw people in profile. I drew the snowman's features to the side so he would look like he was in profile. It was fun giving the snowman a personality.

TEACHER: Students read *Snowmen at Night*, written by Carolyn Buehner and illustrated by Mark Buehner. It describes the secret activities snowmen engage in after dark. The students were inspired to create their own winter characters. A mixed-media technique was used to create their drawings. This use of familiar materials in an unfamiliar way allowed students to meet the second-grade benchmark: "Through an exploration of art materials and techniques, students exercise imagination, construct meanings and depict their experiences." Kimberly made excellent use of the defined space for her figure's placement. She really gave personality to her snowman and brought him to life.





A Catfoxunicornperson

Sarai Escobar

Grade: 2
School: PS 238, Brooklyn
Art Teacher: Wendy Newman

Painted-paper collage

STUDENT: I used my own imagination to create my mixed-up animal standing outside in the rain. I liked using all the different colored papers and combining them together! I created a mixed-up animal with a cat face, a fox tail, the horn of a unicorn, and paws and wings! I learned I can imagine a creature and create it by cutting different kinds of shapes.

TEACHER: Students explored collage through Eric Carle's book *The Mixed Up Chameleon*. They sketched their ideas and then translated

their drawings into collages. They used painted paper, cut organic and geometric shapes, and overlapped paper to make their mixed-up animal compositions. Sarai's collage inspired me because the composition is so cheerful and surprising at the same time. I love the cat/fox-like face with the eyes directly staring at the viewer. I am intrigued by the irregularly shaped raindrops surrounding the creature. This work represents the wonder and creativity of a second grader. It represents the spirit of the child.

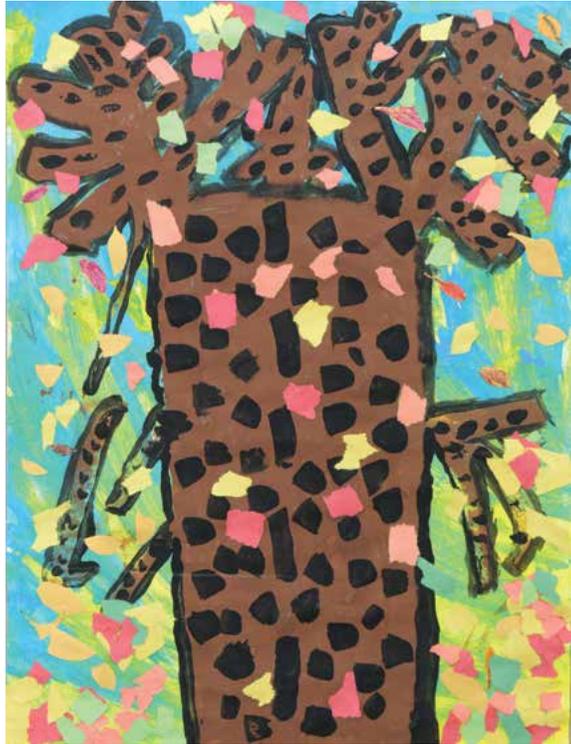
Fall Tree

Ashley Vergara

Grade: 2
School: A.C.E. Academy
for Scholars,
Queens
Art Teacher: Vicki Heit
Torn paper, tempera, and
crayon on paper

STUDENT: I like to make art because it is all about drawing things, making collages, and other kinds of artwork. When people look at my artwork and its leaves they will think of the fall and they will feel happy.

TEACHER: Using tempera paint to create a beautiful background for the fall sky, students practiced mixing primary colors to create secondary colors. They focused on the shapes that branches make as they get smaller and farther away from the large tree trunk. Construction paper leaves finished off our fall trees with a riot of color! This artwork took a few sessions to complete. Ashley was very excited about mixing the colors on such a large piece of paper, and painted her tree shapes as large as possible.



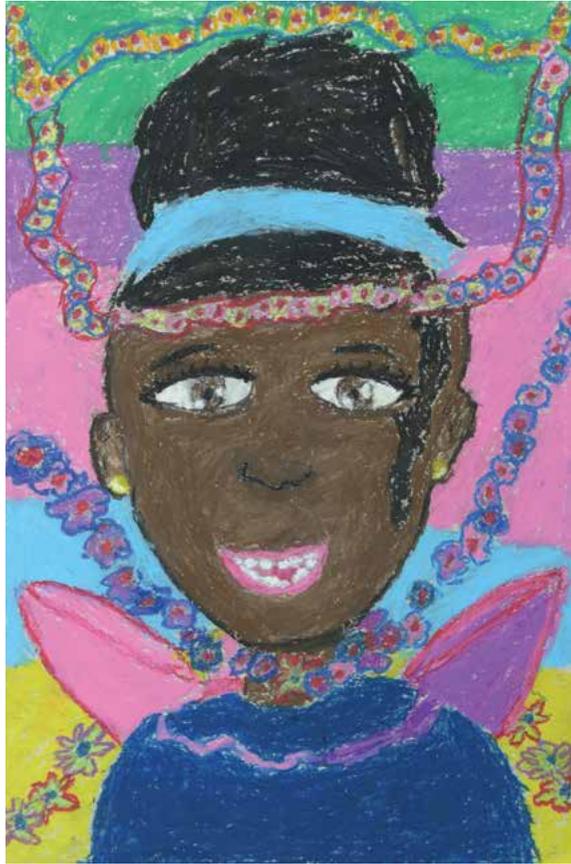
Proud Flowers

Mia Delvillar

Grade: 3
School: PS/IS 102, Queens
Art Teacher: Sarah Holden
Oil pastel on paper

STUDENT: I like to make art because my mom is an artist and she inspires me. Art cheers me up, and I am always improving as an artist. Sometimes I just catch myself doing art. I don't even notice I am doing it and that's how I know I like it so much. I took my time making *Proud Flowers*. I learned from Ms. Holden that you can't rush your work. You have to take your time. I also learned that the more you work at it, the more you improve. I am proud not just of the flowers that I created. Doing my best in all my school work makes me proud.

TEACHER: *Proud Flowers* is the result of a self-portrait study connected to a literacy unit on character traits that students were doing with their classroom teacher. Students viewed the self-portraits of Vincent van Gogh and Frida Kahlo, as well as portraits by Alice Neel and Kehinde Wiley. We discussed proportions and the students sketched. We looked closely at Wiley's work and talked about style, expression, and background. We discussed how an artwork can tell a story and students were charged with creating self-portraits that expressed who they are and how they feel,



through color, emotion, line and shape. Mia wanted her work to show that she is proud. Mia has a talent far beyond her years and I love watching her work. She thought carefully about her color choices and spent a lot of time looking in the mirror to capture her expression. I have had the pleasure of teaching Mia since kindergarten and throughout the years I have seen her grow as an artist.

Polar Bear Habitat

Noah Rhymes

Grade: 3
School: PS 8, Bronx
Art Teacher: Linda Culhane

Pencil, marker, crayon, and
wet-brush wash on paper

STUDENT: When people see my work I would like them to think they are really in the Arctic. I want them to feel that they are there with the polar bears and feel cold too. I want them to know that at the top there was a little snowball and then it rolled down and grew bigger and bigger.

When I was little I would take out a piece of paper and draw the cartoons I saw on TV. Then people would ask, "Who drew this?" I would say, "Me!" and they would say, "You're joking!"

TEACHER: Third graders used a bleeding and blocking technique to capture the icy frozen aspect of the Arctic, an area they learned about in their science class. They outlined their work with markers, then white crayon was applied for a resist process. Finally, they used a wet brush overall. Students explored several media to recreate a special place that appeared realistic, yet magical. Noah's polar bear art was hanging in the main office and everyone loved it.





Rise and Shine! Olivia Chodnicka

Grade: 3
School: PS 19, Staten Island
Art Teacher: Linda Gerecitano

Hand-painted-paper collage and watercolor on paper

STUDENT: When people look at my artwork I want them to think that it was made by a hard working and inspired artist, and I want them to feel inspired. I want to remind them that they can make their own art too! I love being creative and making new things. *Rise and Shine!* took many steps to complete. It also took focus and concentration. By looking at my work you know that I love art!

TEACHER: Students studied the illustrations of Eric Carle and were inspired by the hand-painted papers he used to create his whimsical creatures. Students were given some

photographs and reproductions to help them choose animals for their collages. The rooster was a popular choice; students noticed that the different shapes that made up the rooster were perfect for collage work. After creating her initial sketch, Olivia hand painted an interesting variety of textures and colors to bring her rooster to life. My students are always encouraged to make their own choices and I feel that Olivia's choice of a watercolor background enhanced the colors, textures, and shapes in her collage. Olivia is a very focused and creative young lady who takes a great deal of pride in her work.

Happiness

Brenda Jimenez

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

Torn-paper collage

STUDENT: I felt so inspired to make something I never did before, when I saw the way William Kentridge made his paper collage people. It was so interesting. I love making artwork because of all of the new things that come from my creative ideas. The collage is about a little girl who is holding a ball and feeling happy.

TEACHER: Students studied the collage work of William Kentridge and watched a video of the artist working with hundreds of small torn pieces of paper to create various animals. The students created figurative torn paper collages that demonstrated movement. As students worked with torn paper, they were encouraged to move the pieces around and explore how the shapes change when overlaid and rearranged. Brenda's work was one of total discovery. As she worked she had that "Eureka!" moment when the small torn piece of paper was no longer a torn shape but a profile. She then added other shapes and created a girl playing with a ball.





Fruits on the Table Jaylon David

Grade: 3
School: PS 249, Brooklyn
Art Teacher: Yaffa Rasowsky
Oil pastel on paper

STUDENTS: I love art, and I can draw anything. I hope people who see my artwork think it has amazing colors and looks realistic. I used many different oil pastel colors to make my still life look like a rainbow of fruits. I want people to think about their own artwork and make theirs with amazing colors.

TEACHER: Third graders looked at still life paintings by artists such as Paul Cézanne. They explored line, overlapping shapes, and the way artists blended colors. Jaylon's artistic choices reflect his deep appreciation for color and composition. *Fruits on a Table* suggests a landscape, with its mountainous, sprawling forms.



The Cat

Ariyanna Ledee

Grade: 3
School: PS 36, Bronx
Art Teacher: Jason Holt

Model Magic

STUDENT: I like to make art because you can be creative and imagine stuff. Do you wonder why I made this animal? When I was making this cat I was imagining my two cats at home. The hardest part to make was the head. I liked painting it and I like that it looks like it's about to walk.

TEACHER: For their sculptural pieces, students pulled and pinched Model Magic to create recognizable four-

legged mammals. The students explored the limits of the material and learned how to make their sculptures stable. We discussed a variety of poses that would suggest movement. The students practiced and refined their skills. They used self and peer assessment to monitor their progress. Ariyanna's sculpture is well-crafted. She used a graceful gesture to suggest a walking cat. It was exciting to see her diligent practice culminate in this final work.

Piano Class Memory Collage

Yuki Huang

Grade: 3
School: PS 169, Brooklyn
Art Teacher: Paul Zeichner
Cut-paper collage

STUDENT: I like to make art because it makes me happy when I am in a bad mood. It cheers me up. I sometimes draw to show how I am feeling, show how I respect others, or for almost no other reason at all.

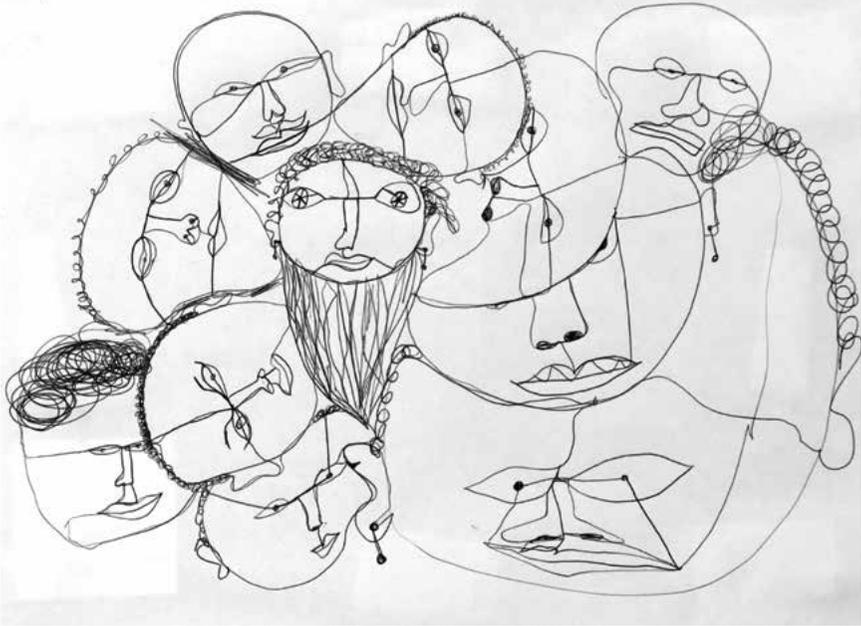
You don't have to try to be better than someone else when you create a work of art, just show your own kind of art style. You have to spend a lot of time to make good art and just try not to rush too much. Each kind of art style is special.

TEACHER: Students created collages that illustrated personal memories from their lives. The project was inspired by the work of Faith Ringgold, who creates quilts celebrating her life experiences. We read *Tar Beach*, with its real and imagined memories from Ms. Ringgold's childhood. Students worked in layers to create a sense of space, starting with larger shapes and then concentrating on smaller and smaller details. We discussed ways to make figurative art more compelling, and how to tell a story with a variety of gestures and emotions. The *Blueprint* strands addressed in this project included art making, literacy in the visual arts, and making connections to other curriculum areas.



Yuki's work has an exquisite quality that is childlike and magical, yet reveals a sense of craft and elegance beyond her years. Yuki created a beautiful feeling of space in this piece, with a breathtaking wealth of subtle detail. I'm amazed that a third grader would think of using different shades of brown to create the inlaid wood designs on a piano.

Tiffany Perez



Extended Family Portrait

Tiffany Perez

Grade: 4
School: PS 46, Queens
Art Teacher: Rita Rothenburg

Ballpoint pen on paper

STUDENT: The people looking at *Extended Family Portrait* will feel that my family is really close just like I drew them in the picture. My family inspires me and encourages me to be imaginative. This is the first time I made a continuous line drawing. I made the faces in different directions to show that they are moving. I like to make art because it's creative and it's mine to share and show.

TEACHER: Students were taught how to make a continuous line drawing. For inspiration, they analyzed the line drawings of artist and author

William Steig. They created original studies of faces and then added pattern, texture, and the sense of movement. To get new ideas, they shared their studies with each other. Tiffany's drawing has a flowing sense of movement and delicate patterning. She created different sizes and facial expressions for each figure, showing the individuality of her extended family members. Her virtuosity in using continuous line is remarkable and demonstrates her imaginative sense of beauty.

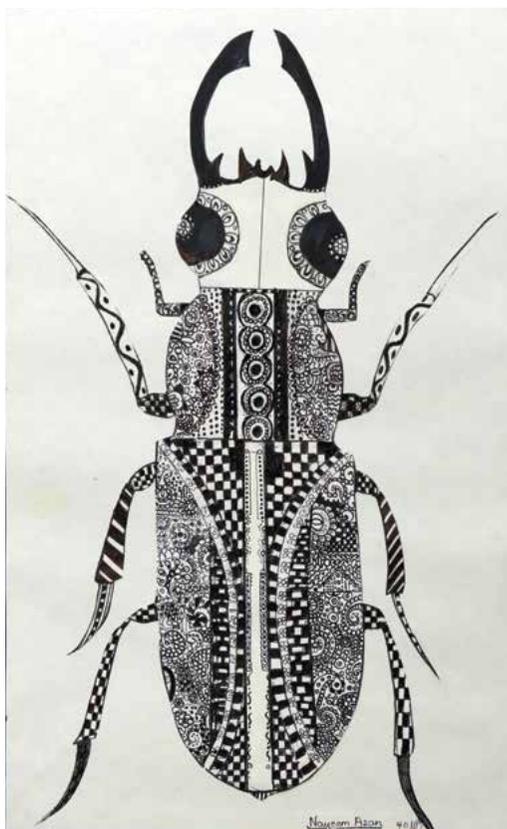
Patterned Bug

Nayeem Azan

Grade: 4
School: PS 877, Queens
Art Teacher: Kathleen Izzo
[Ink on paper](#)

STUDENT: I want the viewer to know that art can make a positive change in a person's life. I am interested in drawing and the many skills it takes to make a good piece of artwork. I love to explore how to add tones, shadow, and light to my artwork. Working hard in art and other subjects can lead you to great success!

TEACHER: Students became immersed in patterns and textures by observing designs and colors in nature. They examined and then created their own patterns in color and in black and white. They incorporated these patterns into their representations of enlarged and accurately drawn replicas of beetles, butterflies, and other insects. Nayeem exhibits a maturity in his art. He has a sketchbook with a host of the most amazing drawings that demonstrate his desire to explore life through his artwork.





A Food Chain in the Jungle

Jean Marte

Grade: 4
School: PS 5, Bronx
Art Teacher: AnneMarie Diop

Cut-and-torn paper collage and pencil

STUDENT: I'm very optimistic and I hope people can see that in my artwork. I'd like the viewer to notice the detailing, correct shapes and strong background, as well as my choice of colors. But this is more than just a paper with shapes, and it's more than just a jungle with animals. It's a lot of feeling and hard work. Everyone has different dreams and this represents my dream of becoming an artist. This is me showing my passion for my artwork.

TEACHER: Our collage unit was linked to the students' science unit on food chains. Students took inspiration from the artist Eric Carle, and applied it to their artistic creations. Each artist selected a habitat and researched a food chain related to it. They created special papers, practiced shape making, and broke down complex shapes into simple parts. As they constructed their collages, their practice improved with peer feedback based on critique and revision. Jean's work has a clear narrative and is composed with precision.

Pride

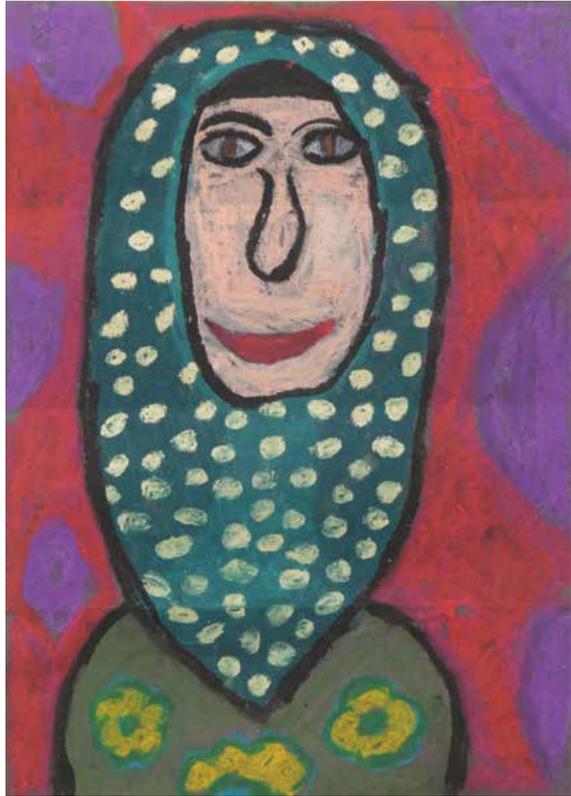
Ramisa Chowdhury

Grade: 4
School: PS 97, Queens
Art Teacher: Cynthia Buynak

Cray-Pas on paper

STUDENT: I am a proud Muslim, and I wanted my artwork to show that. Even though I look different and wear a hijab, I want the viewer to know that I am just like anyone else, and that wearing a hijab is a big part of my religion and it demonstrates modesty. When I was little, every Saturday I would get up early to make art because it made me so happy! I still feel that way today. I love to use my imagination to create. I use all different art materials including pencils, crayons, and paint.

TEACHER: Ramisa, as well as several other students, some of whom are also Muslim, are my artroom helpers. We usually talk about art and family. The current presidential primaries led to our discussions on immigration. Ramisa felt it was important to create an image displaying her pride at being a Muslim. In *Pride* she chose to cover herself beautifully.





Working

Anisa Ahmadova

Brandon Yauitl

Grade: 4
School: PS 199, Brooklyn
Art Teacher: Elaine Greenstein

Cut-paper collage

STUDENTS:

ANISA: I want people to be inspired to make art when they look at this work. I like to make art because it is fun. I like making marks, shapes, and beautiful things. I want viewers to know that you need time to do the things you planned.

BRANDON: When I make art I can be serious and focus on what I am doing. I want people to understand that it is important to do your best in school. When they look at this artwork I hope they think about what is important.

TEACHER: To begin a collage unit focusing on shadow puppets, students experimented with silhouettes. What was planned to be a one day exploration turned into a longer project. Students then saw a performance of shadow puppets at the Brooklyn Academy of Music. Afterwards they made shadow puppets using collage techniques to perform their own version of the American Revolution.

These pieces were not planned to be together. When they were placed next to each other one day at the end of class everyone was astounded at how they fit together. The images and stories combine to make a mysterious and delightful piece.

The Elephant Who Drinks Coca-Cola Alexandra Oyola

Grade: 5
School: P352@134, Bronx
Art Teacher: Mary McGaw

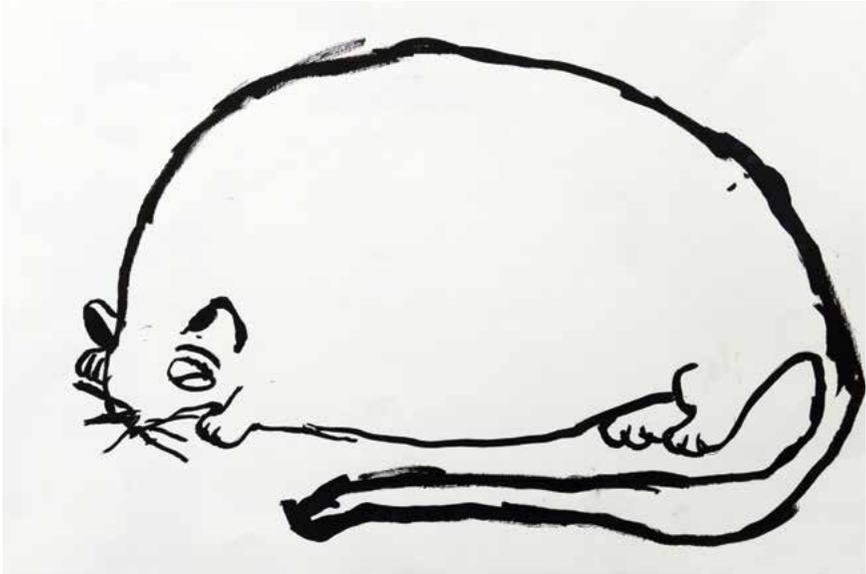
Oil pastel, tempera, and
marker on paper

STUDENT: I want viewers to know that this elephant drinks Coca-Cola! He's so silly. I want them to think the work is beautiful and feel happy about it. I like to make art because I can paint, draw, and create pretty things.

TEACHER: This work came from a lesson that was part of a unit of sequential projects in which students explored the theme: Animals in Art. To provide references and inspiration, students were introduced to works of art from online collections including those of the Metropolitan Museum of Art and the New-York Historical Society. Students developed their visual arts vocabulary, and they demonstrated their understanding through the completion of artwork and through art-based discussions with classmates.

Alexandra has a unique style. In *The Elephant Who Drinks Coca-Cola* she experimented with composition and the use of lines and shapes, and showed growth through her control of the medium.





Year of the Rat, Chinese Zodiac Jiaxing Lin

Grade: 5
School: PS 370 at PS/IS 237, Brooklyn
Art Teacher: Lisa Pines

Ink on paper

STUDENT: I like to draw animals especially tigers, jaguars, foxes and the rat. My family is from China which is very far away. The Rat is a Chinese Zodiac symbol. I like art and I draw at school and at home. I am good at drawing and I especially like to draw with the brush pen. I enjoy hanging up my artwork for people to see.

TEACHER: Jiaxing is an enthusiastic member of our weekly art group of students who have a strong interest in drawing. Our focus has been to deepen imaginative capacities and expressive skills, based on

the Blueprint for Teaching and Learning in Visual Arts.

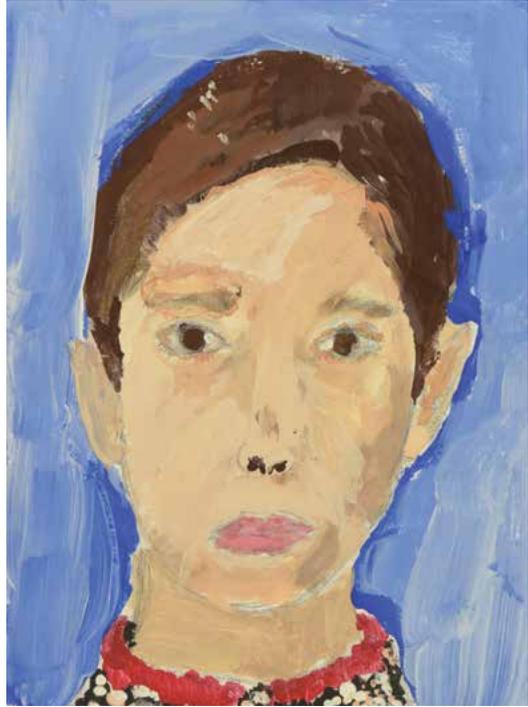
This lesson from our unit on drawing focused on the use of contour lines to define a figure or object. Jiaxing connected his drawings of animal life to his cultural experience celebrating Chinese New Year with his family. He has developed remarkable ability. Using the traditional Chinese medium, ink and brush, and with a few beautifully fluid ink lines he drew a rat with accuracy, perspective and personality. Jiaxing's ability to draw astounds me.

Paul's Self-Portrait

Paul Gutkovich

Grade: 5
School: NEST+m, Manhattan
Art Teacher: Christina Soriano
Tempera on wood panel

STUDENT: My art is alive on the page, even though it may not look totally realistic. I like to create images that are not exactly perfect as a photograph, but are still very alive and expressive. That is the kind of art I like to look at as well. I tried many techniques, and even though I had some mistakes, I tried to make my art alive and expressive. The art, while it doesn't necessarily look just like me, expresses who I am.



TEACHER: This unit honed fifth graders' observational drawing and painting skills through self-portraiture. We discussed how light creates different values within the face. Students learned drawing techniques to demonstrate this, such as hatching, cross-hatching, stippling, and blending. They explored how the physical motion of these shading techniques could be carried over to a painting, using various brush types and brushstrokes. I have been Paul's art teacher for six years. He has a great sense of humor yet is laser-focused when he creates art. I am incredibly proud of his efforts as a student artist and his ability to take teacher and peer feedback to revise his portrait.

Toucan on a Tree

Vasilia Maniotis

Grade: 5
School: PS 22, Queens
Art Teacher: Vivian Choi

Mixed-media sculpture

STUDENT: This artwork is creative and fun, kind of like me! I love that I can express myself through something creative and I love that an artwork can be whatever you want it to be. My artwork was inspired by the Pablo Picasso sculptures I saw at the Museum of Modern Art during a field trip. Like Picasso, I used many different materials. For example, I used beads for the eyes of my toucan and buttons for the leaves of the tree. In the beginning I was overwhelmed trying to decide where to start, but the pieces started to come together and flow and I became more confident and creative. This was a very challenging piece but in the end, it turned out to be the most creative, detailed and rewarding artwork I have ever done.

TEACHER: During our museum visit, the students made sketches of their favorite Picasso sculptures, to later use as the motivation for their artwork. It was no surprise they gravitated to sculptures of animals, in particular, those in which Picasso incorporated ready-made objects. They were fascinated by the toy cars repurposed in *Baboon and Young*.



Back in the artroom, armatures were constructed from newspaper, cardboard, and masking tape. Structures were reinforced with papier mâché, and then painted. Finally, inspired by Picasso, students used ready-made objects to embellish the work.

Over the school year, Vasilia has been transformed from someone unsure of her work to a proud artist. She has realized her vision can be fulfilled given hard work and tenacity. Her positive spirit and initiative drives her to success, and motivates her peers. I am inspired by and grateful for students like her.



Picasso

Sivan Koen

Grade: 5
School: PS 40, Manhattan
Art Teacher: Craig Kane

Mixed-media sculpture

STUDENT: I grew up in an artistic environment and art is an important part of my life. People looking at my version of Pablo Picasso should know that Picasso was important in art history and his artwork is different compared to other artists. It took me a long time to complete the work. Creating *Picasso* involved making fourteen different body parts, and the chair. Picasso made a huge impact on my artistic life and he is very inspiring to me.

TEACHER: *Picasso* is the culmination of our sculpture unit based on the figure. Students investigated the human figure through collage and drawing before building. Each student chose a person who inspired him or her in some way. Artwork was accompanied by student research on their inspirational figures.

Sivan is a very focused artist. She has a vision of what she wants a piece to feel like, and sets about working towards that goal. This piece comes to life with humor and expression and reflects Sivan's own engaging personality!

Happy Jaka Ceesay

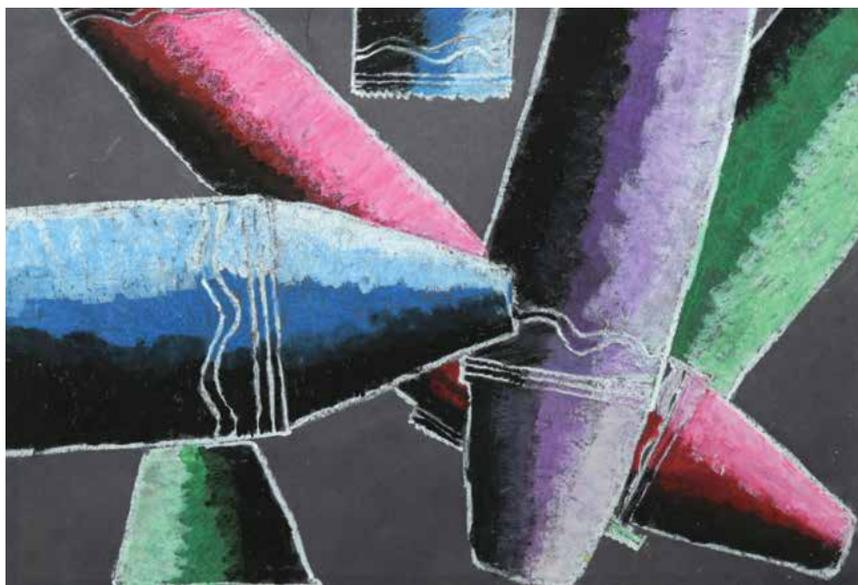
Grade: 6
School: Urban Science
Academy, Bronx
Art Teacher: Ilayda Altuntas Nott
Pencil and mixed paper collage

STUDENT: I learned to communicate through art without even using my lips but by swaying the bristle of my paintbrush, or using other art tools. I can express myself through creativity. I believe that creativity is a combination of imagination and fun so no one can say he or she has no talent in art. My art teacher allowed me to express myself in the most beautiful and crazy ways. The amount of sweat that went into my work was rewarded with the gift of happiness. I'm only a child. I'm young and full of life. I create art not only for myself but also for my teacher because I love her.

TEACHER: For our unit Drawing with Tracing Paper: Collage Portraiture, students learned how to create a scale of five different values, using pencil on tracing paper. Students used their observational drawing skills to create contour maps of their self-portraits as the foundation for their final artwork. They assembled tracing paper to correspond to the tones mapped out in the contour drawing. The translucent quality of the tracing paper allowed for organic overlapping of tones.



Jaka's collage demonstrates mastery of composition and an ability to recognize proportions in a drawing. The artist's intensive focus on cutting and gluing techniques add to the work's technical sophistication. Jaka's cheerful persona is conveyed in the gesture of the figure, as well as the additional details.



Cool Crayons

Priya Singh

Grade: 6
School: PS/IS 268, Queens
Art Teacher: Robin Weiss

Oil pastel on paper

STUDENT: I used to think I wasn't creative or could be an artist, but I still had a hint of hope. Now I feel like I can do anything. My art teacher helped my creative development and helped me get through all the 'I can't's' in art. It was challenging to get the colors to blend gradually. As I decided where the colors should be a lighter or darker tint, I changed the pressure I put on my paper.

TEACHER: The lesson goals were to practice observational drawing, build a balanced composition, and create value by blending with oil pastels. Priya's work demonstrates both a successfully balanced composition and gradation of values. Her artwork reveals her understanding of these concepts, thoughtful choices, and persistence in working and reworking the piece. The large scale of the crayons is an interesting compositional choice.



Ballerinas in the Sea Elizabeth Gonzalez

Grade: 6
School: PS/IS 45, Brooklyn
Art Teacher: Jillian Martinelli-Meloni

Cut-paper collage

STUDENT: I feel good when I am creating something, and when it's finished I'm proud of what I have done. It was difficult cutting out the organic shapes, specifically those of the ballerinas, but Mrs. Meloni always pushes me to work hard and achieve more than I think I can.

TEACHER: We just began our sixth-grade visual arts program. Our curriculum emphasizes the development of art vocabulary and art-making techniques, with an eye on the students' future visual arts schooling. For this collage unit, students explored shape, space, color, movement, pattern, and unity, with a special focus on shape and movement. We were inspired by many

famous artists and students were able to discuss, interpret, analyze, and evaluate their works as well as those of their peers. Elizabeth captured the lesson's key components and demonstrated excellent technical skills. Elizabeth's artwork is graceful; she collaged her way into my heart.

Mike

Angela Zhang

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

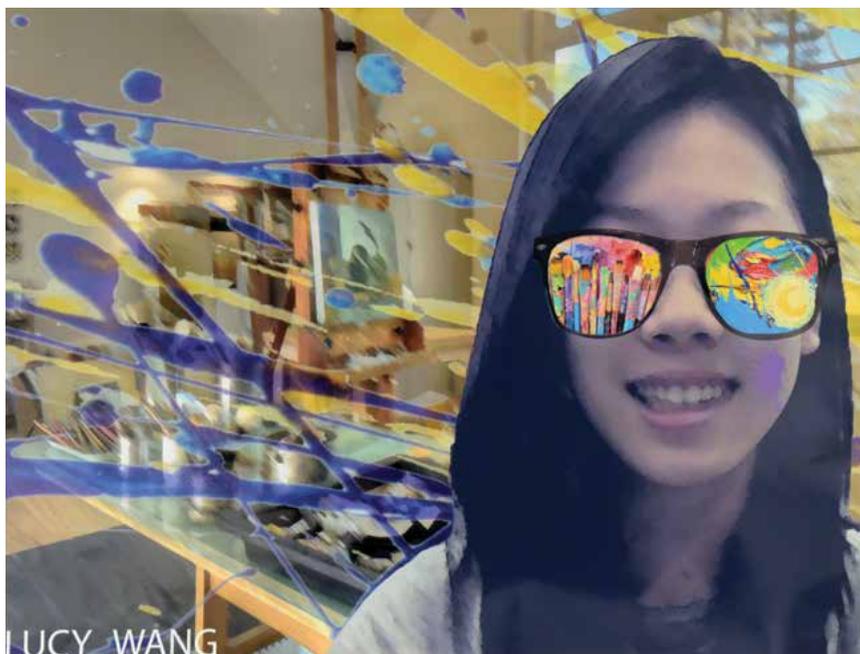
Mixed-media sculpture

STUDENT: I never thought I would be able to create something like this sculpture, and I was surprised when I was finished! I felt very proud. My art teacher taught me never to give up and she inspires me to try new things. As I created the sculpture, the wire was bending a lot so it was difficult to make the figure stand. I glued it to a base to keep it upright. I also had some trouble with the clothing but I asked my friends and my art teacher and they gave me advice.

TEACHER: *Mike* is the culmination of a sculpture unit that grew out of a unit on drawing entitled *Figure in Motion*. The sculpture unit is directly linked to the *Blueprint*. The sculpture demonstrates attention to scale, unity through purposeful selection and manipulation of wire, papier mâché, paint and fabric, expressive use of texture and form, and balance. Students created their sculptures based on a character that they developed. They were given the choice of materials and technique. They discussed various sculptors



and different ways of representing a figure in a three-dimensional form. This sculpture caught my eye right away because of its whimsical pose and expressiveness. Angela had a masterful way of using the materials she chose.



Comfort Zone

Lucy Wang

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

[Photoshop image](#)

STUDENT: I cannot imagine what it would be like to live in a world without art. My art teacher inspires me and helps me come up with new ideas. Her feedback is always beneficial. I feel very fortunate to have such an amazing teacher. The design problem I had was how to adjust the color of my face to fit in with the entire image. Filters were suggested to me, I experimented with them, and eventually the right one came along. There were times where I felt frustrated with this but then when it finally matched and came together I was relieved to see the difference.

TEACHER: Students created self-portraits reflecting their bright futures. Exercising their design and Photoshop skills, they showed their vision for the future in their glasses, together with their choice of background. They developed their personal style through the application of the Principles of Design.

Lucy worked very hard on her portrait and was determined to achieve unity in her color choices. Paint splatter is usually messy but she found a way to make it work to her advantage. There is a sense of harmony throughout her composition.



Rites of Spring Anydelka Burgos

Grade: 7
School: PS 230, Bronx
Art Teacher: Gilbert Fletcher

Torn paper, ink, and acrylic on paper

STUDENT: The more I worked on this piece the more I understood how to work best with the materials to achieve my goal. Working with the different materials – ink, acrylic, and newspaper – led to some challenging placement decisions. Where should the newspaper go and how much should show? Mr. Fletcher’s teaching helped me. He pushes me to take greater chances, to explore and discover new things about myself and the materials I work with.

TEACHER: This lesson, *Working with Nature*, combined three different art techniques the students learned during the course of the year. As an introduction to mixed-media, students worked with ink, acrylic,

and torn newspaper. Students demonstrated the illusion of light and value, used a wash and wet-on-dry techniques, and mixed tints, shades, and tones with primary and secondary colors to achieve their goals. Using the theme of observing nature, students were able to see how several different materials can work together in a single work of art.

I could see that Anydelka really understood the technique and the problems set before her. Her use of tints and shades, as well as a strong underpainting made her work extremely powerful. I appreciate the subtlety of the newspaper showing through a thin layer of paint and the boldness of the flower she painted just off-center.

Micrography Self-Portrait

Sofia Cirone

Grade: 7
School: Brooklyn School
of Inquiry
Art Teacher: Nanna Tanier
Pen on paper

STUDENT: I am uncomfortable speaking in front of people, and my artwork has always been a way for me to communicate with people and show them what I am feeling. Along with teaching me many techniques for using a variety of media, Ms. Tanier has also taught me how to be happy with the art I make, and to always follow my creative process. It was difficult getting all the lighting to look the way I wanted in the artwork. With my teacher's help and with perseverance, I managed to finish the project and be happy with the result.

TEACHER: Seventh graders looked at the micrography portraits of Michael Volpicelli, John Sokol and Anatol Knotek. Students were then charged with creating a self-portrait using words, phrases, lyrics and/or poetry to express who they are using a wide range of values. Through careful observation of light and shadow, scale, detail, and personal expression, students created self-portraits with realistic proportions and values.



Students were so intrigued with solving design problems that they became more involved in the process than the product. Sofia's self-portrait is the result of her perseverance in the creation of a deeply layered and sophisticated artistic expression.



Hidden Sides

David Shi

Grade: 7
School: IS 392, Brooklyn
Art Teacher: Joan Esposito

Pencil, ink, and colored pencil on paper

STUDENT: I can look at a piece of art and figure out what it symbolizes. I now see art in everything, not just drawings, but in the things we use every day and the buildings we see. I enjoy art and want to draw more. My art teacher has helped me to see the hidden meanings behind what people draw. This has inspired me to be creative in my own drawing, *Hidden Sides*. I thought about how I could creatively and thoughtfully include myself in my artwork. I had trouble picking the pattern and color of my turtle shell. I knew that I didn't want to make it one solid color, as this project *did* reflect my personality, and I'm a colorful person. In the end, I used many colors that were my favorites.

TEACHER: Students viewed images of ancient Egyptian sculptures as primary documents, using them to hypothesize about the culture. They discussed the Egyptians' representation of their gods as part human and part animal and then thought about their own personality traits, choosing different animals to symbolize these different traits. I was impressed with David's approach throughout the project. He demonstrated great creativity in a drawing rich with information and detail even before any color was applied. David was constantly making decisions about pattern and color; he never simply let his mind rest. His complete engagement in the entire process made it a highly rewarding experience not only for him, but for me, his teacher. His excitement in his decision-making was infectious.

Bike

Jude Hensley

Grade: 7
School: Salk School of Science, Manhattan
Art Teacher: Heather Drayzen
Pen and ink on paper

STUDENT: Being an artist has become a defining feature for me. Most people know when they first meet me that art has become a big part of my life. Before I was in Ms. Drayzen's class, the only thing I used as a tool was the type of pen used for writing, but she expanded my horizons with new materials such as ink and pencil. It was difficult making the piece match the reference picture, with the wheel being the hardest part to re-create. Another hard thing about doing the piece was trying not to smudge the ink or drop big globs of ink on the paper.

TEACHER: Jude's drawing is from a lesson on mark-making techniques. The medium was pen and India ink. Students' drawings focused on line variation and creating value through stippling, cross-hatching, and hatching.

Jude grappled with drawing most of the bike without a pencil. He started by breaking the bike down into the most basic shapes. His confidence grew with each mark. He created a gorgeous final result that matches his own unique personal style. He is a dedicated and talented young artist.



A Still Life

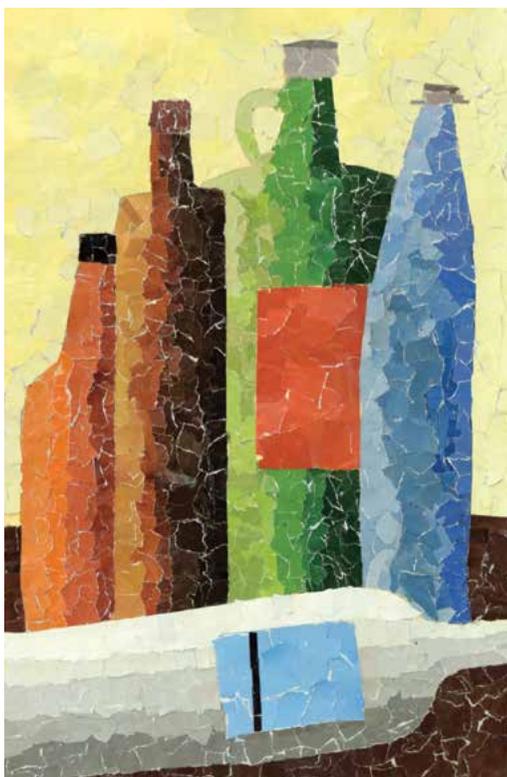
Cindy Jiang

Grade: 7
School: PS/MS 147, Queens
Art Teacher: Cathy Mumford

Torn-magazine collage

STUDENT: I don't have to think about how to express myself. I just do it and when I do, it shows my talent. Ms. Mumford has always challenged me to be "an artist of tomorrow" and not to be satisfied with the artist I am at this time. I now understand that to go on to any new level in my life, there will always be challenges to overcome. My teacher kept encouraging me until I finished. I was relieved when it was completed but more importantly, I was very proud of what I'd done because I was able to imagine and complete a masterpiece. Sometimes in art, the process can be long but the result you will get is worth it.

TEACHER: During Art Club, students were assigned the task of creating a still life that would incorporate two techniques they learned in class and would like to investigate further. Cindy chose to create a still life collage using a range of values to describe volume and form. Her representation of bottles in a textural way is novel. Cindy's perseverance and attention to detail deserves to be celebrated, appreciated and shared.



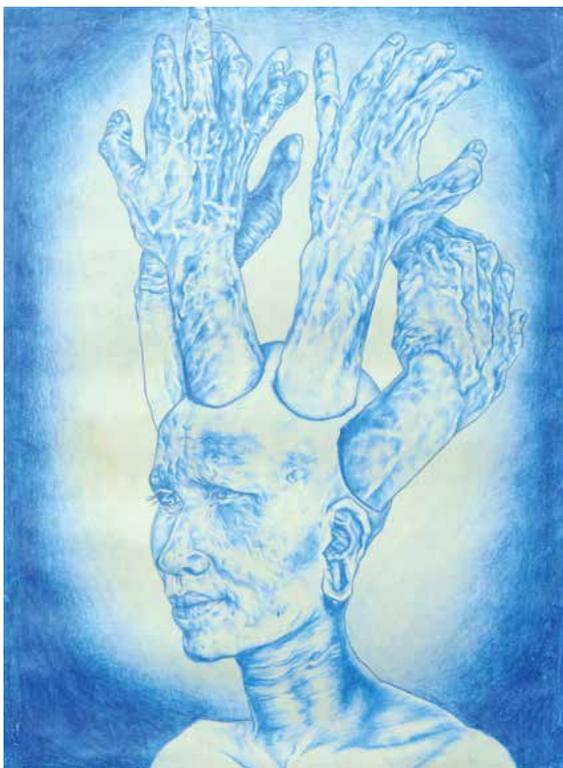
A Reaching Mind

Ramisa Azad

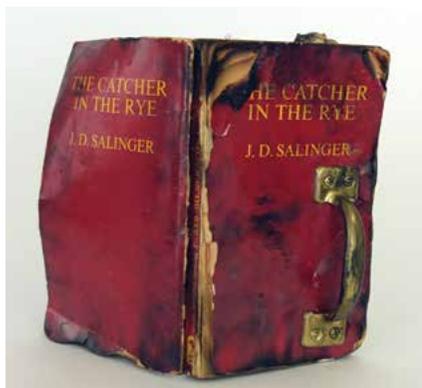
Grade: 8
School: MS 127, Bronx
Art Teacher: Brian McKenzie
Colored pencil and graphite
on paper

STUDENT: Through his own creativity, Mr. McKenzie inspired me to push myself beyond what I thought were limitations. He taught me that limitations are only opportunities to grow. I now see art as an opportunity to express myself through a language unbound by the limitations in my spoken language. When I am unable to express myself, art has also provided a world to which I can escape and be me — if only for a short amount of time. I had to pay a lot more attention to details than I'd ever had to before. I thought I had finished the work but I looked closer and added details. It made me define the work more than I had. I had to keep going back to the work, in hopes of improving and developing it.

TEACHER: *A Reaching Mind* was the result of an illustration project. Students were encouraged to choose any topic or object to illustrate. The subject could be realistic or imaginary, but students had to demonstrate a facility in using colored pencils. Ramisa chose a fantasy subject and applied her skill in the medium to create a range of tones and values



that enhanced the work. The drawing performance indicators for grade eight are reflected in this work. Ramisa represented a subject in a novel way and demonstrated a purposeful use of drawing tools to create varied line quality and visual textures. Ramisa is a talented artist and this work, as well her entire portfolio, is outstanding. I believe that talent is discovered and then nurtured through the instruction at school, the support of parents, and the encouragement of the community.



Holden On To Childhood Samantha Rapkiewicz

Grade: 8
School: Summer Arts Institute, Manhattan
Art Teacher: Laura Blau

Altered paperback copy of *Catcher In The Rye* by J.D. Salinger; mixed-media sculpture

STUDENT: The creative process takes great patience and the ability to work through frustration. Art for me is therapeutic and enjoyable. Ms. Blau inspired me to explore new media and to take risks. I gained confidence as she continued to encourage me let my art take me in new directions. In my book art, I took many risks and developed my own techniques. I added a subway map, painted subtle shades of yellow to look aged. The bench was created out of cardboard, and wires and found objects were used to create an assemblage. I had to play a lot with the balancing the weight of the materials. This required me to glue individual pages, solidify parts with varnish, and rearrange items that were attached.

TEACHER: For our unit on book arts, students were challenged to alter a found book on a subject of their choice. Students studied contemporary book artists and were asked to consider the concept of

appropriating a manufactured item (a readable book) and repurposing it into an *objet d'art*. Students were offered unlimited formatting options for displaying and decorating the books. They considered flat, suspended, or free-standing sculptural pieces. The higher ordered task within the unit was the challenge to evoke emotion in the viewer, and to create a work of art that spoke to the book's content.

Samantha's manipulation and assemblage of the physical book pages, and her incorporation of other materials such as wire, NYC subway maps, a door handle, and a constructed cardboard park bench, are impressive. She was able to capture elements of the story successfully.

Freedom Gayoung Do

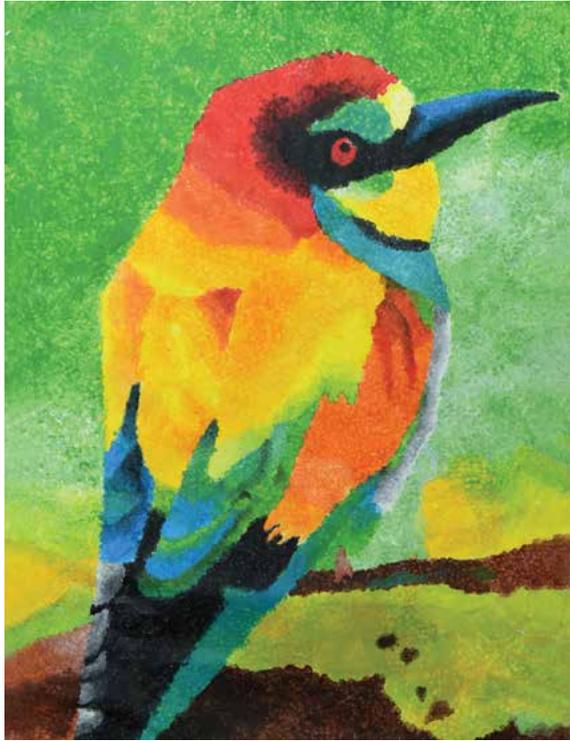
Grade: 8
School: JHS 194, Queens
Art Teacher: Lauren Sabatini-
Cabrera

Acrylic on paper

STUDENT: I believe art has helped shape me into who I'm becoming and has given me ideas for my future. I've never been good with words and I find my pictures tell my thousand words. While I'm creating art I feel like I'm who I'm supposed to be. It relieves any sense of stress that I am feeling. Mrs. Cabrera has been my art teacher for my three years at JHS 194.

Along with giving me confidence, she has taught me how to use new materials, media and techniques. This work involved optical mixing. It was necessary for me to step back and constantly look at my project from a distance to see if the colors were mixing correctly.

TEACHER: Seventh-grade students studied Post-Impressionism and Neo-Impressionism. Students used oil pastels to experience the texture and movement in Vincent van Gogh's work. They worked with optical mixing to experience the work of Pointillist Georges Seurat. We studied Seurat's painting *A Sunday on La Grande Jatte*. Students practiced using acrylic paint and made color wheels using Q-tips to understand the technique of optical mixing. An important part



of the unit was the development of a student-generated rubric which was later used to assess their work. Watching Gayoung work is inspiring to me and to her classmates as well. Students often asked her questions about her painting and her technique.

Helena

Allie Von Spreckelsen

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

Digital black-and-white print

STUDENT: I used to think photography was more about the pretty pictures, beaches and flowers and happy things. But now I've come to realize that it's more than that. It's about telling a story within a picture. It doesn't always have to be pretty. It can say something about society or social issues/injustices. I see pictures all around me everywhere I go. My art teacher for the past three years, Ms. Flatow, taught many techniques, how to use a camera, and most importantly, the significance of using light.

This photograph was from my *Mood Lighting* project. Because the whole project was based on the use of light, a challenge I faced was getting the perfect lighting on my subject. It was also difficult to make the lighting match the mood of my subject, but I was creative with the lighting, angles, manipulation of the lighting, and position of my subject, and finally *Helena* matched the vision I had in mind.

TEACHER: This project was inspired by cinematic mood lighting. As preparation, students explored stills from Hitchcock films, classic silver screen films, and the contemporary



film *The Artist*. They explored how a light source can be manipulated using various reflective modifiers. Prepped and ready to go, students worked in small groups, acting as directors and photographers, to create their personal vision for the shot. Students assisted their directors by modeling or following instructions to assist with lighting. Allie used costumes to enhance Helena's appearance. She emphasized the rich textures of costume to create an image that has the feeling of a Renaissance painting.

The Hidden Half

Ivy Yang

Grade: 8
School: MS 137, Queens
Art Teacher: Lidia Menniti

[Pencil on paper](#)

STUDENT: Creating *The Hidden Half* made me realize that using the techniques that I learned, I can produce something amazing. Art is incorporated into many aspects of my life and it has made a difference. For example, when I'm stressing, I will always turn to my paper and pencil. One person I would like to most definitely thank is my art teacher, Mrs. Menniti. She taught me and my whole class the techniques I used in this artwork. Mrs. Menniti was there to guide me when I had questions about the proportion of the face, details, and value.

TEACHER: Portraits serve many purposes and can be loaded with meaning for the viewer and for the artist. It's been said a portrait is a window into the subject's personality. I wanted my students to embrace this concept and create a self-portrait that expressed more than just what a person looks like. Through close observation and sustained investigation, Ivy created her self-portrait utilizing the Principles of Art. She explored scale and point of view by using drawing pencils to create a range of values and visual textures. Ivy's attention to detail expresses her personality. I admire her curiosity and her eagerness to learn.





At the Museum

Lily Cohen

Grade: 8

School: MS 51, Brooklyn

Art Teacher: Andrew Hornberger

Marker, colored pencil, and pencil on paper

STUDENT: As an artist I see things from different angles and try to find the story behind things. My art teacher offers me ideas on which art materials to use and ways to make my picture more interesting and surprising. Working with markers was a bit challenging. To get the effect I wanted, I had to constantly replace them as they dried out. Also challenging was creating an interesting image despite limited options for creating skin color.

TEACHER: In this project I introduced eighth-grade students to masterworks from Futurist artists. My students examined and discussed the many approaches taken to create works of art that convey a sense of movement. Through repetition, a circular composition, and action lines Lily used a most intriguing contemporary approach to embrace the ideas set forth by artists such as Umberto Boccioni and Giacomo Balla. Lily was able to create a unique sense of movement throughout this beautiful drawing.

Stripped Down

Lili Ok-Ellis

Grade: 8
School: Lower Manhattan
Community Middle
School

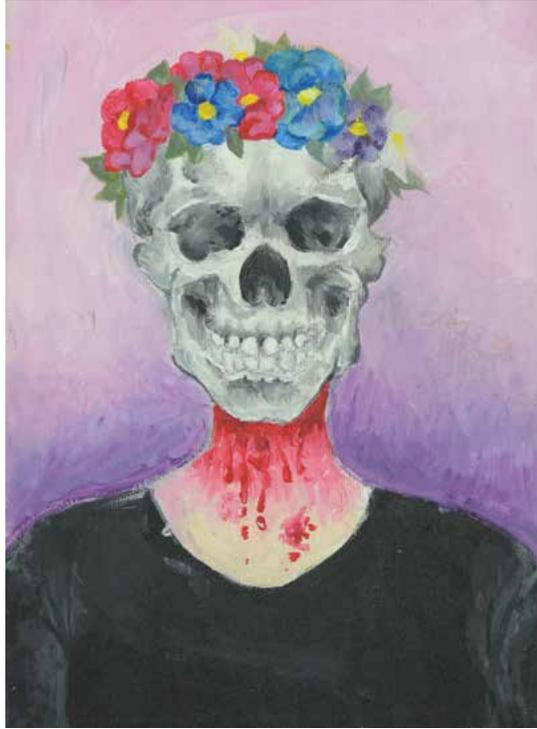
Art Teacher: Jaime Seymour

Acrylic on paper

STUDENT: Art is such an essential part of my life and has identified who I am ever since I was a little girl. In *Stripped Down* I incorporated my personal style and demonstrated the fundamental skills of observational drawing I have learned from Mrs. Seymour. She gave me the creative freedom to produce what I felt my true self-portrait should be. I was able to

paint who I really feel I am. I created the focal point, the skull. I created juxtaposition by using soft pastel colors with the severity of black and white. It was a mental challenge representing who I am, but I expressed myself with my own aesthetic and style. I was able to produce what I feel depicts me accurately without being a mirror image.

TEACHER: My eighth-grade art students completed a painting unit by choosing to do either a winter landscape or self-portrait acrylic painting on canvas. Lili's self-portrait is expressive and clearly achieves the eighth-grade painting performance indicators as outlined in the *Blueprint*. Her rich use of acrylics, awareness of light, value and contrast, and use of prior sketches and plans from her sketchbook point to a mature artistic style.



Portrait of a Young Woman

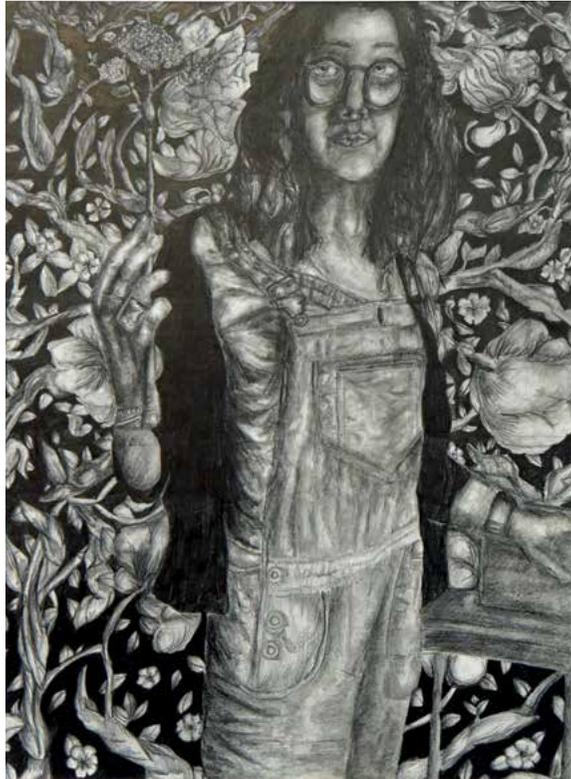
Eleanor Gresham

Grade: 8
School: Salk School of Science, Manhattan
Art Teacher: Heather Drayzen
Graphite on paper

STUDENT: I feel that art helps people think on a deeper level. It has freed me to be myself and create as I wish. This has changed me as I have grown into a young woman. My art teacher has deepened my creative development and has helped me to understand the work of other artists. This helps me understand my own artwork. She is a teacher I will never forget.

While creating *Portrait of a Young Woman*, I learned to draw what I saw, to make sure that what I was viewing went straight from my eyes to my hand. I learned to shade and draw a figure to look lifelike. This piece helped me see what I was capable of. After finishing this piece I felt my love for art in a different way, almost reborn as an artist.

TEACHER: Eleanor's self-portrait was the culmination of a semester-long drawing unit focusing on drawing the figure that incorporated a personal view. We focused on tonal shading techniques, a wide range of values, and observation of details. Eleanor's final portrait was inspired by Bronzino's *Portrait of a Young Man* done in



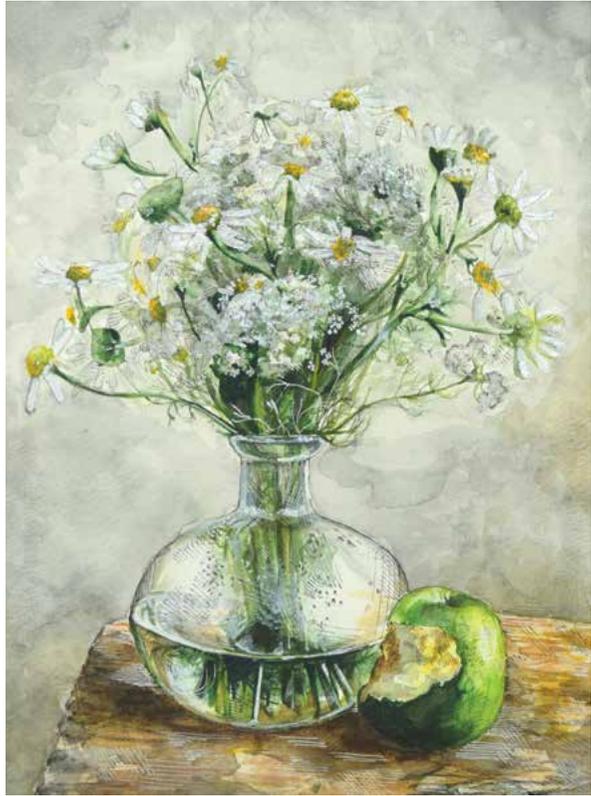
the 1530s. She observed herself in a mirror, made sketchbook studies, and worked from photograph and collage references. She made decisions about her use of symbolism, expression, value and pattern. I particularly love the sense of movement this drawing evokes from the foreground to the background. Eleanor is incredibly dedicated and talented and it's been an honor to work with her. She has an outstanding portfolio and was accepted to LaGuardia High School for the fall of 2016.

Subtle Flowers

Poline Grishina

Grade: 8
School: IS 239, Mark Twain, Brooklyn
Art Teacher: Ellen Shlayan
Watercolor and various pens on paper

STUDENT: Being an artist has given me opportunities to meet people with similar goals and has paved an art career for me. Whenever I have free time, or I am not feeling my best, I can count on drawing to pick me back up. I can always count on my art teacher to offer her opinion on how to improve my work. She has encouraged me and her other students to draw every day. As I worked on *Subtle Flowers* I had to figure out how to create the light flowers against the darker background, and make them stand out. I decided to use the white enamel marker to add an element of contrast, and a black micron pen to further outline the flowers. It was challenging for me to establish a common light source throughout the piece, and to use that light source to strengthen the reflection on the glass of the vase. Studying photos of vases helped me.



TEACHER: Students were challenged to create a still life using watercolors. This required the use of observational sketches as references, and the ability to mix tints, shades, and tones of primary and secondary colors. Poline's work demonstrates an amazing use of light and color, brush strokes, and the shading of the objects. Combined with incredible details, this artwork is quite realistic.



Grandma and I Rachael Quan

Grade: 8
School: MS 158, Queens
Art Teacher: Mario Asaro

Pencil and charcoal on paper

STUDENT: Art allows me to express myself and allows me to find myself. Being an artist will give me many new opportunities in school and in life. My art teachers have played vital roles in my creative development. Besides teaching us new techniques, they encourage students to find their own style and they don't insult anyone's work. No matter how the art turns out, all that matters most to them is that students try their best. For this work, I practiced my shading technique to create the realistic look of the figures.

TEACHER: Our middle school program is designed to address both the fifth- and eighth-grade *Blueprint* performance indicators. In drawing, we focus on showing volume, observation of detail,

scale, proportion, and control of tools to produce a wide range of values. While working to improve visual and technical skills, it is originality and the emergence of personal expression that takes students work to the next level. After a year of extensive drawing, artwork such as *Grandma and I* often marks a creative breakthrough for many of our students. The work produced in our Advanced Art program constantly amazes me. I believe it is a testament to the importance that our administration places on the arts at our school. Students are fortunate to have a two-year sequence in art, an extended day art club, and portfolio preparation programs. I consider myself fortunate to be able to train the next generation of our city's visual artists.

Sticks and Stones Renata Finamore

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

Black-and-white photograph
from 35mm film

STUDENT: In my mind's eye everything I see now has the potential to be viewed through the lens of a camera and everything I see now has artistic value. My art teacher opened up new opportunities in photography. During darkroom printing, I faced a challenge. The negative is a bit dense. Yet when printing the image in the darkroom, f-stop 4 for five seconds resulted in too much light! I ultimately ended up using f-stop 4 for four seconds, which surprisingly made a huge difference in the final photographic print.

TEACHER: Renata is a third-year photography student in my Media Talent Program. She is a wonderful student, and a dedicated artist. I have watched her progress over the last three years and I am very pleased with this portrait of her sister, Ava. *Sticks and Stones* is the result of an assignment whose goal was to capture various emotions on film. Renata was quite successful at this task, revealing both her forward vision and her skills in straight photography. She speaks strongly to viewers with her distinct vision and voice.



Untitled

Sasha Roberts

Grade: 8
School: NEST+m,
Manhattan
Art Teacher: Hilary Svihla
Charcoal pencil on paper

STUDENT: Being an artist has allowed me to look at things in life with a different point of view. It makes me see things in a more positive light, and helps me see the beauty in simple things. Ms. Svihla allows my own art style to emerge. By using tools such as blending stumps and tissues, and blocking in shapes of the bird in pencil, I was able to successfully blend with charcoal and create a solid sketch.

TEACHER: Our class created charcoal drawings of animals with an emphasis on the Elements of Art and The Principles of Design. Students particularly worked on simulated texture, value, and pattern. They began with warm-up exercises in charcoal, drawing simulated texture swatches of animal fur, skin, and scales. Students practiced shading with value scales, drew light pencil sketches, and then added simulated texture and value to their drawings with charcoal pencil to create the illusion of volume and depth. The class created solid work and also enriched their visual arts vocabulary by learning terms such as simulated texture, value, pattern, contrast, and movement.



Sasha's drawing showcases her ability to depict the illusion of volume and depth through implementing a range of value on her subject. She applied a variety of charcoal-drawing techniques to create a dynamic and unified composition.

A Gardener's Hand Dahyeon Jegal

Grade: 9
School: Summer Arts
Institute,
Manhattan
Art Teacher: Laura Blau

Acrylic on canvas

STUDENT: I grew up very introverted and hid my secrets. I never stood up to others because I lacked courage. I channeled my emotions and thoughts through art; I could express feelings better on paper than I could verbally. This realization changed my life because my artwork triggered responses and questions from others. This

gradually boosted my confidence as an artist. Ms. Blau helped me develop my creativity by teaching a variety of art techniques, and then encouraging me to expand on them imaginatively. She helped me with technique, color choice, and composition. It was difficult to render something in a realistic and a surreal manner and I wondered how viewers would perceive the end result. Feedback from peers helped me to overcome these obstacles, and to be assured of my visual decisions.

TEACHER: For a unit on Surrealism, students were invited to explore various media to execute an image that looked believable, but was made up of impossible or improbable combinations. After an extensive exploration and discussion of twentieth-century Surrealist painters and sculptors, we visited the Museum



of Modern Art. Students then went on to sketch out their ideas, which were to be ironic, humorous, or fantastical. Students conducted peer critiques and helped each other decide the ideal paint or drawing medium for their larger-scale artwork.

Dahyeon's acrylic painting stood out because she spent a significant amount of time using visual references to develop the bold realism of organic and man-made objects. The coexistence of two polar elements within the frame make her work convincing and successful. Her color choices also helped to strengthen the image.

Inner Mind/The Glass

Jaden Maxwell

Grade: 9
School: Cultural Academy for the Arts and Sciences, Brooklyn

Art Teacher: Maryann McCabe

Watercolor, oil pastels, and pencil on paper

STUDENT: I am dyslexic. Art is central to my life because it helps me to express myself and to communicate better with others. During this self-portrait assignment my teacher, Ms. McCabe, encouraged me to keep working whenever I felt unsure about what I should do next, or felt I had messed up. At one point I thought that I had totally ruined my painting. I painted over other colors that were not yet dry; the colors fused, leaving a mess for me to figure out. Then I got an idea. I splattered more paint with a finer brush on my portrait. I realized that I had created an expressive self-portrait. I learned that with patience and imagination I can discover expressive solutions through my painting process.

TEACHER: In a watercolor unit, working from photographs of themselves taken in class, students chose the techniques that they would use in their portraits. They had to anticipate the results that they would get beforehand, or be ready to “think on their feet.” In addition to learning arts vocabulary pertinent to making and reflecting on art, through



sustained investigation students developed observational skills, and problem solved. This unit also gave students an opportunity to master the techniques of watercolor and find their personal style. Jaden’s work is the product of his creativity and persistence, hallmarks of sustained inquiry. Jaden’s work is a testament to the creative process and the power of vision. It represents my student’s mastery as an artist.



Contour Sneakers

Michael Ragland

Grade: 9

School: Humanities and the Arts Magnet High School, Queens

Art Teacher: James Giardina

Pencil on paper

STUDENT: Creating art is a great way to meet new people. Often people will look at my art and talk to me about it. I'm a perfectionist and I want all of my artwork to be perfect so I strive to do my best. Art gives my life structure. Mr. Giardina has taught me drawing techniques, and that there's more than one way to solve challenging art problems. Most importantly, Mr. Giardina's class prepares me for realistic drawing, something I want to focus on in the future. It was challenging to find a subject, something to draw that was representational yet made only of lines. I was thinking about doing an abstract art work but I felt that was

too easy to do. I wanted to challenge myself, and using only a variety of lines to represent the subject, I did just that.

TEACHER: Students experimented with drawing pencils, and demonstrated their understanding of the possibilities of the line, an Element of Art, by creating an artwork using different line types, line variation, and line quality. Students learned to appreciate different artists' use of lines, and how line type can create a mood, feeling, or message in an artwork. Michael's work demonstrates incredible drawing skill. I was impressed by how he used implied lines to create the negative space. Taking an abstract approach to create a representational object shows artistic insight.

Unforgettable

Bryan Valle

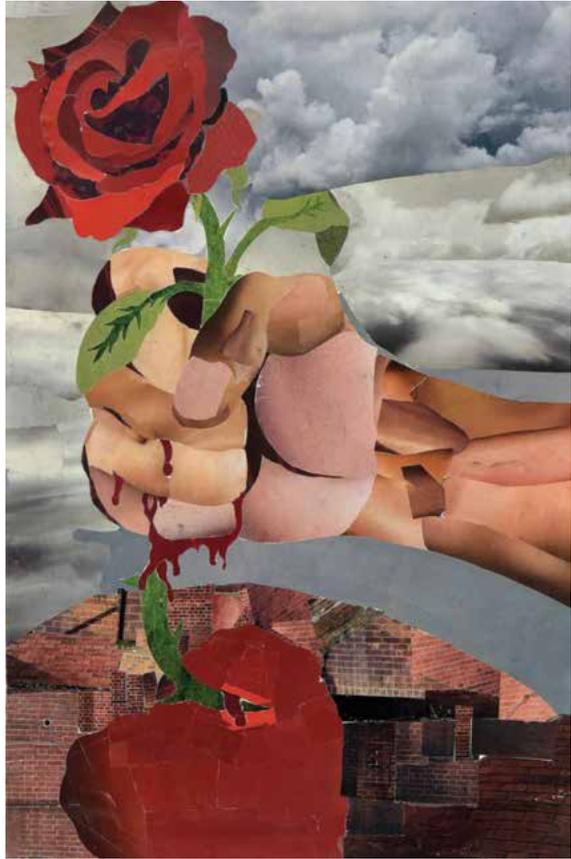
Grade: 10
School: Millennium Art
Academy, Bronx

Art Teacher: Laura Blau

Cut-magazine collage

STUDENT: It is amazing to me how I can transfer my ideas to my hand and then onto paper. My art teacher, Ms. Blau, is a critical influence on my artistic development and I have learned that art can play a major role in my life as a way to express my inner thoughts. Ms. Blau motivates and pushes me when I have doubts about my own abilities. She showed me a variety of layering and cutting techniques, as well as the proper way to use an X-Acto blade. The meticulous cutting of magazine pieces into small shapes was challenging. Also challenging was being decisive when I had to permanently glue down those shapes. I gained confidence and overcame these challenges not only by mastering use of the knife and making artistic decisions, but also by seriously considering the peer feedback given to me during class critiques.

TEACHER: For this mixed media collage unit that began as a drawing, students were challenged to design a well-balanced composition around a theme and subject of their own choosing. Much preparation was required as students gathered the



colors, tones and photographic print textures they needed for their artwork. Consideration of the shape and layering of magazine cutouts was vital for developing emotion in the final pieces. A variety of techniques served students as tools to accomplish their long-term task. Students were taught proper use of utility blades to make desired cuts. Various methods for layering and overlapping were explored through class discussions of well-known works of art. Bryan's piece stands out because it is well-executed as a collage, and because it is conceptually strong as an expressive artwork with universal appeal.

Pensive

Neha Rahman

Grade: 10
School: High School of Fashion Industries, Manhattan

Art Teacher: Adrian Carranza

Pencil and charcoal on paper

STUDENT: Art is a vibrant, life-giving oasis in an often dry and sterile desert. Art is my sixth sense and it is as important to me as my other five senses. I see the world through lenses of colors, textures, and compositions and am able to draw what I see. My parents are opposed to me being an artist. They're extremely pragmatic and want their daughter to be a respectable doctor. As a result, they express concern whenever they see me drawing at home. Fortunately, I have an amazingly supportive art teacher at school, who gives me the encouragement and space to create and has helped me to develop a sense of proportion, and be bold in my use of colors and textures. On a compositional level I tend to work in layers of color and it has been challenging to work with black and white; in order to create a hyperrealist work, I had to create sharp contrasts.

TEACHER: After completing a series of drawings from observation and creating self-portraits using the grid method, Neha understood the need to work carefully with value and form to express herself in the most proficient way. She approached this artwork as



a challenge, combining her mastery of shading and proportion, contrast, and value to evoke realism.

Neha's dedication and passion for drawing allowed her to achieve the perfect textures in her piece reflecting her innate creative ability and her ability to combine realism with her unique insight. She is passionate about her work. She is compassionate about what she creates as she explores the human form. Her ability to transfer her innermost feelings onto canvas is creative and enlightening.

Plausible Results

Jesus Velazquez

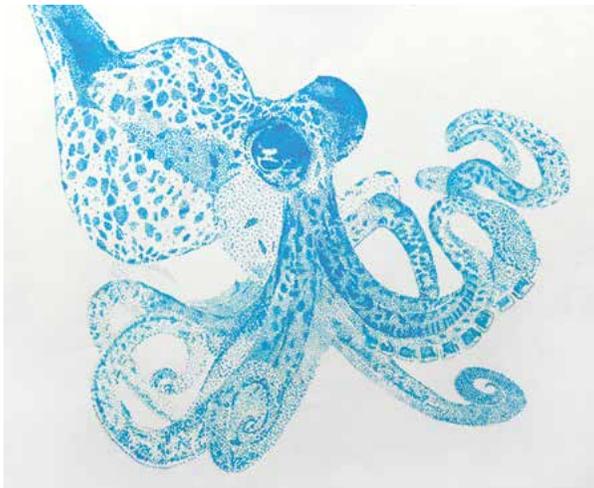
Grade: 10
School: Curtis High School, Staten Island
Art Teacher: Samantha Erck
Oil pastel on paper

STUDENT: I've learned that being patient is the key to being a good artist. Researching the human anatomy was exciting. I also learned color theory and how the background should be my first priority when drawing or

adding color. Ms. Erck helps me when she thinks I need help and I feel comfortable asking for her assistance. She's always around the classroom helping the other students with their artwork as well. My biggest struggle and challenge in this artwork was the oil pastel itself. I had never used oil pastels, and wasn't good at coloring. Moving to oil pastel was a big step from what I normally do. Another challenge I faced was my dislike of drawing objects on a large scale. This artwork took many twist and turns, but in the end, I strived for greatness and finished my artwork. I was actually very happy with my finished artwork, and even happy with the struggles.



TEACHER: This unit on drawing was designed to have students understand and practice color theory, increase their ability to blend and mix complementary colors, and identify successful compositions in old magazine ads. Students used a two-inch view finder to locate a good composition and justify it using the Rule of Thirds. Once the two-inch inspiration was found, students challenged themselves to re-create the composition twelve inches bigger than the example. Using their observational drawing skills and their knowledge of complementary colors, the results were amazing. Jesus took a huge risk with this piece. Both technically and creatively this oil pastel is impressive on many levels.



Cool Octopus

Kaelan Cameron

Grade: 10
School: John Dewey High School, Brooklyn
Art Teacher: Martina Hooker

Marker stippling on paper

STUDENT: Being an artist for most of my life has opened up a lot of possibilities. Drawing gives me great happiness and knowing that I can have a career in the visual arts helps to give my life a purpose. Ms. Hooker has helped me to challenge myself by using art methods that I've never used before. She taught me about stippling. Now it's easy and it's the method I used to make *Cool Octopus*. The most challenging part was drawing all details of the octopus but I just spent more time drawing and focusing on making it look better.

TEACHER: This unit that included the stippled animal composition project has two main challenges for the students. The first is to create an original animal composition by cropping photographs of large animal groupings. The second is to use stippled values

that gradually transition from light to dark to create the illusion of a 3D form. These challenges are well aligned to the 8th Grade Developing Art Literacy benchmark in the *Blueprint for Teaching and Learning in Visual Arts* that summons the students to sharpen their observation skill, develop visual arts vocabulary, and use the Elements of Art and Principles of Design. Additional recommendations from the *Blueprint* include developing in students a novel way to represent a subject.

Kaelan did such an outstanding job of precisely matching the gradual transition of values in her reference image while adding her own special touch of varying the sizes of her stippled dots. She is tremendously talented and works very hard on her art so I am eager to see her get recognition for her work.



Sea Shell Pinch Pot Trio

Jasmine Ali

Grade: 10

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

Art Teacher: Ingrid Butterer

Fired and glazed ceramic

STUDENT: Artwork has the strongest impact when the artist's identity is embedded in the work. For this reason, most of my artwork reflects the emotions, memories and events that make up my life. I incorporate the important people in my life and their stories in my artwork. I have become interested in sculpture because the idea of creating a three-dimensional thing from nothing is captivating and empowering.

I was determined to perfect these three pinch-pot shells and fell in love with clay in the process. Ms. Butterer's inspiring words about working with clay motivated me to make my best work. I faced the problem of achieving the best glaze combination for the shells. Learning that experimentation is a big part of ceramics makes me want to continue working with the medium in the future.

TEACHER: This unit included exploring the qualities of clay and reading Native American creation myths and

recent scientific research indicating clay as the source of life. It also included watching professional artists create pinch-pot forms and conducting written and verbal student self-assessment based on the definition of "quality" and "craftship." This was a very successful unit reflecting several strands in the *Blueprint for Teaching and Learning in Visual Arts*. Jasmine's piece was exceptional. The artist maintained the essential pinch-pot structure but also transformed the plastic qualities of clay in such a way that the trio reads as authentic shells rather than a lazy caricature or stereotype. Ceramics is an involved and lengthy process from greenware, to bisqueware, to glazed finished pieces. It requires careful decision making at each step. Jasmine put in many extra hours weighing decisions at each phase to reach the form that fits the learning objective and at the same time reflects her personal best.

Resolution

Tilok Costa

Grade: 11
School: William Cullen
Bryant High
School, Queens
Art Teacher: Barbara Frohman
Pen on paper

STUDENT: Art makes me think in ways I never thought before. It changes the way I interpret my surroundings and gives me the freedom to think differently. This is due partly to my teacher who helped me look at art from different perspectives. She exposed me to different art forms and art media that I didn't know about. For this piece she showed me the painting of Salvador Dalí's dead brother and various paintings by Chuck Close. They inspired me. This artwork challenged me from the very beginning because inspired by Dalí's painting, I chose to work with dots.



TEACHER: Tilok arrived from Bangladesh just this year. He is a young man with extraordinary talent. In his beautifully executed Resolutions you can see the influence of both Dalí and Close. He worked slowly and meticulously on the smallest grid I have ever seen, creating the image with pencil and then with pen. Tilok's hard work culminated in this wonderful piece with its strange optical effect.

Faces of Youth Cyra Cupid

Grade: 11
School: Brooklyn High
School of the Arts
Art Teacher: Lara Hill
Acrylic on canvas board

STUDENT: As a member of a minority I have often felt that I don't matter, but art has given me a voice. In my current work I want to break stereotypes and expose my unique people and culture particularly from the perspective of my generation. Before high school I didn't take art seriously; it was just something I was good at. Now as a junior, art is more than a class; it's a way of life. Ms. Hill has helped open doors to new opportunities and connected me with other artists. She pushes me to succeed in my craft, making my passion for the arts stronger. I worked to create a balance between keeping it simple so as not to distract from the subject, and making sure the artwork remained vibrant to pull in the viewer's interest.

TEACHER: *Faces of Youth* was created in an advanced art class where students are working on developing portfolios that reflect their personal style. After a trip to see a Kehinde Wiley exhibit, Cyra became obsessed with painting portraits. She has experimented with



a variety of painting styles over the past year, but she has consistently focused on portrait images of her peers. In this piece she is painting with the masterly style of Kehinde Wiley, as well as the stylization of Tamara De Lempicka.

In all of Cyra's portraits she is interested in challenging stereotypes of youth and race. In *Faces of Youth* she creates a powerful portrait of her fellow art student. Cyra's command of the medium, light, and representation of subject matter is outstanding in this powerful piece.



Nightmares

Jack Adam

Grade: 11
School: NYC iSchool Manhattan
Art Teacher: Gretel Smith

Colored print from a digital photograph

STUDENT: I see how light can dance on walls, and I think about big things, such as space. Being an artist has changed the way that I see and think. Art has pushed me to relentlessly ask questions. I am a surrealist, a conceptual artist, and someone who believes that artistic expression and creativity are necessary for a functional society. Ms. Smith strives to make art a tangible, unifying force, from the community that has developed in our art room to the artwork in the hallways. She has shown me the value of finding consonance between what we already know how to do, and what we desire to learn. To create this piece I had to allow myself to be vulnerable. I enjoy creating self-portraits in solitude, and showing these pieces to my peers became quite

rewarding. It made me more confident in my abilities as an artist.

TEACHER: *Nightmares* was the product of an art course on critical thinking. The class is offered for juniors to enable them to advance the level of their thinking and their visions. The particular lesson focused on how artists develop a personal vision through the creation of their artwork. We discussed works of Georgia O’Keeffe, Remedios Varo, Nan Goldin, Daehyun Kim, and Frida Kahlo. There were no restrictions on medium. Jack, an incredibly ambitious student, chose to create a photography series for his personal vision project. His project was a surreal discussion of his nightmares. His peers were engaged by his presentation.

Untitled

Sherly Nunez

Grade: 11
School: Long Island City High School, Queens
Art Teacher: Erica Downer
Colored pencil on paper

STUDENT: I come from a family of artists, and being an artist has made a difference in my personality and how others see me. I'm known as someone with talent who creates and attempts new ways of creating. Ms. Downer has guided me through any difficulties I had with this work. At first I doubted my artistic ability, and then Ms. Downer showed me great artists' works that are similar to *Untitled*. This helped me achieve my finished piece. The longer I worked on the drawing, the more I realized it wasn't that hard. I looked for help from other artists, learned to gain the skill needed to complete my piece, and finally overcame my doubts as an artist.



TEACHER: Sherly's drawing was created for a Georgia O'Keeffe unit lesson. For high school students the lesson is an accessible transition to abstraction. In order to compare compositions and plan their own, students use a view finder that is proportional to the paper they will use. Positive and negative space is emphasized to help students better see the proportions of their objects and the background. Working with colored pencil gives them an in-depth experience with the medium and helps them better understand the process artists use to layer and blend colors. Sherly's compositional plan and use of colored pencil blending created a superior work.

In a Pickle Victoria Okai

Grade: 11
School: Frank Sinatra School
of the Arts High School,
Queens

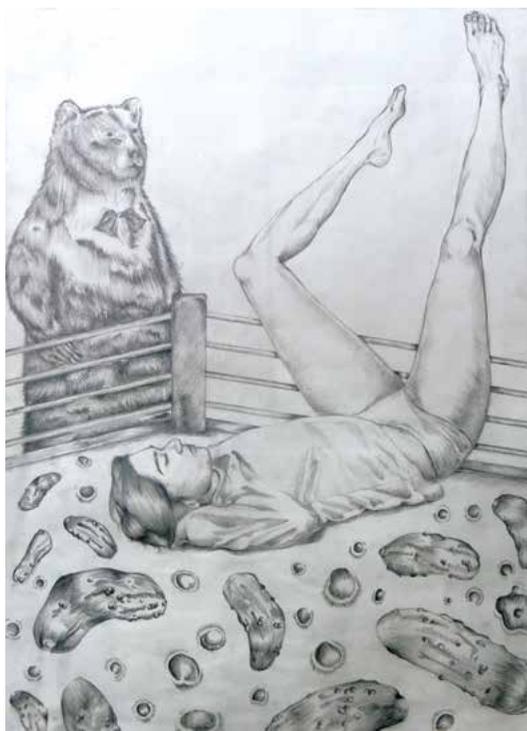
Art Teacher: Jane Kahn

Graphite on paper

STUDENT: I'm always comparing my will to improve in any aspect to my growth as an artist. I feel I am proving myself worthy by producing beautiful artwork. Creating artwork simply makes me happy, and sometimes I can't get that sort of feeling from other endeavors. Dr. Kahn is always encouraging creativity and individuality. As I work on assignments I begin to discover more

about myself. I think it's called self-peeling. This project involved pulling inspiration from a series of figure drawings to create a composition of multiple figures. The concept of this piece derived from the pickles that I frequently find myself in. I wanted to depict my figure in a relaxed pose, although I am in a boxing ring, because I find that I usually handle situations with nonchalance, whether I'm in the position to or not. Graphite is a challenging medium because of its smudging qualities, but I was pleased by the clean result in this work.

TEACHER: Students drew from the figure over a period of several weeks, creating a portfolio of figure drawings, to lead up to this assignment. Students selected two or more of their drawings to develop into a composition, placing the figures



into an environment or situation of their own imagining. One goal in this junior-level drawing class is to develop highly finished drawings. Students first needed to deepen their understanding of the figure through observational drawings, and then to apply that knowledge to developing an original drawing that represented an idea or concept. *In a Pickle* grew out of Viki's experience of being snowed in out in Long Island without her portfolio of drawings, with the final drawing due the next day. Viki took full advantage of the freedom this assignment offered, depicting both a sense of her own adolescent dilemma as well as her fierce, witty humor. This conceptual aspect, along with the exceptional draftsmanship and the high degree of finish, makes this an outstanding artwork.

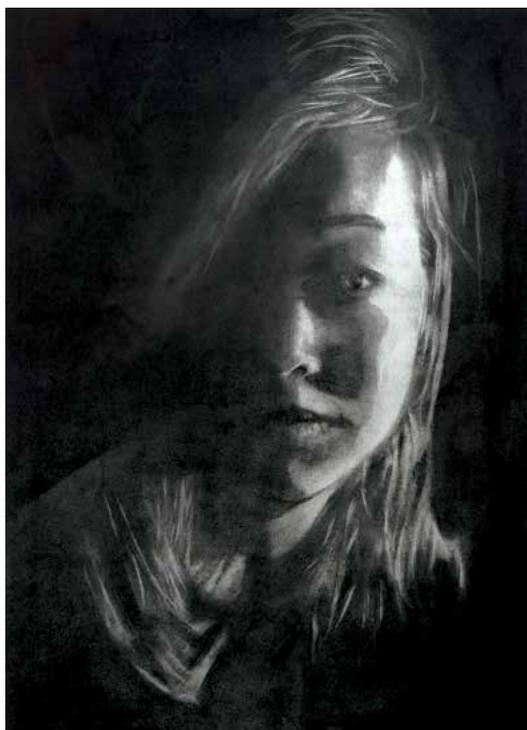
Developing Reimi Mizuguchi

Grade: 11
School: Frank Sinatra School
of the Arts High School,
Queens

Art Teacher: Jane Kahn

Graphite on paper

STUDENT: This piece was truly experimental for me, as most things are, because I am comfortable working in pencil, but not graphite stick. Nevertheless, this was a freeing medium. The meticulousness I had with pencil was no longer required of me, and I could instead fill the page with sweeping strokes and the occasional tiny dab. I also enjoyed playing with the shadows and the light that was reflected through my eye. The shadows made it almost appear as if I were emerging from the darkness and that it was slowly forming my entire being, which is how I came to name this piece *Developing*.



TEACHER: Students worked in a subtractive manner, using an eraser to remove the medium on a surface prepared with graphite — essentially drawing with light to create a self-portrait. Observational drawing is an important developmental skill, and students were challenged to achieve through astute observation and application of value, a self-likeness that lifted the drawing to a masterful achievement. Reimi's effort stood out because of the humanity and sensitivity expressed as well as the masterful facility demonstrated.

Iris Seeds

Aileen Delgado

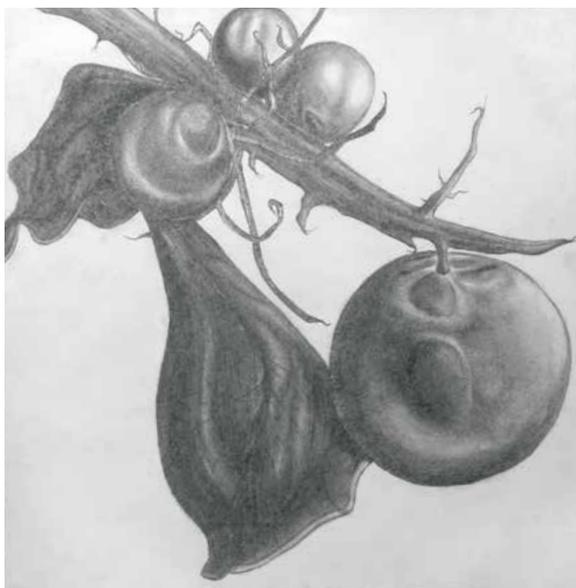
Grade: 11
School: Fort Hamilton
High School,
Brooklyn
Art Teacher: Myunghae
Yoonsmith

Pencil on paper

STUDENT: Being an artist has made a difference in how I perceive the world; I see how shadows and light, reflected over objects, can make them look better, and I see how colors complement others and can create a certain mood. My teacher played a role in making me draw things I normally wouldn't. Experimenting helps me to improve.

TEACHER: This artwork was assigned at the beginning of the school year to train observational skills. Students were given natural objects to observe and render to practice drawing contour lines, and showing values changes and shape relationships.

Aileen was very excited to hold a natural object and investigate it. She zoomed in on a small area to catch the subtle value differences and smooth surface of the iris seeds.



Untitled

Shane Stock

Grade: 11
School: Fiorello H. LaGuardia High School of Music & Art and Performing Arts, Manhattan
Art Teacher: David Driggers

Oil on canvas

STUDENT Still being an amateur with oil paint and having only used smaller canvases, I took a plunge into a five-foot canvas because of my unique subject. I first made sure everything was exactly how and where I wanted it and then honed in on the details.

Being an artist has provided me with an outlet for expressing ideas. My art teacher opens my mind to various art forms, techniques, and methods and gives me the confidence to explore them. Teaching me to critique my work, as well as that of others, has furthered my artistic education.

TEACHER: The advanced painting class is where our students demonstrate the skills they have obtained in the preceding foundation classes. Students are given a great deal of freedom to explore subjects and styles of their own choosing with the goal of developing a body of work that will represent their unique artistic voice.

In Shane's painting you see his brave approach to art making. He arrives at the canvas with well-thought-out concepts and then proceeds to give them visual form using his highly developed painting skills. As Shane creates his composition with forms and color he develops imagery filled with mood and mystery. It is exciting for me, as a teacher, to work with a young artist with the kind of potential that Shane demonstrates.



The Library Mikhaila Nodel- Kishner

Grade: 12
School: Edward R. Murrow
High School,
Brooklyn
Art Teacher: Sarah Holcomb
Embroidery on silk

STUDENT: Being an artist has made me more thoughtful and reflective and given me a larger perspective and voice. My teachers have inspired me to aspire for more. They have taught me to work hard and to dig deeper within myself. Last year, Ms. Holcomb introduced me to embroidery. I fell in love with this medium. It has changed my work and allowed me to grow as an artist. This was the first time I used a specific color palette, making me think about color and value and their effects on the viewer. This is also the first time I added a background which created the illusion of depth and gave the piece perspective.



TEACHER: As senior students in the Art Institute at Murrow, the class is afforded the opportunity to work individually on their own themes. Mikhaila has been exploring her embroidery techniques since her junior year. *The Library* was an exploration of technique, but also an exploration of transferring observational skills to an unusual medium. When I saw this piece, its brilliance in color, composition and theme attracted me immediately. *The Library* is a result of Mikhaila's work ethic, passion for art and her ability to create according to her own beliefs.

Parvina

Sofiya Lypka

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

STUDENT: Without art I wouldn't be who I am today. My art teachers at this school have always challenged me with assignments that really made me come out of my comfort zone and experiment with materials and techniques. They are always encouraging and supportive. When painting *Parvina* I experimented with a palette knife to create the background. I tried something new and a little more abstract than the work I usually make. In trying to figure out what colors to use, I worked it out by using a lot of layers. The portrait itself was the biggest challenge. I wanted the painting to resemble my friend. I wanted to create the right skin color, and at the same time use colors that would match with the rest of the piece.

TEACHER: Sofiya is in a screened portfolio class. Students work individually after submitting an artist's proposal. Sofiya's goal this year was to create oil paintings inspired by moments and people in her life. Sofiya's work is a shining example of making art for enjoyment and for the purpose of expressing human emotion. Her work is simply beautiful.





Coconut

Edwin Contreras

Grade: 12
School: New Visions for Advanced Math and Science, Bronx
Art Teacher: Franchesca De Los Santos

Watercolor pencil and drawing pencil on paper

STUDENT: Being an artist has given me the tranquility I need in my life. It has provided me with greater insight into my world and allowed me to recreate that world through my own eyes. Ms. De Los Santos has been a great mentor in my life helping me become a better artist. She taught me that skill is just one part of making art and that I should not dismiss my creative instincts. I now am able to make each piece technically precise while demonstrating a personal perspective. In *Coconut* the toughest part was creating the texture in the shell of the coconut without oversaturating the paper. Although it was a challenge, I was able to draw the coconut shell

realistically by using different shades of brown to create a sense of mass while also keeping the small details.

TEACHER: Students developed realistic mixed-media drawings of fruits based first on close observation. They learned to use watercolor pencils and graphite drawing pencils to create a wide range of implied textures and values that added to the illusion of volume. We looked at the work of Roberto Bernardi to learn more about photorealistic paintings. Edwin has keen observational skills and in this composition he demonstrated the importance of adding defining details to a work of art.

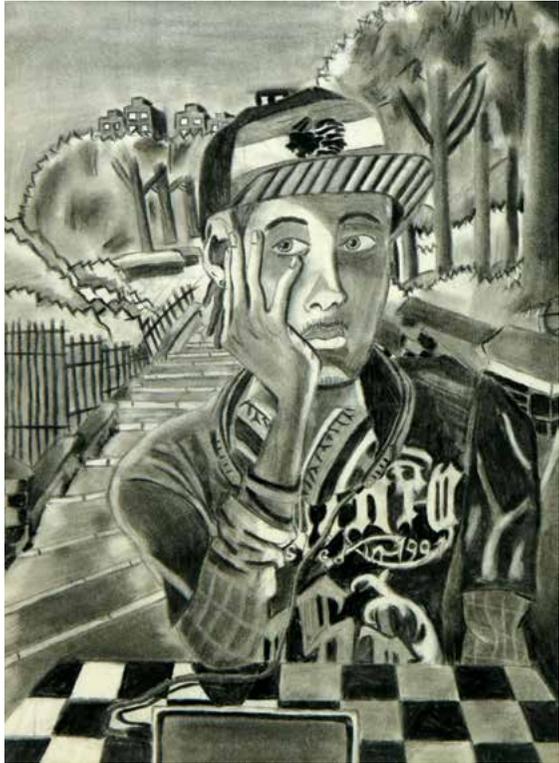
Making Moves

Durall Baxter

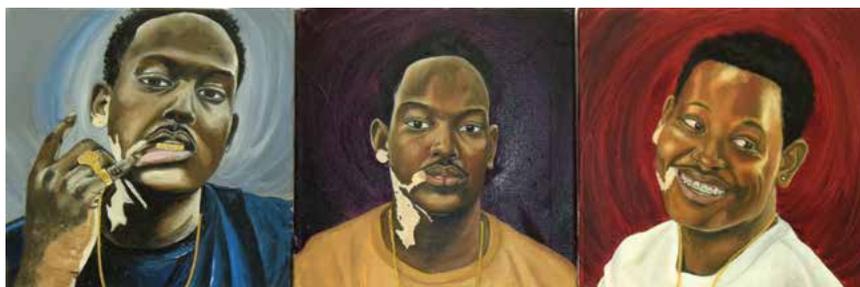
Grade: 12
School: Gramercy Arts High School, Manhattan
Art Teacher: Jack DeMartino
Compressed charcoal on paper

STUDENT: This piece brings out the real me and how I feel about society as depicted by my facial expression. I tried to make this piece feel strong with a good theme to back it up. *Making Moves* takes place in Harlem in Marcus Garvey Park, a place that helps me contemplate life. The chess board symbolizes making your moves in life. Art brings out the real person in me and helps me to tell my story, where I come from and what my interests are. Mr. DeMartino tells me how to improve with my art. His instruction and critiques over the past three years have made me a better artist. With his help my art was displayed in shows and galleries. I wouldn't be the artist I am today without his help.

TEACHER: After learning how to depict light, shadow and volume, and the basic anatomy of the human head and face, students were asked to create a self-portrait in charcoal that had symbolic meaning and personal information. This mirrors the 12th Grade drawing benchmark found in the *Blueprint for Teaching and Learning in Visual Arts* that suggests a synthesis between observation, imagination, and social commentary.



By placing himself in front of a chess table in Marcus Garvey Park, Durall is alluding to the fact that life can be like a chess game, where strategy is of the utmost importance. His clothing style and location, Harlem, New York City, are depicted to add context. A strong sense of place and character are evoked, beautifully rendered in very subtle tones of charcoal, making this a highly successful piece.



Joshua Carena Carrington

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

Oil, gold paper, and chain on canvas

STUDENT: Being an artist has given me confidence, patience and time management skills. I've learned to set goals, organize and plan out everything I'm doing when I create art, and this has helped me in real world situations too. I've learned to love my work, and appreciate those who also love my work. When people's eyes widen and jaws drop as they look at my work I feel satisfied and proud of myself. My teacher always influences me to step out of my comfort zone, and try something new or challenging.

The hardest part of this project was making sure my subject, Joshua, looked the same in each painting. I worked this out by redrawing and touching up areas several times until they were perfect. In the end, I surprised myself with what I accomplished, and couldn't be prouder.

TEACHER: All students are required to develop a body of work united by a theme of their own choosing. This theme often changes as the

work progresses and the students find their way. What evolves is a clearer vision of the artist's creative identity. Sometimes the theme doesn't become evident until quite a lot of work is complete. Underlying each is the common denominator of the artist's aesthetic, both visual and thematic. It is often during our senior critiques, where we examine a body of work, that we find the words that best describe the student's entire portfolio. In other words the images occasionally precede the words. I embrace this because it is an indication of a true visual journey.

This is Carena's breakthrough piece. Her concept of portraiture really expanded and her technique took a huge leap forward. Her sophisticated and thought provoking triptych changed how I saw Joshua. She created a representation that changed my perception of the reality. The first thing I usually had noticed about Joshua were the marks created by his skin pigmentation. Carena's portrait reveals the person beyond surface appearances.

Uganda

Cliffannie Forrester

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

Oil on canvas

STUDENT: This piece was inspired by a missionary trip I took last summer. When I was creating *Uganda* I struggled to recreate the color scheme and contrasts from my references. I fused the background with the foreground in cool tones so that references I used appear seamless in the painting. I was pleased with the results. I am appreciative of the skills I thought I never had. I

wouldn't have been able to produce the body of work I have if it wasn't for Ms. Jimenez. She recognized my abilities and encouraged me to study various artists such as Edgar Degas and Diego Velázquez.



TEACHER: In my illustration class students create a series of thematic artworks for their college portfolios. The challenge was to include an in-depth investigation of their subjects that demonstrated a personal vision. Cliffannie embodied that in *Uganda*. The narrative of this portrait symbolizes innocence and hope. Cliffannie wanted her subject to touch viewers and make them consider that black lives matter and that little girls matter, in any part of the world. Cliffannie's powerful message was captured in this compelling composition and because of it, we are all transformed.



The Jazz Trio Kashief Mitchell

Grade: 12
School: PS 77, Brooklyn
Art Teacher: Amie Robinson
[Ink and watercolor on paper](#)

STUDENT: I like making art because I am a creative person. Being an artist has made me feel very special and proud, and my artwork was even shown in Times Square. I like my art teacher, Ms. Amie, because she is helpful and has good ideas on how to show my love of music through art. I especially like using color in my work; that is why I love painting and why watercolors are my favorite medium. I like the way that the colors mix together on the paper. Watercolor lets me express myself, but I find reflecting on art to be difficult. I love to share my work with others because art makes me feel very happy.

TEACHER: This year, Kashief continued to build his portfolio and develop his personal style in painting. He worked on developing his observational drawing skills, and experimenting with new watercolor approaches. During independent study Kashief focused on the theme of music and looked at paintings from the Harlem Renaissance for inspiration. He also connected to the work of Romare Bearden, especially his beautiful, vibrant watercolors portraying the dynamism of jazz. *The Jazz Trio* perfectly captures Kashief's unique energy and love of music.



Scientific Illustration

Nephtali Madhere

Grade: 12
School: High School of Fashion Industries, Manhattan
Art Teacher: Adrian Carranza

Gouache and pen on paper

STUDENT: Without art the world can be a really dull place. I've made it my goal as an artist to take people out of that reality, even for a moment. The scenes I create and the characters I try to bring to life reflect my joy in making them. Mr. Carranza has helped me substantially with my artwork. He makes sure that I go beyond what I am comfortable with. The flea, or *Siphonaptera*, diagram was detailed using stippling techniques, and when I thought I was done Mr. Carranza kept me working until I truly completed the piece. I like the end result.

TEACHER: Students were challenged to depict plants and animals inspired by scientific illustrations by artists of the nineteenth century, using watercolor and ink. Nephtali is an exceptionally capable art student able to manage different media and techniques. His work is detailed and sophisticated. Inspired by the scientific beauty and complex anatomy of a flea, he used watercolor and micron pen as his media. Nephtali captured the anatomy of the insect so perfectly through stippling, a shading technique. *Scientific Illustration* demonstrates his ability to maintain control and patience as he drew.

Tinik (Fishbone)

Ysabel Simon

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

Art Teacher: April Lombardi

Oil on canvas

STUDENT: I had always loved to draw as a child but I had not considered myself as an artist until recently. Though a late bloomer, I feel that my talent grew by leaps and bounds in the last three and a half years. I felt the responsibility of nurturing something that I was born with and to push the limits of what I can create with my hands and imagination. Critiques and comments of my teacher helped me develop my own style in painting. I have grown as an artist in large part because my teacher provides guidance and essential feedback for me. She allows me to start a new project and lets me take the lead in order to take my project in the direction I wish to take it. She inspires confidence in me and it is something that I believe, every artist should have. In *Tinik (Fishbone)* I wanted to reflect a memory I had of my grandmother from the time I lived with her, ten years ago. However, the image that I wanted to paint did not depict her in the best possible light. Some would find it funny or strange. But for me it is a way to remember a funny moment with her which I find truly adorable. To connect with someone who lives more than 8,000 miles away through a painting that will last for many years, is my way of paying a tribute to her life.



TEACHER: Starting last September all students in my eleventh- and twelfth-grade Elective Painting class were encouraged to create a series of works on a related theme, a twelfth-grade *Blueprint* benchmark. Daily lessons explored the global use of narrative and the universal use of the elements and principles of art. In every lesson, the class viewed, read, analyzed, and discussed series of works by various artists. Groups of students researched and presented narratives from different geographic areas to the class. This was followed by discussion, studio time, and individualized instruction.

This painting by Ysabel Simon is the second piece in her series of oil paintings that explore her family's narratives and idiosyncrasies. Over time, Ysabel has developed a personal style as she continues to work on this series.

Just Scars...

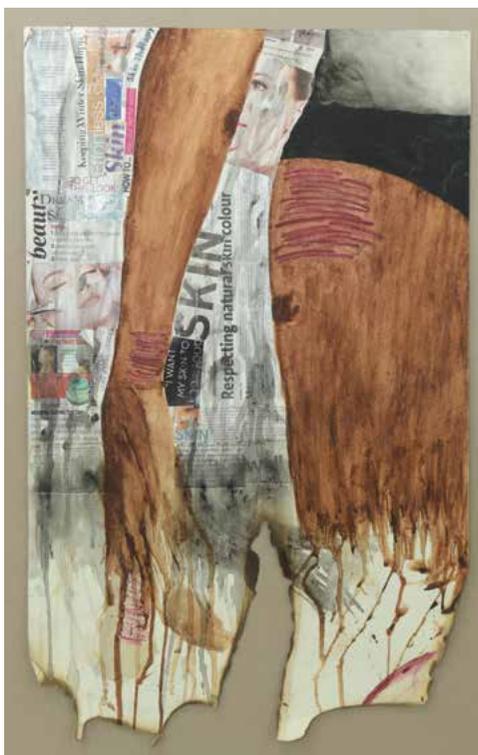
Silvery Augustin

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

Watercolor, ink, and cut-magazine collage

STUDENT: Art has made a difference in my life by helping me see the beauty in everyday life. When I drew a tree for the first time I struggled, but now I look at actual trees differently. I noticed that no two trees look alike and that they are all unique. At first, my theme was supposed to be about insecurities in general, but Ms. Mota helped me take more risks by making my artwork about a specific insecurity. Without her, I wouldn't have the courage to let out all of my feelings on a canvas or piece of paper for fear of being judged. She's also helped me learn that sometimes I just need to let the paint brush guide me. I have an emotional connection to *Just Scars...* I cried several times while working on it because I thought of things I did that I regret during a weak point in my life. Throughout the entire process, I hated myself for mutilating my own body and I felt like the whole classroom was judging me and calling me crazy, but after I finished I felt better about myself. Creating *Just Scars...* made me a stronger person. It helped my self-esteem. I realize how beautiful my scars are and the lesson I learn whenever I look at them.

TEACHER: Silvery is in AP Drawing. Her theme focuses on her past and on her insecurities. This piece was an



emotional struggle for her as it was pushing her to explore the demons of her past, specifically as a self-cutter. In the end, she created a portfolio that demonstrates her aesthetic as an artist and her exploration of a variety of media and personal subject matter.

I have the fortunate privilege of having my art students from ninth grade through twelfth grade. This painting really stood out to me because Silvery was a student who was very private about her emotions and personal life. As a young ninth-grade artist, she showed great potential, and as a senior she has proven herself as a powerful artist. Silvery has discovered the healing power of art and is using it to begin her own healing process. She has created a powerful message of self-acceptance.

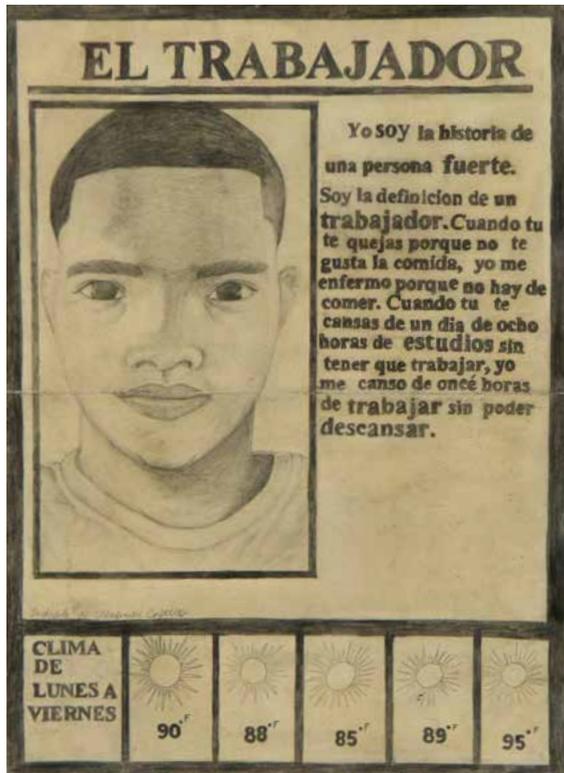
El Trabajador

Paloma Santana

Grade: 12
School: Maspeth High School, Queens
Art Teacher: Adam Gordon
Acrylic and graphite on paper

STUDENT: Like a musician hears invisible notes, I see invisible beauty. An artist sees other details besides what is present. That is what being an artist has given me. I have learned patience and that when one makes artwork, it is never truly finished but always subject to change and additions. I love being able to look at a painting and seeing what others do not see. I see my art teacher more as a mentor. He has taught me about symbolism, which is what I mainly use in my artwork. I never would have learned how important symbols can be. I believe that art work has a greater impact when only the artist knows the true meaning. I am not very good at portraits unless I have a reference photo. I got the job done but I do believe the proportions could be improved upon. *El Trabajador* took a lot of work but it was worth it.

TEACHER: Paloma's work is just one part of her senior year portfolio in my College Portfolio course. The *Blueprint* benchmarks and



indicators call for artwork that exhibits a 'personal style' as well as creating a portfolio of work. Paloma keeps a sketchbook that she regularly uses to hash out her ideas and experiment with compositions and designs for her artwork. She developed her style into something very personal. She has chosen to represent her pride in her Dominican heritage in her paintings and drawings. I've watched her technique improve dramatically since the beginning of the year and have seen the concepts behind her work deepen. The work evokes in me a sense of curiosity and wonder. I want to know more about it.

Self-Portrait Taiss Ghuliani

Grade: 12
School: Fiorello H.
LaGuardia
High School of
Music & Art and
Performing Arts,
Manhattan
Art Teacher: David Driggers
Oil on canvas

STUDENT: Being an artist has given me so much room to grow as a person. Over the past year, my creative outlets have led to self-discovery, which could not have been achieved in any other way than through art. Similar to the way I apply color in my paintings, the stages in my life have developed and changed numerous times, but resulted in something unique and harmonious. My art teachers have been inspiring, and make me to want to better myself as a creative individual. I am motivated to continue exploring my artistic potential through unconventional techniques and mediums. It was a challenge to figure out a background that would subtly enhance the portrait. I picked a few colors that were similar in tone, but different from what I used to depict my face in the painting.



TEACHER: In our Advanced Painting class students demonstrate the skills obtained in the preceding Foundation classes. Students are given a great deal of freedom to explore subjects and styles of their own choosing with the goal of developing a body of work that is representative of their unique artistic voices.

Taiss is a young artist who is fearless and in command of the oil paint medium. Her confident brushwork and keen eye for color are evident in this work. It has been a joy for me, as her teacher, to witness her journey and development as an painter.

Frozen Gears

Ariel Lorenzi

Grade: 12
School: Jacqueline Kennedy
Onassis High School,
Manhattan
Art Teacher: Elisa De Gregorio

Black-and-white print from a
digital photograph

STUDENT: Being an artist has helped me to understand how an image can be interpreted in a variety of ways by different individuals, or even by the same person over a period of time. Ms. De Gregorio was my guiding light. During her lessons she made me strive for my best, and she made me realize that an artwork cannot be good if it is not a reflection of you. Taking photos was not as easy as I predicted. I focused on street photography, so it was hard to concentrate at times due to the stares of pedestrians. It was difficult to select and edit my work to best communicate my message. It forced me to realize what was essential, and to trust and believe in my choices. To accompany my work, I wrote:

Our lives are full of obstacles, and sometimes we get stuck or perplexed. Should I go on, even when I know there will be other adversities or should I stay encased in ice, never moving? Like a bike whose cogs are broken and useless to use, at times we are unable to



bring any comfort to ourselves and others. We become only the shell of the memory, good to drench our mind in what could have been.

TEACHER: Students learned about photography as “writing with light.” They were asked to photograph objects that told a story about how they see themselves in the world. Through forms, shadow, light, and composition, students told their stories. They cultivated a unique vision through a portfolio of images. They developed art literacy by examining works of master photographers like Gordon Parks. Students wrote artist statements expressing their artistic intent in capturing their images.

Ariel is a deep thinker. Her artwork reveals skill as well as an understanding of how objects can have significant symbolic relevance.

PS Art Semi-Finalists 2016

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Winsen Aithellal	<i>Inspired City</i>	The Children's School	Brooklyn	3	Marina Pavlutsakaya
Jack Adam	<i>Green With Envy</i>	NYC iSchool	Manhattan	11	Gretel Smith
Daniel Afriyie	<i>Still Life #1</i>	High School Of Fashion Industries	Manhattan	12	Katherine Collins
Tolan Aksay	<i>Hall of Mirrors</i>	New Explorations Into Science, Technology And Math	Manhattan	6	Elizabeth Zacharia
Randy Alcantara	<i>Blast Off</i>	University Prep Charter High School	Bronx	12	Brendan White
Randy Alcantara	<i>Suburbia</i>	University Prep Charter High School	Bronx	12	Brendan White
Majid Algabyali	<i>My Venice Twilight</i>	MS 136	Brooklyn	8	Allison Conte
Manal Alghazeer	<i>The Chicken</i>	Emolior Academy	Bronx	6	Tracy Adams
Paris Allen	<i>Anti-Selfie Pocket Photography</i>	School Of The Future	Manhattan	9	Janine Kelly
Samya Almodovar	<i>Happy Valentines Day</i>	The Bennington School	Bronx	2	Lawrence Dobens
Sabrina Alphonse	<i>Sabrina</i>	District 30 PreK Center	Queens	12	Patricia Hartman
Blake Alvarado	<i>Fish</i>	Hellenic Classical Charter School	Brooklyn	1	Jo Beth Ravitz
Jameerah Ansary	<i>Realistic Self-Portrait</i>	PS/MS 194	Bronx	K	Maileen Arroyo-Santiago
Zoe Anthony-Redman	<i>Social Anxiety</i>	Gramercy Arts High School	Manhattan	11	Jack DeMartino
Eric Arakeli	<i>My Water Garden</i>	PS 41R	Staten Island	K	Susan Alvarez
Karyse Aristide	<i>Mother Nature</i>	Clara Barton High School	Brooklyn	12	Brenda Bradley
Jazlyn Armijo	<i>My Room (inspired by Van Gogh)</i>	PS/IS 18	Manhattan	2	Marilyn Casey
Michael Arminante	<i>Duck in the Pond</i>	William G. Wilcox	Staten Island	K	Christine Gross
Aarushi Arora	<i>Chagall-Inspired, My Homeland Country</i>	Queens College School For Math, Science And Technology	Queens	2	Kaya Wielopolski
D'Aaliyah Arzu	<i>Protecting Our Children</i>	The Lexington Academy	Manhattan	7	Stacy Ramos
Kingston Auguste	<i>Snowball Time</i>	PS 312 The Bergen Beach School	Brooklyn	K	Jennifer Skopp
Nylia Austin	<i>Junk Food Study</i>	PS/MS 84 Jose De Diego	Brooklyn	7	Michael DiRaimondo
Isai Avila	<i>The Beast</i>	Doris Cohen	Brooklyn	2	Pearl Lau
Christopher Avilespolicarpi	<i>My Dad</i>	School For Environmental Citizenship	Bronx	1	Michael Williams
Ramisa Azad	<i>Imagination and Constellations</i>	Castle Hill Middle School 127	Bronx	8	Brian McKenzie
Hector Azucena	<i>The Warrior</i>	The Anne Sullivan School	Brooklyn	2	Wendy Newman
Michelle Badalova	<i>Spirit Guide</i>	Holliswood School	Queens	4	Marisa Guglietta
Auden Balouch	<i>Untitled</i>	Institute For Collaborative Education	Manhattan	11	Paul Nowell
Julissa Banks	<i>Protecting Our Children</i>	The Lexington Academy	Manhattan	7	Stacy Ramos

PS Art Semi-Finalists 2016 *continued*

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Synphanie Barrett	<i>Seeing Jackels</i>	PS 124 Silas Dutcher	Brooklyn	1	Gloria Truppi
Viana Barrientos	<i>My Favorite Flower</i>	Author's Academy	Bronx	3	Min Hye Moon
Ashley Bartels	<i>Abandoned and Reformed</i>	Frank Sinatra School Of The Arts	Queens	12	Nicole Spata
Ashley Bartels	<i>Life Time Companion</i>	Frank Sinatra School Of The Arts	Queens	12	Nicole Spata
Jevaria Bashir	<i>Scarlet Macaw</i>	America's School Of Heroes	Queens	7	Lidia Menniti
Myasia Bermejo	<i>Issac</i>	Brooklyn High School Of The Arts	Brooklyn	12	Lara Hill
Daron Blount	<i>Daron's Brooklyn</i>	373K Brooklyn Transition Center	Brooklyn	9	Hilarie Gilinson
Yolanda Borlini	<i>Down the Current in Croatia</i>	The Conselyea Street School	Brooklyn	4	Carla Tolipani
Joseph Borriello	<i>The Big Hill</i>	PS 39 Henry Bristow	Brooklyn	1	Chavy Brojde
Ursula Bowling	<i>Flag</i>	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	Manhattan	12	Jane Felber
Taquaysha Brown	<i>A New Beginning</i>	Fordham High School For The Arts	Bronx	12	Lisa Mota
Nicholas Brusco	<i>School Bus</i>	PS 9	Staten Island	PreK	Frances Rizzo
Jordana Burstein	<i>Harmony Within All Living Creatures</i>	PS 173, The Fresh Meadow School	Queens	5	Deborah Passik
Alyssa Cabral	<i>Cross River Reservoir</i>	Irwin Altman Middle School 172	Queens	7	Harriet Sohn
Stephanie Cabrera	<i>Autumn Still Life</i>	PS 1 Bergen	Brooklyn	5	Jacqueline Cruz
Andrea Rosanelle Cadornigara	<i>Wrecked</i>	Queens HS For The Sciences	Queens	12	Bonnie Peritz
Alejandro Carrea-Tabaras	<i>Self-Portrait</i>	PS/IS 49Q Dorothy Bonawit Kole	Queens	K	Susan Bricker
Maya Cavounis	<i>Within</i>	Holliswood School	Queens	7	Marisa Guglietta
Yamilka Celi	<i>Portrait of Jayla</i>	Jonathan D. Hyatt	Bronx	3	Kendra Brown
Zoe Chang	<i>Self-Portrait</i>	University Neighborhood High School	Manhattan	10	Joseph Sossi
Diannelle Chaparro	<i>Formal Systems: Nature Museum</i>	High School Of Art & Design	Manhattan	12	Donna Lewis
Brian Chen	<i>Me and My Best Friends</i>	Vincent D. Grippo School	Brooklyn	1	Angela Fremont
Dennis Chen	<i>Abstract Portrait</i>	PS 37	Staten Island	5	Rebecca Kaufman
Janice Chen	<i>Colorful Candy</i>	East-West School Of International Studies	Queens	7	Pauline Kim
Jessica Chen	<i>Self-Portrait</i>	Wadleigh Secondary School For The Performing And Visual Arts	Manhattan	12	Ronald Jabradally
Judy Chen	<i>After the Flood</i>	PS 173, The Fresh Meadow School	Queens	5	Deborah Passik
Kelly Chen	<i>Clowns Under the Sea</i>	William T Sampson	Brooklyn	4	Janet Penello
Sherry Chen	<i>Halloween Memory Collage</i>	PS 169 Sunset Park Elementary School	Brooklyn	3	Paul Zeichner

PS Art Semi-Finalists 2016 *continued*

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Victoria Chen	<i>Colors Equal Calm</i>	PS 99 Kew Gardens	Queens	4	Victoria Calabro
Yishuo Chen	<i>Girl in Outer space</i>	PS/IS 30 Mary White Ovington	Brooklyn	2	Gina Tart
Kristin Cheng	<i>Now I'm Ready</i>	Nathaniel Hawthorne MS 74	Queens	7	Andrew Zaben
Nowell Cheng	<i>Digital Interior: NYC</i>	High School For Arts And Business	Queens	10	Gina Cestero
Marc Chery	<i>Hawk Pig</i>	PS/IS 66K	Brooklyn	3	Sasha Silverstein
Jasmine Chiou	<i>Rolling in Frisco</i>	Louis Pasteur Middle School	Queens	8	Georgia Daskarolis
Ashley Choi	<i>Nightmare</i>	Mark Twain IS 239	Brooklyn	8	Valerie Louzonis
Tajriyan Chowdhury	<i>The Tajriyan</i>	IS 230Q	Queens	7	Maria Bonilla
Victoria Chuzhina	<i>My Stepdad</i>	Edward R. Murrow High School	Brooklyn	12	Spy Kontarinis
Pawel Cieslak	<i>N.Y.C.</i>	Ceasar Rodney School	Brooklyn	5	Elise McCarthy
Lois Cipullo	<i>A Girl Dancing</i>	PreK Center @ PS/IS 79	Queens	PreK	April Zappala
Terence Clayton	<i>Listen</i>	Nathaniel Hawthorne MS 74	Queens	7	Irene Papamichael
Jane Contis	<i>More Than Enough</i>	William Alexander Middle School 51	Brooklyn	6	Andrew Hornberger
Johnny Contreras	<i>Self-Portrait</i>	The Magnet School Of Communications And Media Arts Through Applied Learning	Brooklyn	4	Beth Conard
Sammy Cook	<i>The Parrot of the Rain Forest</i>	PS/IS 49Q Dorothy Bonawit Kole	Queens	6	Katherine Huala
Maitane Cordova	<i>Self Portrait</i>	PS 9	Staten Island	2	Frances Rizzo
Luis Cortes	<i>The Prince</i>	P17X@43	Bronx	5	Tany'a Wells
Remi Costas	<i>Bird in His Environment</i>	The Children's School	Brooklyn	1	Marina Pavlutskaya
Caitlin Crespo	<i>Untitled</i>	New Visions For Advanced Math And Science	Bronx	11	Franchesca De Los Santos
Maia Crinchlow	<i>The Dancer</i>	William Alexander Middle School 51	Brooklyn	7	Amy Flatow
Chastity Cruz	<i>Wishful Thinking</i>	Dr. Gladstone H. Atwell Middle School	Brooklyn	8	Michelle Wolf
Kieran Cusack	<i>The Art Of Competition</i>	Mark Twain IS 239	Brooklyn	8	Julie Checkett
Gisselle Cuzco	<i>Serenity</i>	JHS 194	Queens	8	Lauren Sabatini-Cabera
Ahlam Dagena	<i>Gaze</i>	Millennium Art Academy	Bronx	10	Laura Blau
Mia Delpriora	<i>Bryshere Gray (Hakeem Lyon)</i>	Institute For Collaborative Education	Manhattan	11	Paul Nowell
Saint Cyr Devun	<i>I am Looking at a Lobster</i>	Brooklyn Arbor	Brooklyn	PreK	Laurie Marcus
Michael DiSchiavi	<i>Flowers</i>	PS 37	Staten Island	8	Rebecca Kaufman
Elva Dong	<i>Home Invasion</i>	IS 5 - Walter H. Crowley	Queens	8	Ji Yeon Choi
Jayden Dong	<i>Winter Cardinals</i>	PS 230	Brooklyn	2	Susan Brill
Sean Dong	<i>Wrath</i>	Bayside High School	Queens	12	Karen Assel
Layla El Rahman	<i>The Girl With the Red Feathers</i>	PS 99Q	Queens	4	Victoria Calabro

PS Art Semi-Finalists 2016 *continued*

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Nada Elraey	<i>For The Love Skulls</i>	John Dewey High School	Brooklyn	9	Kelly Joyce
Nada Elraey	<i>A Bit of Sweet Color</i>	John Dewey High School	Brooklyn	9	Kelly Joyce
Marielly Espinal	<i>Land at Sunset</i>	Corona Arts And Sciences Academy	Queens	8	Alicia Byers
Khalid Farhad	<i>Untitled</i>	Walter H. Crowley	Queens	8	Georgia Motsios
Raffaele Fasano	<i>Self-Portrait</i>	Cesar Rodney School	Brooklyn	3	Elise McCarthy
Karima Fazil	<i>Dublin</i>	Hawtree Creek Middle School	Queens	7	Alicia Byers
Joelsy Fernandez	<i>Form</i>	Frank Sinatra School of The Arts	Queens	12	Nicole Spata
Matthew Figueroa	<i>My Block</i>	The School For Global Leaders	Manhattan	6	Rachael Brannon
Maria Filipchenko	<i>Self-Portrait</i>	New Explorations Into Science, Technology And Math	Manhattan	12	Hilary Svihla
Hannah Fox	<i>Suburban Landscape</i>	PS 9	Staten Island	2	Frances Rizzo
Arlette Fragoso	<i>Under the Sea</i>	PS 19 The Curtis School	Staten Island	3	Linda Gerecitano
Rael Fredricks	<i>Protecting Our Children</i>	The Lexington Academy	Manhattan	7	Stacy Ramos
Sabina Fridmen	<i>Body, Mind, and Soul</i>	Louis Pasteur Middle School	Queens	8	Georgia Daskarolis
Esme Fromhart	<i>Multifaceted</i>	William Alexander Middle School 51	Brooklyn	7	Amy Flatow
Amber Furey-Lessen	<i>Untitled</i>	Fort Hamilton High School	Brooklyn	12	Myunghae Yoonsmith
Daniel Galarza	<i>French Bulldog at Sunrise</i>	PS 46Q The Alley Pond School	Queens	3	Rita Rothenburg
Ilene Galeno	<i>Country Morning</i>	PS 19 The Curtis School	Staten Island	3	Linda Gerecitano
Dayanara Garcia	<i>Still File #5</i>	High School For Health Careers And Sciences	Manhattan	11	Iana Mardirosyan
Juan Garcia	<i>Galaxy in Transit</i>	New Explorers High School For The Arts	Bronx	10	Liza Wax
Kristallee Garcia	<i>Pathways</i>	North Queens Community High School	Queens	10	Laura Giammarco
Miyoko Garcia	<i>Self-Portrait</i>	P352X@134 - The Vida Bogart School For All Children	Bronx	4	Mary McGaw
Alita Gaulot	<i>Two Facets of Ulysse</i>	William Alexander Middle School 51	Brooklyn	8	Amy Flatow
Alina Geng	<i>Spring Awakening</i>	IS201 Dyker Heights Junior High School	Brooklyn	7	Tonia Franzese
Nasir Goddard	<i>Oil Pastel Heart</i>	P4@270	Queens	3	Lauren Keenan
Ronny Goldshmid	<i>Surreal</i>	Stephen A Halsey JHS 157	Queens	7	Stephanie Lamere
Chelsea Guillen	<i>Broadway</i>	PS 32 Belmont School	Bronx	4	Diana Evans
Lena Guitan	<i>The First Kangaroo</i>	PS/IS 66K	Brooklyn	3	Sasha Silverstein
Dayanara Guzman	<i>Gothic Cathedral</i>	High School Of Fashion Industries	Manhattan	12	Katherine Collins
Emaan Haider	<i>Self-Portrait</i>	Nathaniel Hawthorne MS 74	Queens	8	Andrew Zaben
Aydin Hammett	<i>Lion Walking</i>	Jesse Isador Strauss	Manhattan	1	Mila Dau

PS Art Semi-Finalists 2016 *continued*

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Seo Yeon Han	<i>River Terrace</i>	Stuyvesant High School	Manhattan	12	Amy Cappell
Lu Hang	<i>My Table</i>	PS 169 The Sunset Park School	Brooklyn	4	Phina Srour
Radeha Haque	<i>Bright</i>	IS 230Q	Queens	7	Maria Bonilla
Cheyenne Haskins	<i>Self-Portrait</i>	Frank Sinatra School Of The Arts	Queens	12	Nicole Spata
Omnia Saima	<i>Observation</i>	Frank Sinatra School Of The Arts	Queens	12	Nicole Spata
Reema Hazrat	<i>Self-Portrait</i>	PS/IS 268	Queens	K	Robin Weiss
James Hernandez	<i>I Walk In The Park</i>	The Caton School	Brooklyn	K	Yaffa Rasowsky
David Hignio	<i>My Cupcake</i>	Concourse Village Elementary School	Bronx	K	Courtney Watson
Saray Hinton	<i>Self-Portrait/ Van Gogh Style</i>	PS 196	Brooklyn	1	Kimberly Faraci
Tahlya Holness	<i>Relaxation</i>	Frederick Douglass Academy VIII	Brooklyn	8	Barbara Gathers
Denis Horyansky	<i>My Family</i>	Fredrick Watchel School	Brooklyn	PreK	Elaine Greenstein
Brayden Huang	<i>Rooster</i>	PS 219 Paul Klapper	Queens	1	Samantha Craig
Kaylie Huang	<i>Mom and I</i>	PS/IS 49Q Dorothy Bonawit Kole	Queens	5	Katherine Huala
Sandra Huang	<i>Self-Portrait</i>	Edward B. Shallow School	Brooklyn	8	Maria Sausa
Ying Huang	<i>Controlled</i>	Bayside High School	Queens	12	Karen Assel
Loli Huggins	<i>Princess</i>	PreK Center @ PS/IS 78	Queens	PreK	April Zappala
Sunehra Ilnat	<i>America's Beautiful Landscape Painting</i>	PS 214K	Brooklyn	4	Nathaniel Solomon
Antara Islam	<i>Matisse Self-Portraits</i>	PS/MS 194	Bronx	3	Alexandra Campana
Rebecca Islam	<i>Self-Portrait</i>	Fort Hamilton High School	Brooklyn	12	Myunghae Yoonsmith
Sharika Ismat	<i>Abstract Cityscape</i>	PS/MS 194	Bronx	7	Dolores Hostomsky
Sammy Issak	<i>Train</i>	Edith K. Bergtraum School	Queens	K	Madeleine Hope Arthurs
Sammy Issak	<i>Two Boys</i>	Edith K. Bergtraum School	Queens	K	Madeleine Hope Arthurs
Irma Jace	<i>Field of Vision</i>	New Utrecht High School	Brooklyn	12	Deb Duran
Isaiah Jackson	<i>Kusama Pumpkins</i>	P226M	Manhattan	8	Monica Cohen
Buster Jaeger	<i>Light Block</i>	Conselyea Street School	Brooklyn	2	Carla Tolipani
Sandy Jiang	<i>Untitled (Coil Pot)</i>	Simon Baruch MS 104	Manhattan	6	Sarah Rosenblum
Winni Jiang	<i>Exciting Plant</i>	The Ronald McNair School	Queens	8	Cathy Mumford
Ada Jimenez	<i>The Owl</i>	John Bowne Elementary School	Queens	K	Yasemin Luca
Jason Jiminez	<i>Blue Jay</i>	The Caton School	Brooklyn	5	Yaffa Rasowsky
Jerome Johnson Jr.	<i>Brown Shell</i>	August Martin School	Queens	10	Janet Carleton
Elijah Jordan	<i>Night</i>	The Vida Bogart School For All Children	Bronx	7	Sara Morgenstern

PS Art Semi-Finalists 2016 *continued*

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Azka Junaid	<i>Gato</i>	PS 226M	Manhattan	6	Monica Cohen
Sanampreet Kaur	<i>My Sister</i>	PS 383	Queens	PreK	Judith Scott
Lauren Kelly	<i>On My Own</i>	Gramercy Arts High School	Manhattan	12	Jack DeMartino
Naushin Khan	<i>Open Your Mind to the World of Thoughts</i>	Brooklyn High School Of The Arts	Brooklyn	10	Lara Hill
Raffia Khan	<i>Self-Portrait with Headscarf and Flowers</i>	Grover Cleveland High School	Queens	12	Nancy Edindjikian
Amber Khatri	<i>Self-Portrait</i>	Civic Leadership Academy	Queens	10	Melinda DiGiovanna
Natae Kidd	<i>The Purple Kitchen</i>	PS/IS 66K	Brooklyn	5	Sasha Silverstein
Nia King	<i>Sunset in Paradise</i>	Frederick Douglass Academy VIII	Brooklyn	8	Barbara Gathers
Starr Kirkland	<i>Cityscape</i>	Langston Hughes School 134Q	Queens	3	Joy Schustek
Aaron Klein	<i>A Green Leaf</i>	PS 77	Brooklyn	7	Amie Robinson
Alexander Kucherina	<i>Toolbox</i>	Scholars' Academy	Queens	11	Kelly Trpic
Anne Kump	<i>Mountainscape</i>	Queens College School For Math, Science And Technology	Queens	6	Kaya Wielopolski
Kaitlyn Lau	<i>Inner Colors</i>	Marie Curie Middle School	Queens	8	Mario Asaro
Jordan Lee	<i>My Artwork</i>	William G. Wilcox	Staten Island	2	Christine Gross
Lauren Lee	<i>The Silence of Light</i>	Townsend Harris High School	Queens	10	Margherita Wischerth
Annie Lee-Daly	<i>L'histoire de la Grand-mère (The Story of the Grandmother)</i>	Frank Sinatra School Of The Arts	Queens	12	Jane Kahn
Annie Lee-Daly	<i>Self-Portrait</i>	Frank Sinatra School Of The Arts	Queens	12	Nicole Spata
Jessica Lei	<i>The Amazing Starlight</i>	Barbara Reing School	Brooklyn	2	Rachel Karlin
Victor Leon	<i>Kusama Pumpkins</i>	P226M	Manhattan	8	Monica Cohen
Abby Li	<i>The Big Truck</i>	Queens College School For Math, Science And Technology	Queens	1	Kaya Wielopolski
Fion Li	<i>Lost in the Tree of Wonder</i>	IS 201 Dyker Heights Junior High School	Brooklyn	8	Dorothy Serpos
Jessie Li	<i>Music to My Ears</i>	Thomas Mccann Middle School	Queens	8	Clarisse Frenkel
Tiffany Li	<i>Happy Day of the Rhinos</i>	IS 5 Walter H. Crowley	Queens	6	Ji Yeon Choi
Navah Liebis	<i>Striped Cat</i>	Jesse Isador Strauss	Manhattan	K	Michelle Hill
Antony Lieu	<i>Self-Portrait</i>	East-West School Of International Studies	Queens	12	Pauline Kim
Emma Limbu	<i>Hunger</i>	William Cullen Bryant High School	Queens	12	Barbara Frohman
Joyce Lin	<i>Where Am I?</i>	IS 5 Walter H. Crowley	Queens	6	Ji Yeon Choi
Kacy Lin	<i>Spring Awakening</i>	IS201 Dyker Heights Junior High School	Brooklyn	7	Tonia Franzese
Katherine Lopez	<i>A Celebration</i>	High School Of Art & Design	Manhattan	12	James Harrington

PS Art Semi-Finalists 2016 *continued*

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Sebastiana Lopez	<i>Circus Girl</i>	Benson Elementary	Brooklyn	4	Caroline Heffron
Jamie Lu	<i>Golden Fish</i>	William T. Sampson	Brooklyn	4	Janet Penello
Janny Lu	<i>Washington Square Park</i>	Bayside High School	Queens	12	Kerri DeJean
Kyle Lu	<i>Feelings</i>	PS 15 Roberto Clemente	Manhattan	K	Amy Sacks
Ethan Luna	<i>Remembrance</i>	In-Tech Academy	Bronx	12	Bruno Santini
Brian Maedeniya	<i>Surprised Day</i>	William G. Wilcox	Staten Island	4	Christine Gross
Zhaleh Mahootian	<i>Earl</i>	New Explorations Into Science, Technology And Math	Manhattan	8	Elizabeth Zacharia
Whitney Maison	<i>A Beautiful Picture</i>	PS 153 The Helen Keller School	Bronx	PreK	Susan LaSpina
Anita Maksimiuk	<i>Self-Portrait</i>	New Explorations Into Science, Technology And Math	Manhattan	12	Hilary Svihla
Naomi Marin	<i>Self-Portrait</i>	The Kensington School	Brooklyn	1	Assuntina Stengren
Elmir Markovic	<i>Elmir</i>	Alfred E. Smith School	Manhattan	1	Nia Mason
Solanyi Marte	<i>Tropical Landscape</i>	Amistad Dual Language School	Manhattan	7	Rachelle Street
Nicholas Martes Guridi	<i>The Sunset Chameleon</i>	The Wright Brothers School	Manhattan	3	Sheeri Novick
Carlos Martinez	<i>Bushwick View</i>	University Neighborhood High School	Manhattan	10	Joseph Sossi
Yessenia Martinez	<i>Self-Portrait</i>	Wadleigh Secondary School For The Performing And Visual Arts	Manhattan	12	Ronald Jabradally
Joshua Mateo	<i>Porsche 911 Turbo</i>	Bronx Leadership Academy II High School	Bronx	12	Sallee Bickford
ChasyL Maxine DeGuzman	<i>Just Thinking</i>	America's School Of Heroes	Queens	8	Rose Aranya
Jacob Mazon	<i>Awesome Colors</i>	PS 77	Brooklyn	7	Amie Robinson
Aiden McCurdy	<i>Notes</i>	Maspeth High School	Queens	12	Adam Gordon
Callum McGeory	<i>Shape World</i>	PS 39 Henry Bristow	Brooklyn	2	Chavy Brojde
Adam Miranda	<i>Adam in the City</i>	A. B. L. E.	Brooklyn	6	Lisa Pines
Maximilian Mlot	<i>Fall Tree Collage</i>	Ace Academy For Scholars	Queens	K	Vicki Heit
Logan Monroe	<i>Dubai Cityscape</i>	PS/IS 128Q	Queens	6	Eileen Conlisk
Sherly Moral	<i>Scientific Illustration of Bee</i>	High School Of Fashion Industries	Manhattan	12	Katherine Collins
Brandon Morales	<i>Sunflowers</i>	PS 63Q The Old South School	Queens	3	Maria Panotopoulou
Martin Morales	<i>Transit Adventure</i>	PS811Q@Qhst	Queens	12	Patricia Hartman
Nayeli Morales	<i>Self-Portrait</i>	PS/MS 194	Bronx	8	Dolores Hostomsky
Brittany Naraine	<i>The Holy Lion</i>	Thomas A. Edison Cte HS	Queens	12	Patricia Lewis
Michelle Nathanson	<i>My Fancy Self-Portrait</i>	Barbara Reing School	Brooklyn	K	Rachel Karlin
Nina Nelson	<i>Under the Sea</i>	PS 230 The Doris Cohen School	Brooklyn	K	Quinn Hanratty
Leilani Newman	<i>Urban Landscape</i>	PS 9	Staten Island	2	Frances Rizzo

PS Art Semi-Finalists 2016 *continued*

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Nancy Ni	<i>Tompkins Square Park in Winter</i>	The High School For Enterprise, Business And Technology	Brooklyn	11	Max Estenger
Britney Nicolas	<i>Cloud 9</i>	Clara Barton High School	Brooklyn	12	Brenda Bradley
Jahnnia Nieves	<i>Jan</i>	Cambria Heights Academy	Queens	10	Kristen O'Brien
Adrian Noceda	<i>My Self Portrait</i>	The Academy Of The Arts	Bronx	1	Ashley Cox
Syeda Nushrat	<i>Fall to Winter</i>	The Young Women's Leadership School Of East Harlem	Manhattan	7	Marne Meisel
Kaylee Ocasio	<i>Self-Portrait/Van Gogh Style</i>	PS 196	Brooklyn	K	Kimberly Faraci
Isabella Ochoa Rodriguez	<i>A Fox</i>	ASL & English Lower School PS 347	Manhattan	PreK	Ellen Manobla
Amanda Ojeda	<i>Cherry Cheese Cake</i>	PS 877	Queens	5	Kathleen Izzo
Dyjae Orchart	<i>Kusama Pumpkins</i>	P226M	Manhattan	8	Monica Cohen
Ethan Ordower	<i>Stormy Sunset</i>	William Alexander Middle School 51	Brooklyn	7	Amy Flatow
Chris Ortega	<i>Portrait of Me</i>	Kensington	Brooklyn	4	Joanne Suzuki
Lizbeth Ortiz	<i>Tribute to Frida Kahlo</i>	New Explorers High School For The Arts	Bronx	11	Liza Wax
Anlisa Outar	<i>Metallic Reflection</i>	Scholars' Academy	Queens	10	Kelly Trpic
Mulan Ozeki	<i>Self-Portrait</i>	William Alexander Middle School 51	Brooklyn	7	Andrew Hornberger
Shaynah Paladines	<i>Cat</i>	School For Environmental Citizenship	Bronx	3	Michael Williams
Robin Pan	<i>Still Life Dream</i>	Nathaniel Hawthorne MS 74	Queens	6	Andrew Zaben
Julianna Panagopoulos	<i>Tiger</i>	Voice Charter School	Queens	8	Crystal Thomas
David Pantaleon	<i>Las Figuras de Colores de David</i>	William Paca	Manhattan	PreK	Risa Schneider
Chelsea Pascual	<i>My Chuck Close</i>	MS 136	Brooklyn	8	Allison Conte
Brianna Pavon	<i>Untitled</i>	Elizabeth G. Leary School	Brooklyn	4	Antoinette Spada
Angie Perez	<i>Sleeping Self-Portrait</i>	Grover Cleveland High School	Queens	12	Nancy Edindjikian
Breny Perez	<i>Self-Portrait</i>	The Anne Sullivan School	Brooklyn	8	Wendy Newman
Katelyn Perez	<i>The Sun Down</i>	PS 124 Silas Dutcher	Brooklyn	1	Gloria Truppi
Micaelina Perez	<i>Birds at Play</i>	MLK High School For Law	Manhattan	12	Erica Yonks
Paloma Perez Zarzecka	<i>Georgia O'Keeffe Inspired Flowers</i>	John Dewey High School	Brooklyn	10	Kelly Joyce
Mia Polanco	<i>A Little Purple Owl</i>	The Wright Brothers School	Manhattan	PreK	Sheeri Novick
Catherine Popov	<i>Still</i>	PS 36	Staten Island	5	Michele Sherer
Ivan Portillo	<i>Funny Fish</i>	PS 19 The Curtis School	Staten Island	1	Linda Gerecitano
Alice Pylypenko	<i>Spleen</i>	Curtis High School	Staten Island	11	Samantha Erck

PS Art Semi-Finalists 2016 *continued*

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Roberto Quesada	<i>Golden in New York</i>	PS 63Q The Old South School	Queens	5	Maria Panotopoulou
Abriana Jade Rafik	<i>Dragon Temple</i>	Thomas A. Edison Cte HS	Queens	12	Patricia Lewis
Neyla Ramero	<i>Kitchen Utensil</i>	The Anne Sullivan School	Brooklyn	8	Wendy Newman
Kimberly Ramirez	<i>Daydream</i>	Jean Nuzzi Intermediate	Queens	6	Danielle Tober
Anjali Ramkirpal	<i>Untitled</i>	Queens High School Of Teaching	Queens	11	Kathryn Azhar
Anais Real	<i>Stairway to the Sky</i>	William Alexander Middle School 51	Brooklyn	8	Andrew Hornberger
Princess Richardson	<i>Ocean Sunset</i>	Frederick Douglass Academy VIII	Brooklyn	7	Barbara Gathers
Iffat Ridi	<i>Dream Castles</i>	PS/MS 194	Bronx	5	Alexandra Campana
Nalani Ringold	<i>Jazzy Jungle Cat</i>	The Cambria Heights School	Queens	1	Genna Davidson
Kimberly Rivera	<i>Cheetah</i>	PS 173	Manhattan	3	Erin Belmond
Jani Robinson	<i>Self-Portrait</i>	High School Of Fashion Industries	Manhattan	10	Katherine Collins
Cheyli Rodriguez	<i>Observing the Flower</i>	Author's Academy	Bronx	3	Min Hye Moon
Layla Rodriguez	<i>Self-Portrait</i>	High School For Arts And Business	Queens	11	Jamie Suk
Leiner Rodriguez	<i>Landscape Perspective</i>	PS 11 Highbridge	Bronx	2	Curtis Widem
Phoebe Rojas	<i>Twinkle Twinkle In The Stars</i>	PS/IS 102	Queens	K	Sarah Holden
Renicia Roper	<i>Vortex</i>	Elizabeth G. Leary School	Brooklyn	8	Michele Kelly
Ariana Rosales	<i>Abstract Print in Blue</i>	PS/MS 219 Paul Klapper School	Queens	7	Christina Ceccarelli
Zuleyka Rosario	<i>The Grossest Sandwich</i>	PS/IS 268	Queens	5	Robin Weiss
Jeremy Rosso	<i>Kusama Pumpkins</i>	P226M	Manhattan	8	Monica Cohen
Mahbeer Saeran	<i>I Love My Family</i>	PS 36	Bronx	1	Jason Holt
Omnia Saima	<i>Tomato Vine</i>	PS/MS 194	Bronx	8	Dolores Hostomsky
Alexa Santana	<i>Me</i>	William G. Wilcox	Staten Island	1	Christine Gross
Braxthon Saula	<i>Illuminated Cityscape</i>	High School For Arts And Business	Queens	12	Gina Cestero
Lara Saunders	<i>Untitled Self-Portrait</i>	Fiorello H. LaGuardia High School of Music & Art and Performing Arts	Manhattan	9	Stephanie Mulvihill
Felix Scaggiante	<i>Untitled</i>	New Explorations Into Science, Technology And Math	Manhattan	8	Hilary Svihla
Diarra Scott	<i>Giraffe</i>	Lower Manhattan Community School 896	Manhattan	7	Jaime Seymour
Morgan Sebo	<i>Busses</i>	The Port Morris School Of Community Leadership	Bronx	1	AnneMarie Diop
Shoba Sedate	<i>Citrus</i>	Wadleigh Secondary School The Performing And Visual Arts	Manhattan	12	Gretchen Gibbs

PS Art Semi-Finalists 2016 *continued*

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Luke Seenathsingh	<i>Monster Town</i>	Queens Explorers Elementary School	Queens	1	Michelle Alutto
Adriana Serra	<i>The Peacock</i>	Don Pedro Albizu School	Manhattan	8	Lara Tyson
Alif Setiawan	<i>The Hungry Dino-Lizard</i>	PS/IS 102Q	Queens	1	Sarah Holden
Elias Shadrick	<i>Suburban Landscape</i>	PS 9	Staten Island	2	Frances Rizzo
Samuel Shapiro	<i>My City</i>	PS 41R	Staten Island	2	Susan Alvarez
Marina Shevchenko	<i>Best Friend</i>	IS 2 Egbert	Staten Island	8	Suzanne Berkovitz
Hui Shi	<i>Surviving the Fall</i>	Daniel Carter Beard	Queens	8	Meri Ezratty
Yuxi Shi	<i>The Traveler</i>	Newtown High School	Queens	10	Jay Feigelis
Shamir Shimunov	<i>Landscape</i>	PS 117Q	Queens	5	Elizabeth Lamourt
Catalina Sibri	<i>Brooklyn in Perspective</i>	The Ovington School	Brooklyn	5	KellyAnne Thompson
Ronita Singh	<i>Cupcakes</i>	PS/IS 268	Queens	6	Robin Weiss
Sophia Skalsky	<i>Self-Portrait</i>	PS 527 The East Side School For Social Action	Manhattan	K	Jessica Clark
Alexandra Soto	<i>Wishes</i>	The Brooklyn Studio School	Brooklyn	12	Karen Mason
Frank Spagnolo	<i>America</i>	New Dorp High School	Staten Island	11	Toni Somma-Cavaluzzi
Teuta Spaho	<i>Me</i>	Fredrick Watchel School	Brooklyn	2	Elaine Greenstein
Katlyn Stanzione	<i>Behind The Glass Mirror</i>	New Utrecht High School	Brooklyn	11	Adrienne Mikulka
Anthony Starchevskiy	<i>Not My Self</i>	New Utrecht High School	Brooklyn	10	Adrienne Mikulka
Angelos Stavrou	<i>My Art; My Dream</i>	PS 175	Manhattan	K	Erin Belmont
Emma Sturman	<i>Cattails</i>	Louis Desario	Staten Island	K	Jan Towli
Joseph Sunwoo	<i>City</i>	Rachel L. Carson IS 237	Queens	6	Sherri Archetti
Jannatul Taj	<i>Volcano</i>	PS 246	Brooklyn	4	Lauren Donner
Nazifa Talukder	<i>The Stars Within</i>	IS230Q	Queens	7	Maria Bonilla
Miaomei Tang	<i>Brooklyn Dreaming</i>	Fort Hamilton High School	Brooklyn	10	Emily Smith
Scott Tang	<i>Landscape</i>	Yung Wing	Manhattan	5	Rebecca Riley
Ashley Tenesaca	<i>My Block</i>	The Audubon School	Manhattan	PreK	Suzanne Egan
Natalie Teng	<i>The Brooklyn Bridge</i>	MS 216 George J. Ryan	Queens	8	Kasey Stofflet
Bryanna Thompson	<i>Self-Portrait with Green Lockers</i>	Cultural Academy For The Arts And Sciences	Brooklyn	8	Maryann McCabe
Madelyn Toalongo	<i>Brave Kitty</i>	Nathaniel Hawthorne MS 74	Queens	K	Silvia Huggler
Nicholas Tomaselli	<i>Eye of the Beholder</i>	Tottenville High School	Staten Island	12	Wynter Carnevale
Emily Torres	<i>Self-Portrait</i>	High School For Arts And Business	Queens	11	Jamie Suk
Rosalinda Torres	<i>Awakening</i>	Grover Cleveland High School	Queens	12	Nancy Edindjikian

PS Art Semi-Finalists 2016 *continued*

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Nora Trebunskaya	<i>Enchanted Oasis</i>	PS/IS 206 The Joseph F. Lamb School	Brooklyn	6	Christina Sarquiz
Alice Trombetta	<i>Self Portrait</i>	PS 9	Staten Island	K	Frances Rizzo
Prenz Deone Tupaz	<i>Diversity in New York Subway</i>	William Cullen Bryant High School	Queens	11	Barbara Frohman
Medina Turbay	<i>Medina</i>	Alfred E. Smith School	Manhattan	1	Nia Mason
Zoe Turrigiano	<i>Owl in His Environment</i>	The Children's School	Brooklyn	1	Marina Pavluts kaya
Aryan Usman	<i>Cat</i>	PS 205 The Clarion School	Brooklyn	K	David Seligman
Arlene Valdez	<i>Untitled</i>	Hamilton Grange Middle School	Manhattan	6	Kyle Pecora
Tiffany Vargas	<i>A Wolf in Sheep's Clothing</i>	High School Of Art & Design	Manhattan	12	Maria Jimenez
Seleste Vasquez	<i>My Starry City</i>	The Anne Sullivan School	Brooklyn	6	Wendy Newman
Rebecca Vega	<i>Untitled</i>	August Martin School	Queens	10	Janet Carleton
Allison Velazquez	<i>Flowers in My Hair</i>	School Of Discovery And Exploration	Brooklyn	1	Ellen Izzo
Jacob Vinson	<i>Fish</i>	Hellenic Classical Charter School	Brooklyn	1	Jo Beth Ravitz
Amatalrahman Wahib	<i>My Girl</i>	PS124/Silas Dutcher	Brooklyn	3	Gloria Truppi
Celia Walters	<i>Always You Must Blow Your Pie!!</i>	Fort Hamilton High School	Brooklyn	12	Myunghae Yoonsmith
Karin Wang	<i>Intersection</i>	Rachel L. Carson IS 237	Queens	6	Sherri Archetti
Stephanie Wang	<i>Monsters in the Sky</i>	Queens H.S. For The Sciences	Queens	9	Bonnie Peritz
Xi Wang	<i>Self-Portrait</i>	High School For Arts And Business	Queens	11	Jamie Suk
Savion West	<i>Portrait of My Mom</i>	P352X@134 - The Vida Bogart School For All Children	Bronx	5	Mary McGaw
Shawn West	<i>Internal Bodies</i>	William Alexander Middle School 51	Brooklyn	8	Amy Flatow
Bethany Widerka	<i>Self-Portrait</i>	Jesse Isador Strauss	Manhattan	5	Mila Dau
Aaliyah Willis	<i>Self-Portrait</i>	The Robert Randall School	Staten Island	3	Elena Seminara
Julia Wojtkowski	<i>Scissor Compositions</i>	John Ericsson Middle School	Brooklyn	7	Nina Fagiola
Lukas Wong	<i>Self-Portrait</i>	Amistad Dual Language School	Manhattan	K	Rachelle Street
Dana Wright	<i>Still Life With Pears</i>	Amistad Dual Language School	Manhattan	7	Rachelle Street
Daniel Wu	<i>New York City Cityscape</i>	PS/IS 49Q Dorothy Bonawit Kole	Queens	2	Susan Bricker
Auryn Yamamura	<i>POP</i>	Salk School Of Science	Manhattan	8	Heather Drayzen
Jing Hao Yang	<i>My World</i>	PS 169 Sunset Park Elementary School	Brooklyn	5	Pnina Srour
Kenny Yang	<i>Self-Portrait</i>	School Of Discovery And Exploration	Brooklyn	4	Ellen Izzo
Sandy Yang	<i>The Sunset</i>	Sunset Park Avenues Elementary School	Brooklyn	2	Aimei Wong

PS Art Semi-Finalists 2016 *continued*

Student Name	Title of Artwork	School Name	Borough	Grade	Art Teacher
Kelly Yu	<i>Handstand</i>	Queens College School For Math, Science And Technology	Queens	5	Kaya Wielopolski
Regina Yu	<i>Swan Lake</i>	Simon Baruch MS 104	Manhattan	6	Sarah Rosenblum
William Yuan	<i>Willy</i>	Battery Park City School	Manhattan	3	Julie Smith
Dylan Zayago	<i>Dylan</i>	The Anne Sullivan School	Brooklyn	K	Wendy Newman
Kun Zhang	<i>Self-Portrait</i>	PS 169 Sunset Park Elementary School	Brooklyn	4	Paul Zeichner
Ryan Zhang	<i>Winter Tree</i>	Yung Wing	Manhattan	4	Rebecca Riley
Joyce Zheng	<i>Tiffany's Footbridge</i>	Daniel Carter Beard	Queens	7	Meri Ezratty
Mickey Zheng	<i>Rainbow Media</i>	The School For Global Leaders	Manhattan	6	Rachael Brannon
Steven Zheng	<i>Heartbroken</i>	Louis Pasteur Middle School	Queens	8	Georgia Daskarolis
Jason Zhinin	<i>Yellow Warbler</i>	The Rosa Parks School	Queens	5	Aleksandar Popovic
Ada Zhou	<i>Spilling Galaxies</i>	The Scholars' Academy	Queens	7	Blythe Worster

About Studio In A School

Studio in a School is a not-for-profit organization that has worked for almost 40 years to improve and support visual arts education both in and outside schools. Since its founding in 1977, Studio has provided visual arts programming to over 850,000 New York City children across the five boroughs. Studio brings professional artists into public schools and community-based 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's New York City Schools Program serves approximately 30,000 students at more than 170 sites city-wide; through its newly created Studio Institute, Studio also reaches a growing community of students, teachers, and school leaders nationwide.

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

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P.S. Art 2016 Selection Panel and Project Teams

SELECTION PANEL

Marlene Graham
*Senior Manager of the Ruth and
Harold D. Uris Center for Education,
The Metropolitan Museum of Art*

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

Barbara Gurr
*Visual Arts Administrator; retired,
NYCDOE*

Daniel Kershaw
*Exhibition Design Manager;
The Metropolitan Museum of Art*

Glenn Ligon
Artist

Anne Strauss
Independent curator/Art consultant

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

Chris Wisniewski, *Executive Director*

Marisa Beard, *Project Consultant*

Rheanna Abbott, *Project Coordinator*

Michael Miller, *Art Handler*

Jonas Stigh, *Director of Marketing &
Public Relations*



Left to Right, Glenn Ligon, Anne Strauss, Marlene Graham, Daniel Kershaw, Barbara Gurr, Agnes Gund



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