



The Michigan Art Education Association

Region **NINE**

Highlight Show

- 2021 -



# Region **NINE** Elementary Division

Highlight Show  
- 2021 -



**Student Name:** Nora

**Region:** 9

**Title:** *Untitled*

**Media:** Tempera Paint

**Grade/Level:** Kindergarten

**Learning Statement:** By creating this artwork I learned how to make and paint a seahorse using a letter s and painting carefully through the line to make it look like the texture of a real seahorse. I also did a lot of learning about colors and using the primary colors to mix the secondary colors. I used red and yellow to make orange for the seahorses. I mixed red and blue to make the color for the fish. And, I mixed blue and yellow for the seaweed, but first I learned how to make really cool seaweed by using just wiggly lines. When people look at my piece of art I want people to see the seahorses because they look really cool.



**Student Name:** Cayden

**Region:** 9

**Title:** The Traveling Rooster

**Media:** Painted Cut Paper

**Grade/Level:** 1st Grade

**Learning Statement:** The story behind this artwork is that the rooster is walking to catch the butterfly and the little chicken is trying to get ahead of the rooster because he wants to catch the butterfly first. Making this artwork allowed me to not only learn about the warm, cool, and neutral colors, but it also allowed me to learn that your artwork looks cool if you use many different colors and that you need to take your time so that you can be neat on your artwork. While creating this piece I was also exploring making things out of painted pieces of paper. I hope that when people look at my artwork they notice that the rooster is walking, but also that you can make cool not perfect looking things and really still be successful.

**Student Name:** Beckett

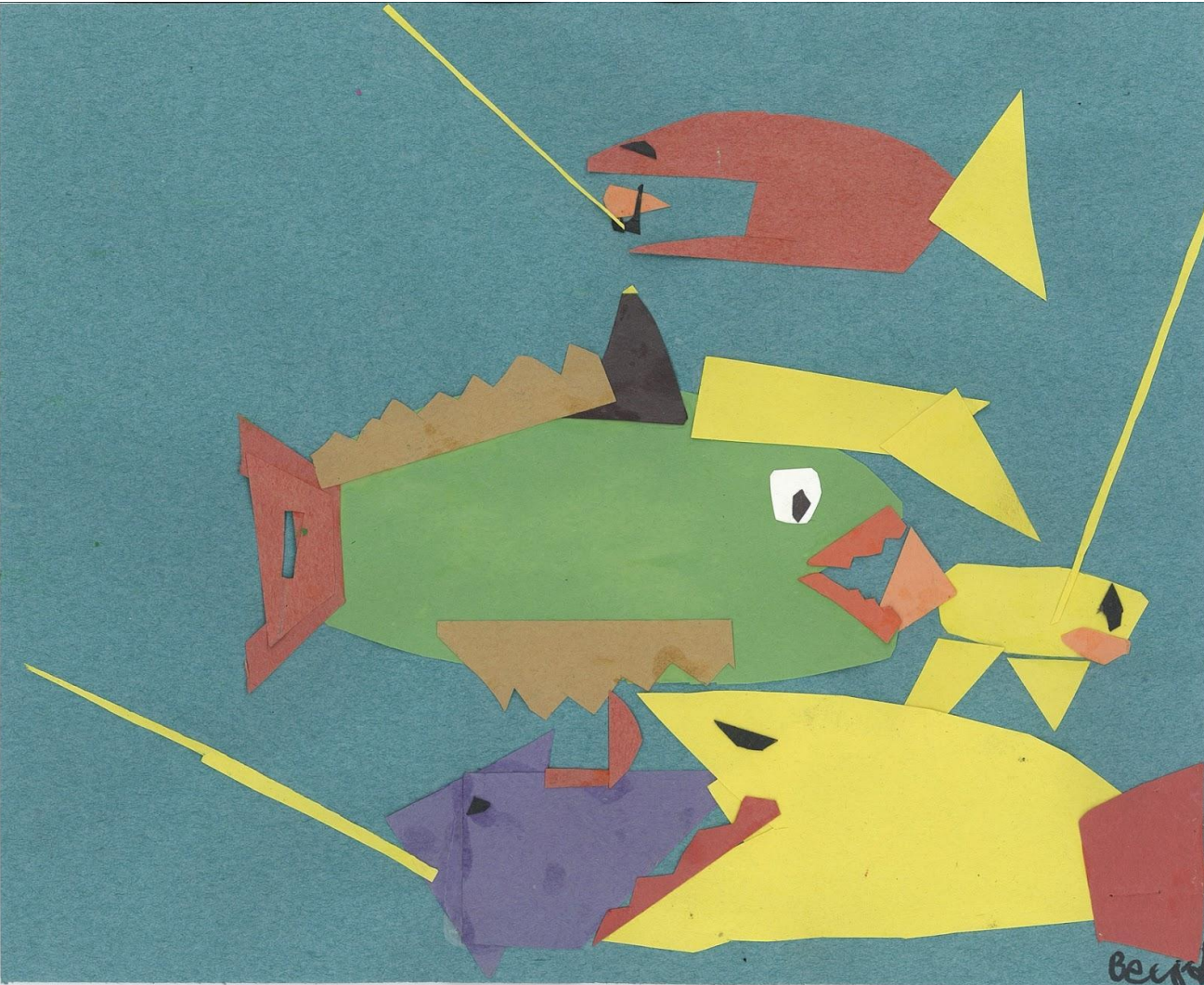
**Region:** 9

**Title:** *Untitled*

**Media:** Cut Paper

**Grade/Level:** 2nd Grade

**Learning Statement:** This artwork is about men catching fish and having fun and you are getting to see what is happening under the water as the men are fishing. The fish are going to eat and be caught but the red fish is going to eat just the bait not get caught. As I created this artwork I learned about the shape of fish and the fact that you have to cut the fish body not too thick because you want the body to be longer. If you cut a too thick body you have to adjust it with your scissors. I also learned that you have to have everything cut and placed correctly before you glue things down, because once they are glued you don't get a second chance to change things. Finally, I learned that the size of the fishing lures doesn't really matter what you make will always work in your art. When people are looking at my art I want them to notice the fishing lines and to notice the hook on the small lure.





**Student Name:** Easton

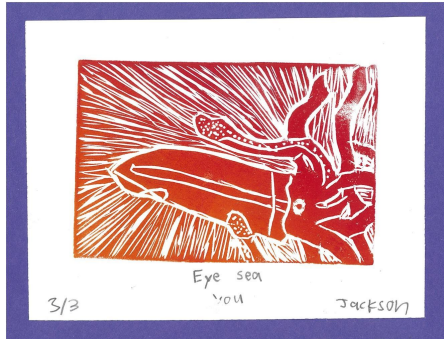
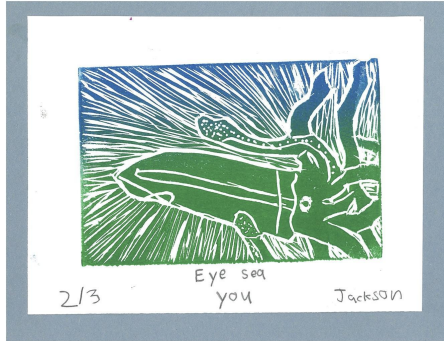
**Region:** 9

**Title:** *God is Bigger than the High and the Lows*

**Media:** Chalk Pastel

**Grade/Level:** 3rd Grade

**Learning Statement:** By creating this artwork I learned about the cool and warm colors and how these colors can be used together in an artwork to make beautiful pieces of art and that the more you combine these colors the more they look very cool. I also learned what a highlight is, how they work and how to add them to an artwork. This artwork does have a story to it and this is there is a river going down between the two mountains flowing into the sunset this is a place I would like to visit to see if it is real. By making this art I was able to use my imagination and explore a place I never have been. Finally when people look at my art I hope they notice that I took a lot of time creating this and I hope they see all the different colors that you can use for an artwork.



**Student Name:** Jackson

**Region:** 9

**Title:** *Eye Sea You*

**Media:** Relief Print

**Grade/Level:** 5th Grade

**Learning Statement:** If you work hard, you can make beautiful things. I want to express this in my artwork. I tried to make it look good and do my best, and I think it turned out really well. I also learned that you don't have to do what everyone else does. I made the background of my artwork different from others by adding lines shooting out from the squid, because I liked how it looked. I also rolled the ink onto my print diagonally, because it was my own style. My classmates told me that I had to do it like they were. Still, I made it my way and it turned out better than I could've imagined.

I hope that when people look at my work they notice the detail and the originality of the piece. When making this print I explored and got to learn about the process of printmaking. I truly love my artwork and hope that people will enjoy it.



**Student Name:** Noah

**Region:** 9

**Title:** *Untitled*

**Media:** Colored Pencil

**Grade/Level:** 5th

**Learning Statement:**

When I made all the designs in the center of my project and around the outside I based it of of plants and trees in nature. I used all the different colors to represent things outside like the red and yellow in the center to show a light point like the sun.



**Student Name:** Isabella

**Region:** 9

**Title:** *Girl Power*

**Media:** Marker

**Grade/Level:** Elementary

**Learning Statement:**

I drew Captain Marvel. The reason I chose this superhero is because Captain Marvel is a girl, and I believe that everyone can be a superhero, even woman! I struggled with doubting myself because sometimes I feel like my art isn't good enough. But even through my struggles I'm so glad my artwork may be shown to other people because art is made to enjoy. I hope you enjoy my drawing!



**Student Name:** Matthew

**Region:** 9

**Title:** *Untitled*

**Media:** Mixed Media

**Grade/Level:** Kindergarten

**Learning Statement:**

I used watercolor and salt for the background of my art. My narwhal also has a baby. The other animals are fish, jellyfish and a crab. I like my art because it has a lot of animals in it.



**Student Name:** Carla

**Region:** 9

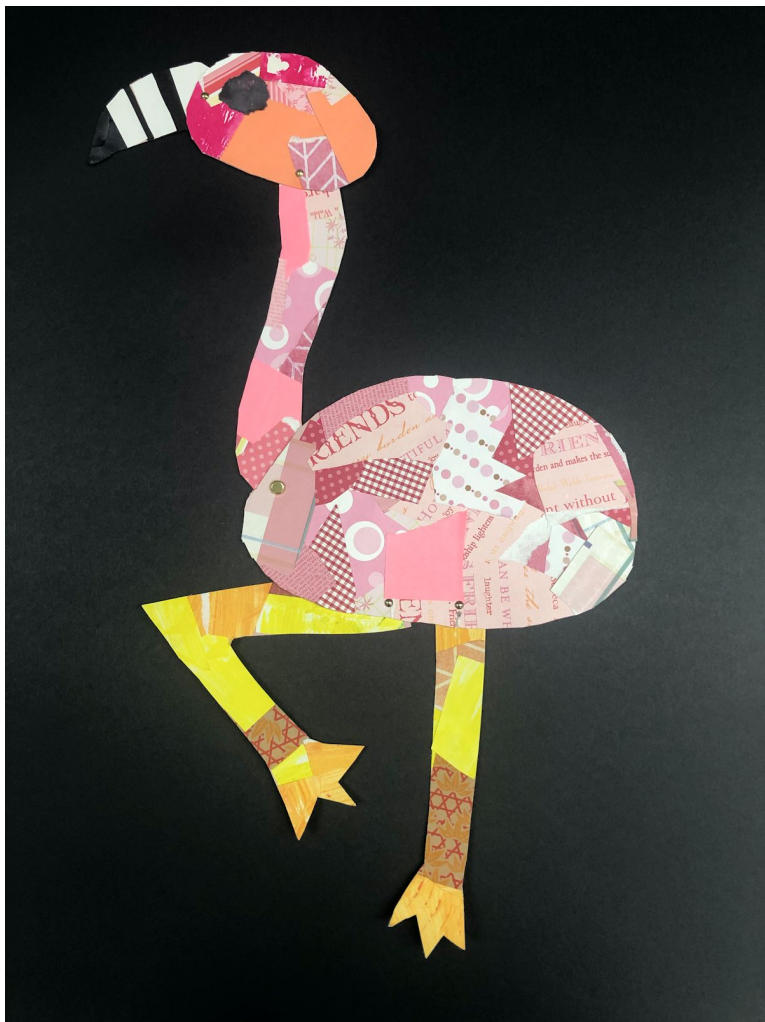
**Title:** *Pretty Portrait*

**Media:** Mixed Media

**Grade/Level:** 1st

**Learning Statement:**

My piece of art is a self-portrait. It is very pretty because it has my favorite color, blue, in it. I enjoyed drawing and coloring my portrait. I had fun working on this project!



**Student Name:** Emmy

**Region:** 9

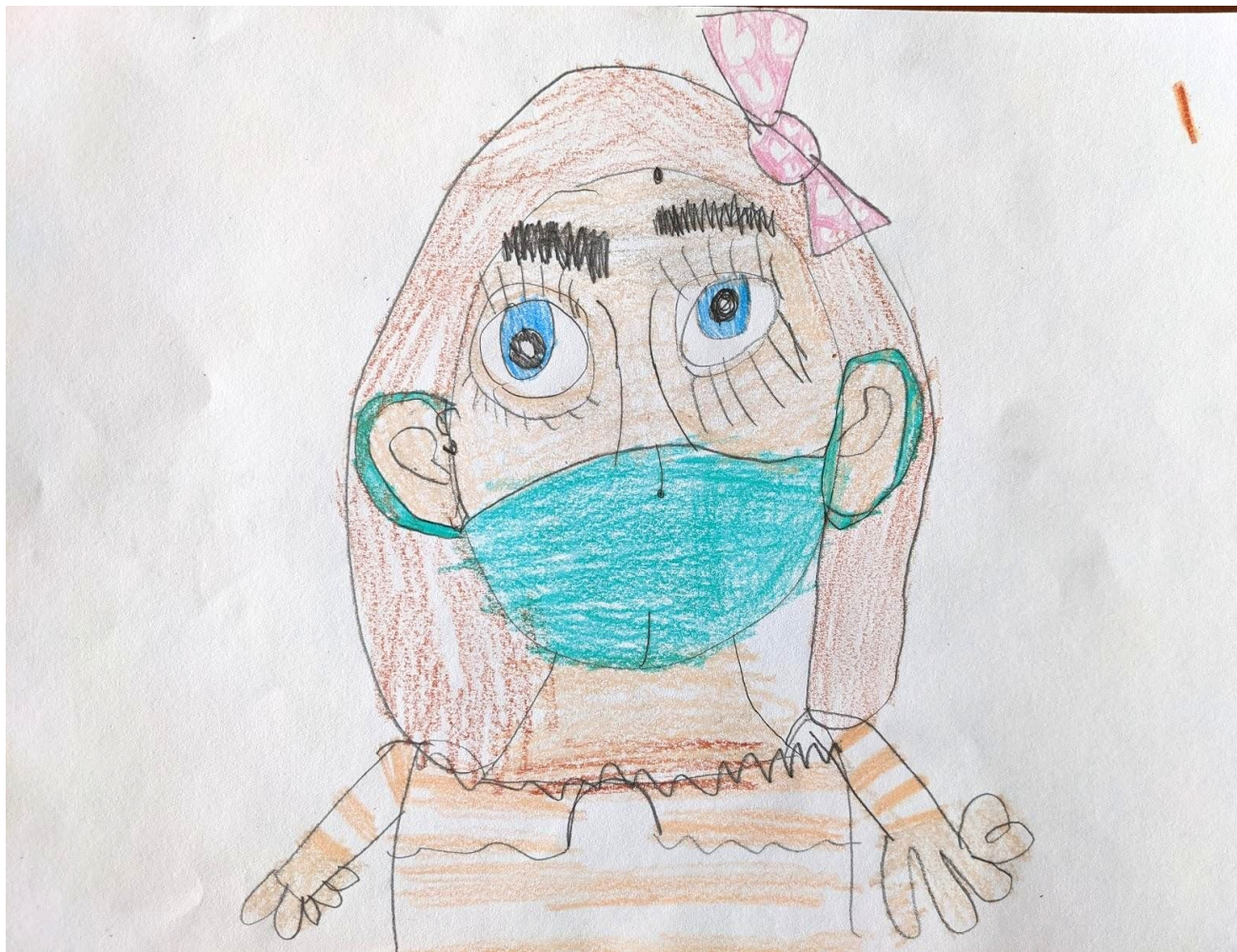
**Title:** *Untitled*

**Media:** Collage

**Grade/Level:** 3rd

**Learning Statement:**

For my collage animal, I chose a flamingo. We had to choose one color scheme to use. I picked warm colors. I like my project because flamingos are my favorite animal.



**Student Name:** Ava

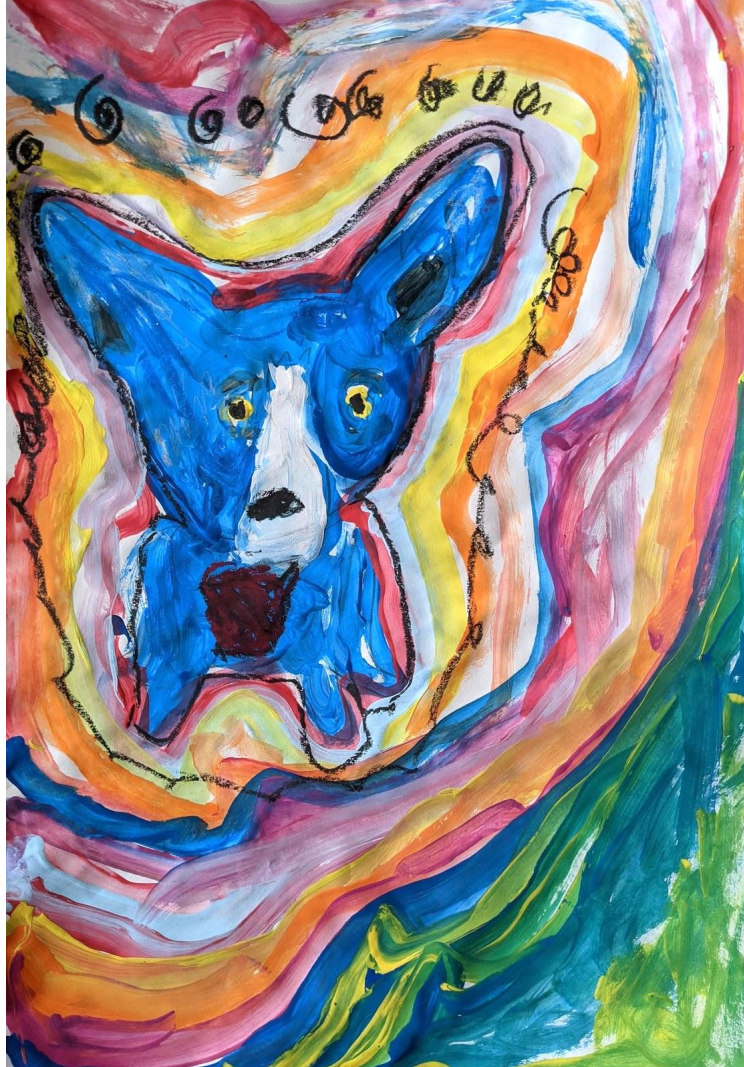
**Region:** 9

**Title:** *Ava's Self Portrait*

**Media:** Pencil, Colored Pencil

**Grade/Level:** Kindergarten

**Learning Statement:** This is a picture of me at school in kindergarten. I chose these colors because that is what I wore to school that day. My mask is blue because it's my favorite color.



**Student Name:** Jake

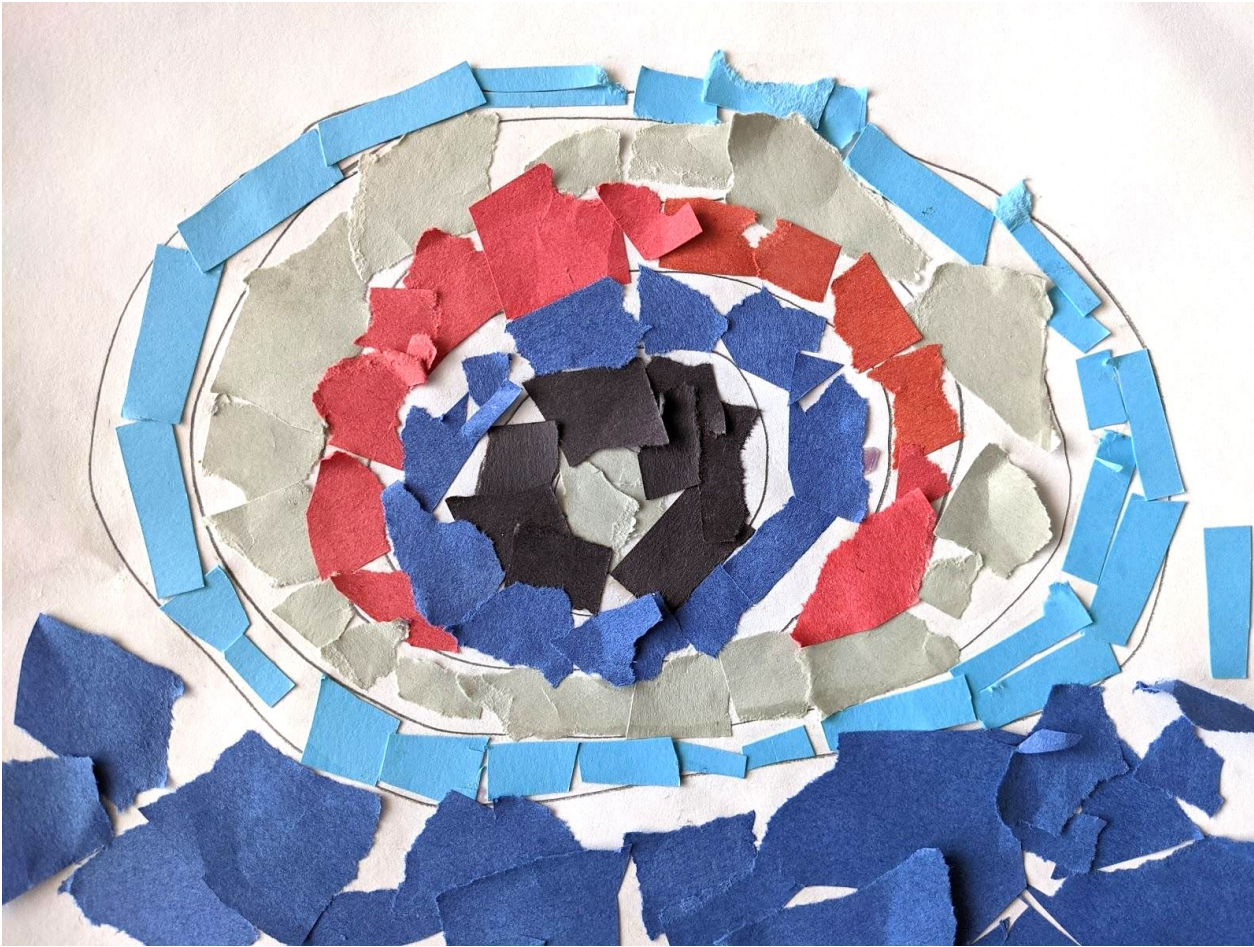
**Region:** 9

**Title:** *Baseball*

**Media:** Tempera, Oil Pastel

**Grade/Level:** 1st Grade

**Learning Statement:** My artwork is so good.  
I added more details on it.



**Student Name:** Noah

**Region:** 9

**Title:** *A Colorful Circle*

**Media:** Paper Collage

**Grade/Level:** Kindergarten

**Learning Statement:** A picture using his favorite colors it was an assignment that was after a stained glass artist.



**Student Name:** Ellery

**Region:** 9

**Title:** *The Sunset of Beauty*

**Media:** Paper Collage

**Grade/Level:** 1st Grade

**Learning Statement:** I chose the colors because it makes the picture beautiful and because the sky is colorful at sunset.



**Student Name:** Maverick

**Region:** 9

**Title:** *Reindeer*

**Media:** Pencil, Crayon

**Grade/Level:** Young 5s

**Learning Statement:** I worked very hard on it. I used neutral colors.



**Student Name:** Brynlee

**Region:** 9

**Title:** *What's My Name?*

**Media:** Acrylic/Tempera

**Grade/Level:** 3rd

**Learning Statement:**

Students learned about self-taught, African-American Artist Reggie Laurent and created a painting in his Abstract style using geometric and organic shapes.

**Student Name:** Karly

**Region:** 9

**Title:** *Shack House*

**Media:** Mixed

**Grade/Level:** 1st

**Learning Statement:**

Students learned about African-American, Self-Taught Artist Beverly Buchanon. We examined her subject matter of shacks and the meaning behind her work. We created our own “shack” with collage and choice of background.





**Student Name:** Zoe

**Region:** 9

**Title:** *Gnomeland*

**Media:** Marker

**Grade/Level:** 2nd

**Learning Statement:**

Students have been working on projects in a Fairy Tale Unit and we chose Gnomes as one type of Fairy Tale character. Students were able to learn about, draw and create a place where their Gnome lived.



**Student Name:** Ciarra

**Region:** 9

**Title:** *African Antelope*

**Media:** Acrylic Paint

**Grade/Level:** 4th

**Learning Statement:**

Students learned about characteristics of African Masks and the purpose of those masks. They learned how these masks are works of art based on the elements and principles. Their research led to their own artwork.



**Student Name:** Arianna

## Region: 9

**Title:** *Viking Voyage*

**Media:** Colored Pencil

**Grade/Level:** 5th

**Learning Statement:**

Students learn about Vikings in Social Studies and we talk about their ships and how they were used to conquer lands. In Art, we design a ship and build it out of clay. This is the design with some extra personal designs.



**Student Name:** Carter

**Region:** 9

**Title:** *Snail With Shadow*

**Media:** Oil Pastel

**Grade/Level:** 1 First Grade

**Learning Statement:**

I enjoyed drawing and creating a shadow for my snail. It was challenging for me to draw the snail. When someone looks at my artwork, I would like them to feel good about themselves. It is important make art because it helps us feel better and I feel happy when I am making art. My favorite part of art is using beautiful colors.



**Student Name:** Jessica

**Region:** 9

**Title:** *Kandinsky Corn*

**Media:** Oil Pastel

**Grade/Level:** 2 Second Grade

**Learning Statement:**

I enjoyed using colors to create this artwork. My artwork always has great craftsmanship. It was challenging to color in all the small squares! When someone looks at my artwork, I hope they feel happy and surprised! Art matters to me because it allows my personality to shine!



**Student Name:** Wyatt

**Region:** 9

**Title:** *Mask Up Michigan*

**Media:** Graphite Pencil

**Grade/Level:** 3 Third Grade

### **Learning Statement:**

I learned how difficult shading, layering, and understanding value can be when recreating an artwork. The most challenging part of this drawing was learning to add a darker value to the plants, animals, and neck. When someone looks at my artwork, I would like them to think this work is incredible. I have a good work ethic and spent time on this artwork. Art is important to me because it is special, it helps me academically, and encourage others to do the right thing.



**Student Name:** Ariyanna

**Region:** 9

**Title:** *Charcoal Trees*

**Media:** Charcoal

**Grade/Level:** 4 Fourth Grade

**Learning Statement:**

I learned that working hard and taking my time can improve my artwork. When I was using charcoal, it was a big mess and I had to keep reworking the picture. This artwork was very relaxing to create. Art is my passion! I have been creating since I was a little girl! I would like to become a famous artist someday! People should create art because it can help us feel better and art can be anything you dream about!



**Student Name:** Charlee

**Region:** 9

**Title:** *Positive & Negative Space Bicycles*

**Media:** Washable Markers

**Grade/Level:** Fifth Grade

**Learning Statement:**

I learned how different types of lines can create an image. It was challenging to fill in the smaller shapes. I hope others feel inspired by my artwork. I love making artwork because it helps me calm down when I feel stressed. I feel engaged when creating artwork! I work hard on all my artwork!



# Region **NINE**

# Middle Level Division

Highlight Show  
- 2021 -



**Student Name:** Madisyn

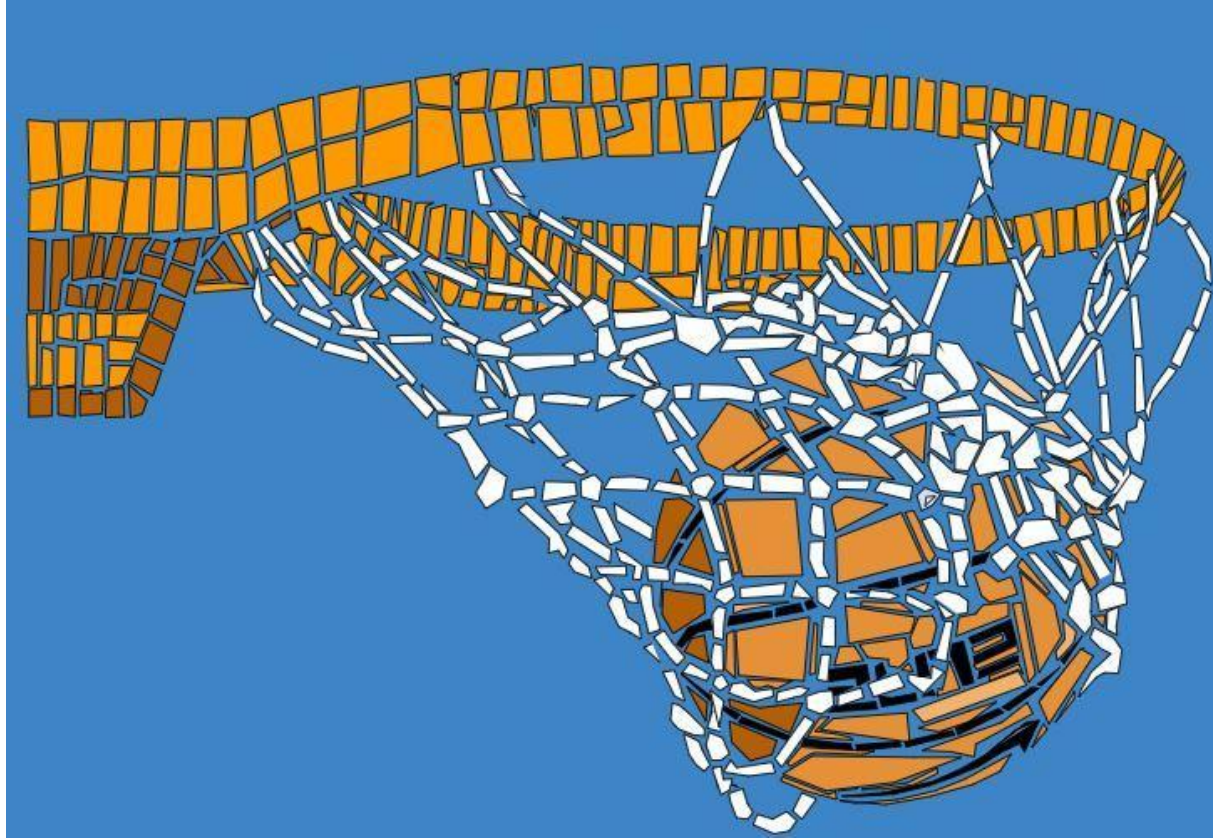
**Region:** 9

**Title:** *Connected*

**Media:** Mixed Media

**Grade/Level:** 8th

**Learning Statement:** For this work, I used mixed media to show how you can use many different things to make art. I used books, posters, magazines and pamphlets. I also combined it with drawing and cardboard. The drawing is in the shape of a human heart with hands of different skin tones interlocked. I hope people will look at this and see how we are all connected.



**Student Name:** Trent

**Region:** 9

**Title:** *Swish*

**Media:** Google Drawing

**Grade/Level:** 8

**Learning Statement:** In this art, I used a mosaic pattern of putting the shapes on the picture with small gaps in between. The colors have to correlate to the picture to make it look like what it is, which in my case is a basketball going through a basketball net. I enjoyed the way it turned out in the end.



**Student Name:** Ashlee **Region:** 9

**Title:** *Crushed*

**Media:** Colored Pencil

**Grade/Level:** 8

**Learning Statement:** In this drawing, I used a colored pencil and attention to value and detail which could compare my work to CJ Hendry's work. She creates large-scale colored pencil drawings that look real. I tried to get it to be as realistic as I could. This new colored pencil artwork shows I've grown as an artist. You can see more depth and shadows in it.



**Student Name:** Justin

**Region:** 9

**Title:** *Keys of Symmetry*

**Media:** Photography

**Grade/Level:** 7

**Learning Statement:** This photograph is looking at my piano with a wide depth of field. This shows an object, my piano, interacting with the environment in a surreal way. Because everything is in focus and mirrored, it gives the look like there is more space than what is happening in reality. The tilt of the camera also adds to a surreal feeling of the space.



**Student Name:** Avery

**Region:** 9

**Title:** *My Monoprint Portrait*

**Media:** Marker Monoprint and Watercolor on Paper

**Grade/Level:** 7

**Learning Statement:** One skill I learned when I was creating this was how to use watercolors. In the past, we never really got to use watercolors so I was very excited to see what I can do with them. One of the watercolor skills I used was wet on wet. I did wet on wet near her neck and shoulders to create a sort of a spotted look. Near the top of her head I used wet on wet but then I took a straw and blew through it so it created sort of a webbed look. The watercolor skills might help me in the future because I already know some watercolor techniques so they might help me if we do more watercolor projects that use the watercolor techniques that I learned.



**Student Name:** Lilly

**Region:** 9

**Title:** *Oh Christmas Tree*

**Media:** Color Pencil

**Grade/Level:** 8

**Learning Statement:**

I have really been into developing my color pencil skills in the past year. I started learning with tutorials and now I'm working from my own reference photographs. It was really fun and challenging to capture the reflections and textures in this drawing.



**Student Name:** Murphy

**Region:** 9

**Title:** *Returning the Favor*

**Media:** Butter, Wood, Aluminum Foil, Wire

**Grade/Level:** 8

**Learning Statement:**

While making this sculpture I realized that you can turn something as random as butter into something as cool as a realistic looking cow! and I learned that it doesn't matter what art supplies and tools you have to use, you can still make whatever your mind sees. I only had a dissection kit to use as sculpting tools and in my opinion I would have achieved the same outcome if I had used professional tools instead. So all you need to make cool art is motivation and imagination.



**Student Name:** Murphy

**Region:** 9

**Title:** *All Natural*

**Media:** Acorn caps, leaves, bark, sticks, tin foil, hot glue, pine cones

**Grade/Level:** 8

**Learning Statement:**

This sculpture was a great way to show that you can use anything to make art, even if you are learning at home online! The materials I used to make this are just things laying outside in my backyard with only hot glue holding it together.



**Student Name:** Ella

**Region:** 9

**Title:** *Frozen Sunrise*

**Media:** Acrylic on Canvas

**Grade/Level:** 8

**Learning Statement:**

My artwork was inspired by the artist Claude Monet. I loved how his style was both realistic and had an element of impressionism. I learned that making a painting that is impressionistic is way harder than it looks, so my final piece ended up looking a bit different than his style, and much more blended out than blocks of color.



**Student Name:** Presley

**Region:** 9

**Title:** *Winter Skies*

**Media:** Digital Art-Ibis Paint

**Grade/Level:** 7th

**Learning Statement:**

I was inspired by Iris Scott who creates paintings with just her fingers. I liked her art because of the amount of color in each inch of the art. A lot of her work almost looks like it's been sewn together but it's really just dots of color. I created this digital work that has the same vibe as her paintings.



**Student Name:** Ashlee

**Region:** 9

**Title:** *Can You See Me?*

**Media:** photography

**Grade/Level:** 8

**Learning Statement:** Something I learned while working on this piece was to look at myself from an outside perspective. I wanted to convey the way a viewer would see me, not just how I see myself. I incorporated the mirror and it's reflection to create a disconnect from the subject (me) and the surroundings so that the viewer would have to look closer to see me.

**Student Name:** Seth

**Region:** 9

**Title:** *This Is Me*

**Media:** multi-media

**Grade/Level:** 8

**Learning Statement:** When people view this piece, I hope that they can get an image of who I am and what I would like to be involved with in the future. In the background, I drew a bunch of hobbies I like and enjoy, and also cut out and added some collage to the paper, like the mountain bike and the martial artist. For the text, I chose to use the word fearless because I feel like it represents me. When I was younger, I was scared of doing things that I hadn't done before, but as I did start committing to the things I do now, I learned to be fearless, and not be so nervous to commit.





**Student Name:** Selah

**Region:** 9

**Title:** *Wonderland*

**Media:** multi-media

**Grade/Level:** 8

**Learning Statement:** I like to use a lot of elements in my artwork while still keeping it looking seamless. When people look at my work, I hope they find that I like to use a lot of images and different colors that fit together nicely and, in my opinion, look aesthetically pleasing. I like to integrate my hobbies, interests, and objects that I believe reflect my personality and demeanor into my artwork. Consider the plant I depicted in my artwork. Plants have always been a passion of mine, and I now have an abundance of them! I used a pattern in the background of my artwork to subtly demonstrate my passion for fashion and clothing design.

**Student Name:** Joely

**Region:** 9

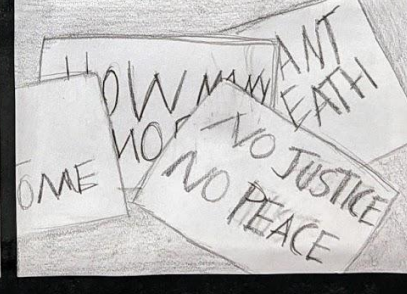
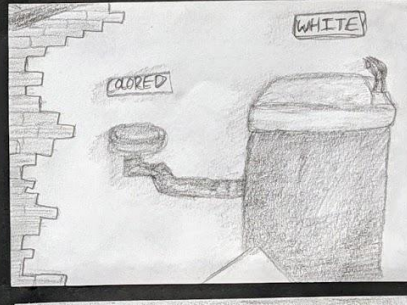
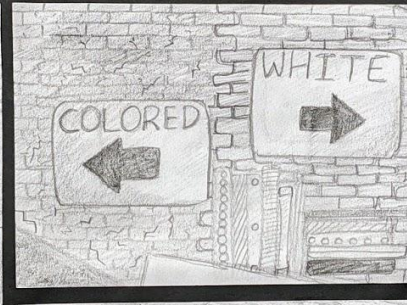
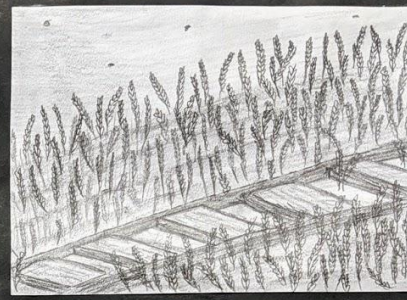
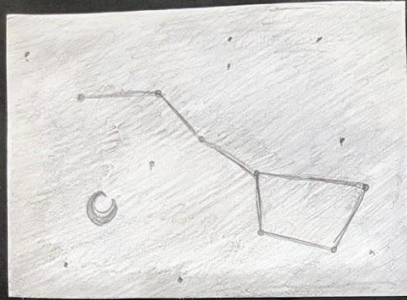
**Title:** *Courage and Persistence*

**Media:** pencil drawing

**Grade/Level:** 8

**Learning Statement:** When

people view my art, I hope they notice that this piece is a timeline from the 1700's to now, of just a few of the hardships the Black community has had to face. The most important thing I learned while creating this art piece is how strong, courageous, persistent, and brave people have had to be. The message I'm trying to convey in this piece is the struggles that the Black community through the years have had to endure and overcome. This work allowed me to explore the history of slavery and segregation through the generations.





**Student Name:** Alexis **Region:** 9

**Title:** *The Music In Me*

**Media:** photography

**Grade/Level:** 8

**Learning Statement:** For this project we were supposed to take pictures of things that represent us and what we like. I decided to take a picture of my vinyls to represent how I like music. Music is a big part of my life and I listen to it all the time so that's why I decided to include it.



**Student Name:** Drake

**Region:** 9

**Title:** *Banana*

**Media:** Mixed Media

**Grade/Level:** 8th

**Learning Statement:**

When I was making my art I was sitting next to a friend and we were messing around making our weavings. I don't know why but I kinda think of bananas when I think of my art piece. I had a lot of fun making it and I used oil pastels and shaded them together.

**Student Name:** Alina

**Region:** 9

**Title:** *The Lion*

**Media:** Graphite

**Grade/Level:** 7th

**Learning Statement:** Some struggles I had with making this piece would be the amount of shadows the lion had. I started the piece by first gridding the outline of the picture to the paper. Then I started actually shading and drawing little details. The last step was erasing and working on the small details like the lion's fur.





**Student Name:** Layla

**Region:** 9

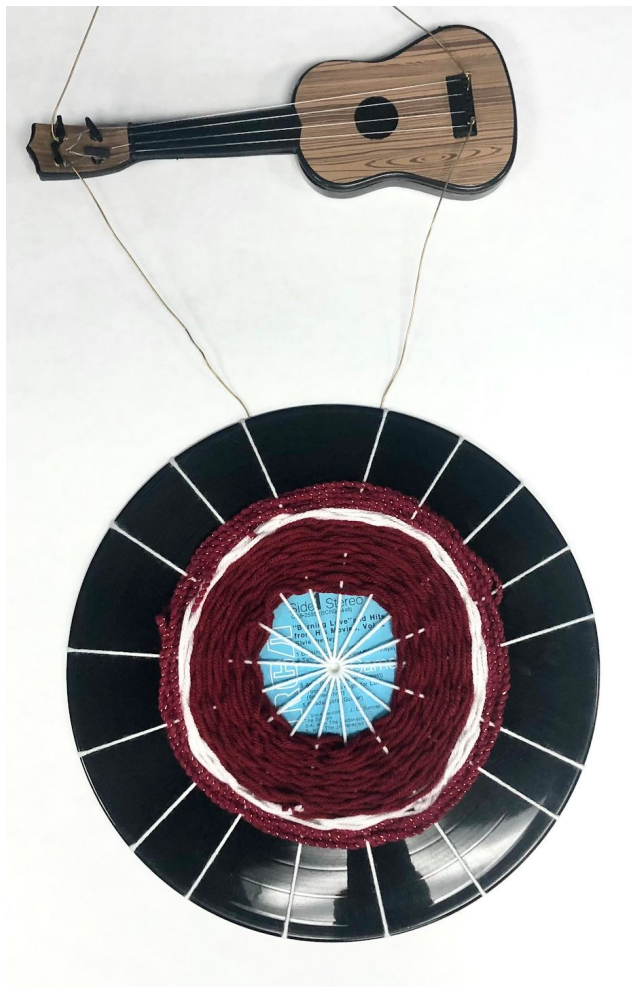
**Title:** Untitled

**Media:** Mixed Media

**Grade/Level:** Middle School

### **Learning Statement:**

My artwork depicts a mushroom sprite clothed in a white gown and a fly agaric mushroom hat. I used watercolor to paint my book pages which I then cut out in the shape of conifer trees. The sprite is painted on watercolor paper and outlined with black pen. I think mushrooms and fungi in general are extremely interesting, so is mythology and the faery realm. I combined these interests of mine to create my artwork. I left out her face because I felt that it gave the overall piece a more mysterious and magical atmosphere. It seems to me as if she is beckoning us to follow her into the Otherworld. My goals were to create a piece that represented a small nook of the interests that populate my mind and to include some form of collage. I met these goals. Of course, I can not help but be critical of my art. If I had had more time to complete this project, the trees in the background would be more detailed and painted with more precision. Nevertheless, I am quite pleased with the final result. For, we can strive for perfection, yet we can never hope to reach it.



**Student Name:** Elizabeth

**Region:** 9

**Title:** *Rock n' Roll*

**Media:** Mixed Media

**Grade/Level:** 7th

**Learning Statement:**

For my weaving inspiration, I chose Elvis Presley. He is considered the king of rock n' roll, Elvis was inducted into five hall of fame: rock 'n' roll, country, gospel, rockabilly, and R&B. Elvis has sold over one billion records worldwide and has had over 150 different albums and singles certified gold, platinum and multi-platinum.

I want people to look at it and know that it represents Elvis Presley. I created my art by using an Elvis record as a loom, I wove in colors Elvis always would wear. Then I used wire to hang a guitar with the weaving. I didn't expect my art to turn out as good as it did. This piece really influences me to be creative and let my artistic side kick in I really hope my artwork inspires people to try and make their own art and be creative. I really like how it turned and I enjoyed making it,



**Student Name:** Myles

**Region:** 9

**Title:** *Collage Self Portrait*

**Media:** Collage

**Grade/Level:** 6

**Learning Statement:** This was a interesting art piece. I thought that using the plastic binder sleeve to draw the picture with the sharpie made the details pop. This helped to make the picture more realistic.



**Student Name:** Bryanna

**Region:** 9

**Title:** *Album Cover*

**Media:** Color Pencil/Marker

**Grade/Level:** 6th

**Learning Statement:**

This art applied the element of line, typography and the students personally inspired graphics to design an album cover.



**Student Name:** Bryanna **Region:** 9

**Title:** *Self-Identity Portrait*

**Media:** Watercolor

**Grade/Level:** 6th

**Learning Statement:**

Multiple watercolor painting techniques were used to create this expression, self-identity portrait.



**Student Name:** Ise

**Region:** 9

**Title:** *Mind Map*

**Media:** Watercolor Pencil, Marker

**Grade/Level:** 8th

**Learning Statement:**

This art was created using a technique called "Mind Mapping". The thoughts of the artist were expressed externally using watercolor and marker to create a graphic design.

**Grade/Level:** 7th

**Learning Statement:**

This art was created using a technique called “Mind Mapping”. The thoughts of the artist were expressed externally using watercolor and marker to create a graphic design.





**Student Name:** Danna

**Region:** 9

**Title:** *Expressive Hands*

**Media:** Marker, Color Pencil

**Grade/Level:** 8

**Learning Statement:**

This art is based on a study of drawing expressive hands and displays the artists interest in music.



**Student Name:** Hunter

**Region:** 9

**Title:** *Cyber Convenience*

**Media:** Colored Pencil, Pencil, and black ballpoint pen

**Grade/Level:** 7

**Learning Statement:**

When people view my art, I hope that they notice that I made the stores in my town boxes from online shopping places, because of a global pandemic and because it is so much more convenient. People have been subjected to shop online. For example when you go into town you don't stop at a store to buy something you need because you can order it online and have it shipped right to your doorstep. When Making my artwork, I used two point perspectives and atmospheric perspectives to create space. I chose these elements because it looks more realistic.



**Student Name:** Sierra

**Region:** 9

**Title:** *The Road of Change*

**Media:** Pencil and pencil crayon

**Grade/Level:** 7

**Learning Statement:** When people view my art, I hope they notice this is a surrealist landscape that combines real and dream like imagery. I chose linear and atmospheric perspective because I wanted to create depth and space by adding value. The trees show patterns which repeat and change size into the horizon. I included color only in the trees and clouds to enhance them but kept the rest of my piece in pencil.



**Student Name:** Jase

**Region:** 9

**Title:** *Purple, Orange, & Green Teddy Roosevelt*

**Media:** Watercolor

**Grade/Level:** 8

**Learning Statement:** Teddy Roosevelt is meaningful to me, because he seems like an outstanding mind and his mustache is great. The color scheme on the painting compliments each other well and represents the conservation efforts of Teddy Roosevelt. I thought of the forests and parks when I painted this.



**Student Name:** Madasyn

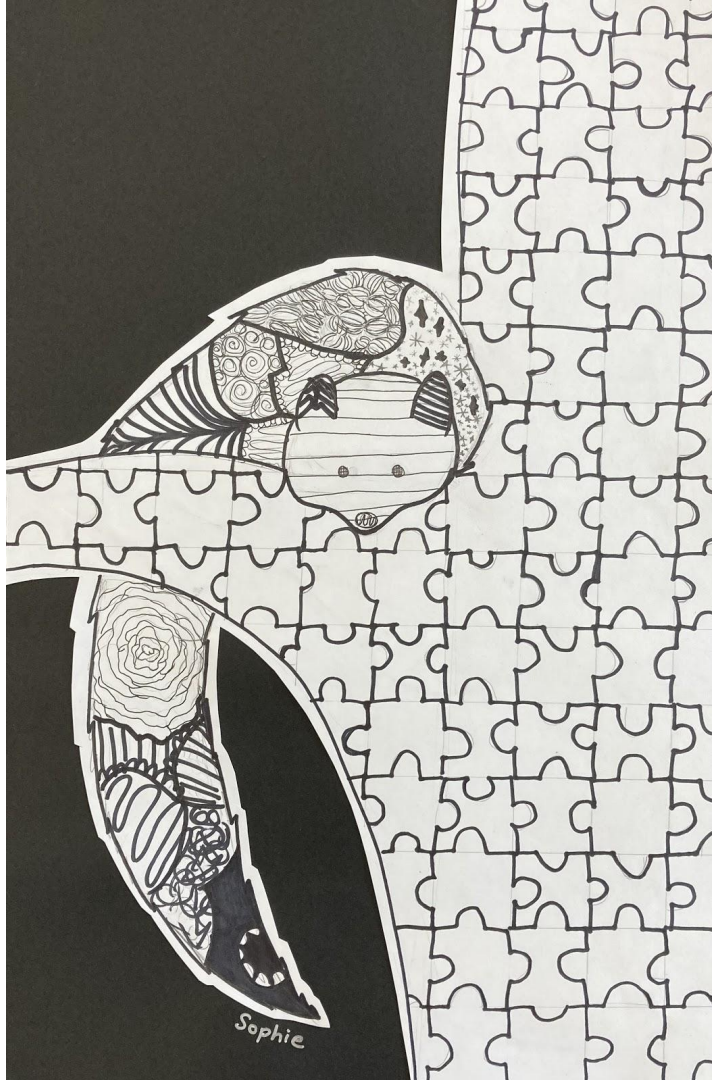
**Region:** 9

**Title:** *My Mom*

**Media:** Watercolor

**Grade/Level:** 8

**Learning Statement:** This is a portrait of my mom. I used the analogous color scheme with the colors blue, purple-blue, and purple because my mom's favorite color is purple. My mom is meaningful to me because she helps me emotionally when I'm sad. And understands me. When people view my art I hope they notice my mom's personality and beauty. When she isn't working she normally does fun things with the family normally putting that splash of color in life. One thing I learned while doing this artwork is how to make more detailed designs with watercolor.



**Student Name:** Sophie

**Region:** 9

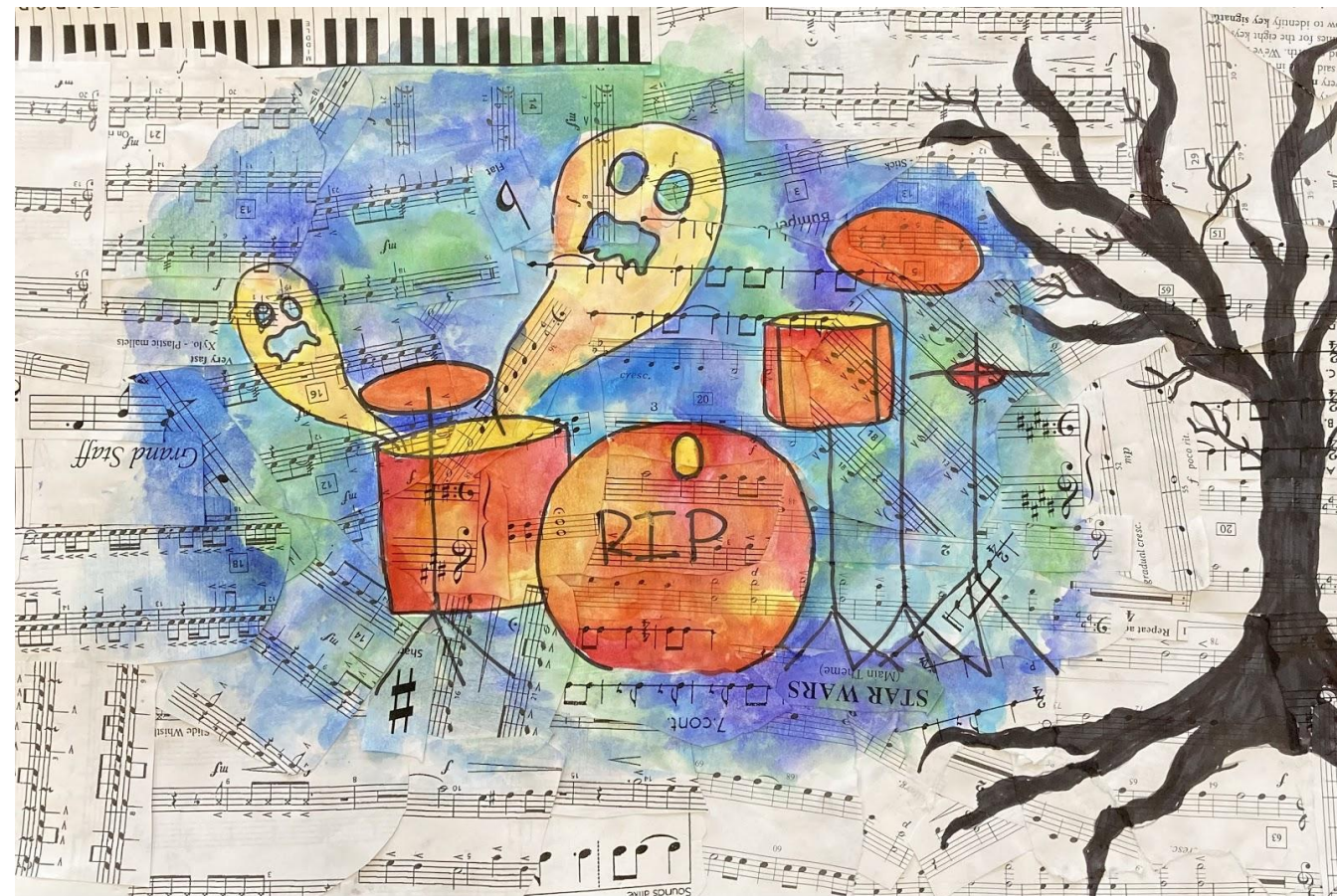
**Title:** *Red Panda in Black and White*

**Media:** Black Ink

**Grade/Level:** 7th

**Learning Statement:**

Students were challenged with creating a linen design piece using an animal as their subject matter. Once chosen, they drew the outline of the animal and divided it to create patterns in the spaces.



**Student Name:** Emerson

**Region:** 9

**Title:** *Haunted Music*

**Media:** Mixed Media

**Grade/Level:** 7th

**Learning Statement:**

Students were challenged to use decoupage with cut up music sheets and create a drawing of an instrument. They used warm watercolors for the instrument and cool color background. Emerson took it further by adding a Halloween theme.



**Student Name:** Katie

**Region:** 9

**Title:** *BOOM*

**Media:** Tempera

**Grade/Level:** 8th

**Learning Statement:**

Students were challenged to create an artwork based on shape and value. Students had to use tints and tones in their work. Katie was able to successfully use both in her painting.



Van Gogh  
Jack

**Student Name:** Jackson

**Region:** 9

**Title:** *Starry, Starry Night*

**Media:** Oil Pastel

**Grade/Level:** 8th

**Learning Statement:**

Students researched an artist and had to re-create that artist's work in the shape of a circle. Each student chose their artist and the media for the project based on a personal connection.



**Student Name:** Nikos

**Region:** 9

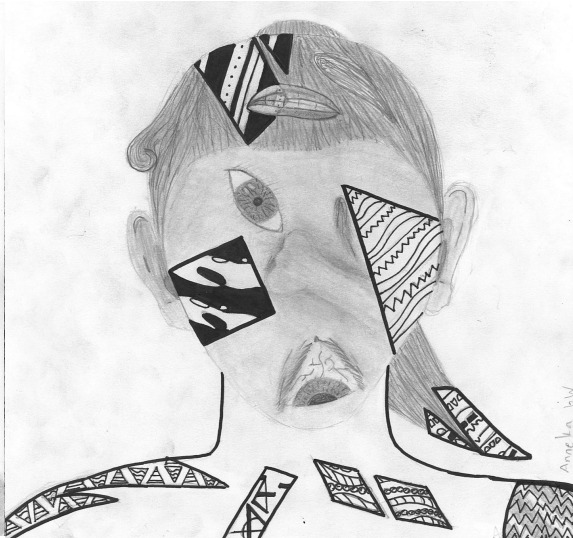
**Title:** *Ballin'*

**Media:** Marker

**Grade/Level:** 7th

**Learning Statement:**

Students viewed and analyzed Van Gogh's *Sunflowers*. They decided what elements made up his work. Nikos creatively chose a hoop as his container and basketballs as what should go in the container. Limited colors were used to mimic Van Gogh.



**Student Name:** Anneke

**Region:** 9

**Title:** *Contrasting Self-Portraits*

**Media:** Pencil and Sharpie

**Grade/Level:** 6th

**Learning Statement:** We drew a Portrait of ourselves using a mirror and pencil. Next we went to a window and traced the portrait on two different sheets of paper. Now on the first portrait I drew, I started to add shading and blending to bring my portrait to life. After that I used one of the portraits I traced and took away the facial features and then scrambled them up so I had a Pablo Picasso based drawing. I drew different Geometrical Shapes and added patterns to them. I discovered many new techniques such as shading and blending to help bring the portraits to life while adding geometrical shapes and patterns to mix together different art styles while discovering new things. I hope when people see these portraits they can see the great difference and contrast between the two drawings. You can see the contrast between the two portraits but even the one to the right is different from itself where it's bold and then softens into the facial features. I used a mirror and captured different angles of myself so you can see not only how you may see yourself in a mirror but the different perspectives others may see you. I wanted my Portrait to stand out and not to have a nose in the side of my head but what about in my hair! You can see where I made my nose out of hair on the side of my head and how my mouth goes into a shape and changes greatly yet stays the same. In this portrait you can say I'm trying to show our similarities and differences in the two pieces of art. But the real message behind it all and I hope people see when they look at my art is that you can change the outside and make us look different and yet the same but we'll always be the same on the inside no matter what.

**Student Name:** Gwyn Artz

**Region:** 9

**Title:** To See Myself

**Media:** Cut Wallpaper

**Grade/Level:** 6th

**Learning Statement:** To start off my project I was told to pick out an emotion that I struggle with. I had a little bit of a hard time picking the best choice but I came to pick the emotion insecure. Insecure can mean a lot of different things most of which I have included in my final thoughts; I could be insecure about the way that I look, the way that I display to other people. I could be insecure about what I'm thinking or saying, people could think I'm weird from my actions. Mostly insecure in my perspective is doubting your worth and second-guessing yourself. I named my monster "To See Myself" because when I am feeling insecure I don't see who I really am and how strong and worthy I truly am.

My emotion monster has lots of detail, but let's start with the shape of the body. My monster has a very deformed and malfunctioning shape, I started cutting and I just made the monster very edgy and unknown of the shape. This shows that I think that I need to change the way that I look, that I don't like the way that I look sometimes. The way the paper has all of the different angles and shapes it just shows even more how I am insecure about the way I look. Moving on to the eyes, I made my eyes popping out of its sockets because when I am feeling very insecure, I know that I am just the way I am and I am worthy, although when I am feeling insecure I don't see my worth, my vision of myself is altered, that is why one of the eyes is very different from most other eyes and the other eye. You can see that there is a beige colored paper under the eye sockets and that is shown to more emphasize how my vision of myself and my worth is altered by representing goggles, the texture of the paper is rough to show how it makes my vision more rough. As you can see there is a crown on top of the body, the crown has black dots and shapes representing insecurity, the insecurity is eating away at my confidence, as well as the crown is falling off representing my confidence level descending more with the crown. Before we move on to the shapes below the body, we must turn our attention toward the mouth. The mouth isn't as visible as other features of this monster which better emphasizes its purpose. If you can see the mouth seems stitched closed, that is representing how I feel like I cannot say anything about my problem with insecurity, this backs up how the mouth isn't very visible, because I feel like I can't be heard as the mouth can't really be seen. As I near the end I shall talk about all of the little pieces of paper falling below the body, this paper is the same color as the body representing how I feel like I am falling apart, I feel like I can't control myself and I just crumble away. Finally, I will be talking about the very textured tan piece of paper falling below the body as well as the tiny pieces of paper. This tan piece of paper represents a net. There is a hole through this net representing how I feel like nothing is going to catch me when I fall, I feel like the net has torn before it even caught me. The texture makes it seem more like a net figure. I hope you enjoyed my emotion monster.





**Student Name:** Avah

**Region:** 9

**Title:** Serene Winter

**Media:** Torn Painted Watercolor Paper

**Grade/Level:** 7th

**Learning Statement:** I learned that there are multiple tools and techniques that you can use for watercolors during this project. If you are looking at my painting you should notice the texture of the trees, and how the colors contrast. When you look at my winter landscape, think about why I took this picture, and how you see God's work in it. The place where I took the picture was in the Black Hills of South Dakota. This place is special to me because my whole family goes up here every summer to go to our cabin. We have so many memories there and you can see God's work everywhere. It seems magical there. That is why I chose this picture.

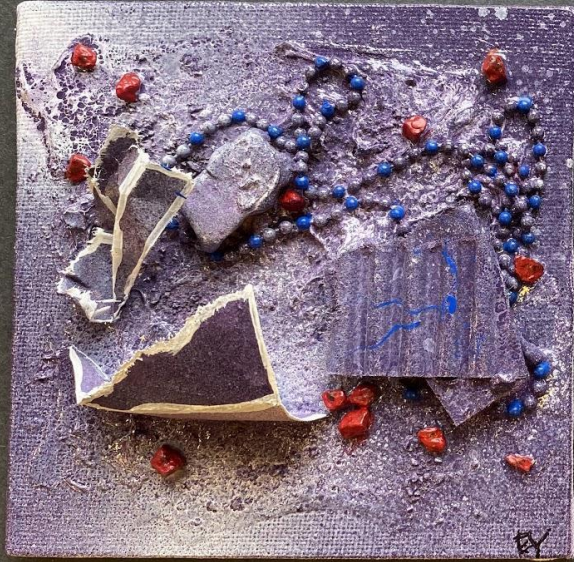
**Student Name:** Evan

**Region:** 9

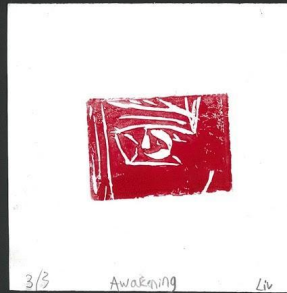
**Title:** *The Bright Spots*

**Media:** Mixed media

**Grade/Level:** 7th



**Learning Statement:** The message I am trying to convey through this piece is that we need to try to find the bright spots in the middle of everything that is going on. When you look at my art I hope you see the bright red in the back of blue or purple. Something I learned while making this piece is how texture puts shadow and depth into the piece. While doing this piece I was able to explore the contrast between colors and how colors worked well and didn't work well with each other.



**Student Name:** Olivia

**Region:** 9

**Title:** *Awakening*

**Media:** Relief Printmaking

**Grade/Level:** 8th

**Learning Statement:** I chose this piece to do because of the brothers' relationships. The character's eye who's portrayed has a young brother who he cared a lot about. I have an older brother who I really care about as well. The older brother in the chop would do anything to protect his younger brother. Both brothers, the one in the story and my brother, want to keep their younger sibling safe. I also want to keep my brother safe but it's also fun to tease him about silly things.

My initials, L, A, are hidden all around the chop. The L is hidden in Itachi's hair. And, the A is in the eyebrow. While working on this project I learned how to be patient and careful with my artwork. Tiny details are really important and so was choosing colors. I chose red and black because of Itachi's complexion with his eyes being red, and his hair is black. In the end the message I am trying to convey in this artwork is that tiny details are the most important parts in stories and you should always keep an eye out for them to see the big picture.



**Student Name:** Eleni

**Region:** 9

**Title:** *Identity Mind Map*

**Media:** Marker/Colored Pencil

**Grade/Level:** 7

**Learning Statement:**

This work allowed me to explore my personal identity in a free form fashion. I was able to express myself through images building upon each other as they came to me.



**Student Name:** Cassandra

**Region:** 9

**Title:** *Name in Radial Design*

**Media:** Watercolor Pencil

**Grade/Level:** 8

**Learning Statement:** The most important thing that I learned while doing this artwork was how precise I needed to be with my drawing. This allowed me to keep the radial balance as visually accurate as possible.



**Student Name:** Owen

**Region:** 9

**Title:** *One Point City*

**Media:** Colored Pencil

**Grade/Level:** 7

**Learning Statement:**

This work allowed me to explore how to draw in perspective. I found that the most challenging part of this project was keeping my lines accurately going back to the vanishing point, especially when adding all of the details.



**Student Name:** Olivia

**Region:** 9

**Title:** *Chihuly Study*

**Media:** Watercolor & Marker

**Grade/Level:** 8

**Learning Statement:**

This work allowed me to explore the artist Dale Chihuly and his design elements before creating a sculpture in his style.

**Student Name:** Fionna

**Region:** 9

**Title:** *Self Portrait*

**Media:** Digital Art

**Grade/Level:** 6th

**Learning Statement:**

The background I made was based on cherry blossom trees found in Japan because I have always wanted to go to Japan. I also feel like Japan has very beautiful places to see. I made this by tracing my face from a picture. I then took the background I made from looking at pictures of cherry blossoms as a reference picture.





**Student Name:** Kaeden

**Region:** 9

**Title:** *Self Portrait*

**Media:** Digital Art

**Grade/Level:** 6th

**Learning Statement:**

This school year has been hard; wearing a mask is hard, but we know this won't last forever. We can get through this, B.C. Nation!

**Student Name:** Autumn

**Region:** 9

**Title:** *Self Portrait*

**Media:** Digital Art

**Grade/Level:** 6th

**Learning Statement:**

This year has been a little different with wearing masks and everything. I found it very fun and interesting, making this piece and doing all the little designs on my mask.





Region **NINE**

# Secondary Division

Highlight Show  
- 2021 -



**Student Name:** Coraima

**Region:** 9

**Title:** *Gavin*

**Media:** Oil Paint

**Grade/Level:** 11th Grade

**Learning Statement:**

This painting was made for the Memory project, creating portraits for children from different parts of the world. This boy is from Cameroon, Africa and this will be given to him as a special gift. During my process, I have learned many things about painting darker skin tones. This was a great way to help me explore oil paint more and I hope when he receives it that it'll brighten his day.



**Student Name:** Sarah

**Region:** 9

**Title:** *Seahorse*

**Media:** 3D Sculpture

**Grade/Level:** 12th

**Learning Statement:**

This artwork allowed me to explore how to make seemingly random objects become one cohesive piece. When choosing parts to add I needed to think creatively about what could properly function for a seahorse's body parts. I also kept a small color scheme of bronze, brown and silvers in my work to give it a simplified look.



**Student Name:** Jody

**Region:** 9

**Title:** *Meat Garden*

**Media:** Colored Pencil

**Grade/Level:** 11th

**Learning Statement:**

Anything that has meaning only has as much as we give it. In *Meat Garden* the bottles are simply empty garbage but the conspirator looks deep into them. Perhaps she is searching for something in them or filling them with the value of her gaze. This situation can be reciprocated to the viewer and the piece as a whole. What is the meaning of anything in our lives? What will you fill your bottles with?



**Student Name:** Sarah

**Region:** 9

**Title:** Untitled

**Media:** Torn Paper Collage

**Grade/Level:** 11th

**Learning Statement:**

Dim Sum is a style of food originating from Hong Kong. Dim Sum translates to 'touching the heart' in Cantonese. When people see my art, I want them to think of their favorite meal surrounded by the people they love. For me, food is closely related to the heart and family.



**Student Name:** Brianne

**Region:** 9

**Title:** *A Piz(za) Art*

**Media:** Colored Pencil

**Grade/Level:** 12th

**Learning Statement:**

Through this piece, I wanted to display a sense of fun and untroubledness through the use of colored pencil. Emphasis was created due to the foreshortened structure that highlighted the pizza. Color and value were also used throughout the piece in order to produce a photo-realistic effect.

**Student Name:** Morgan

**Region:** 9

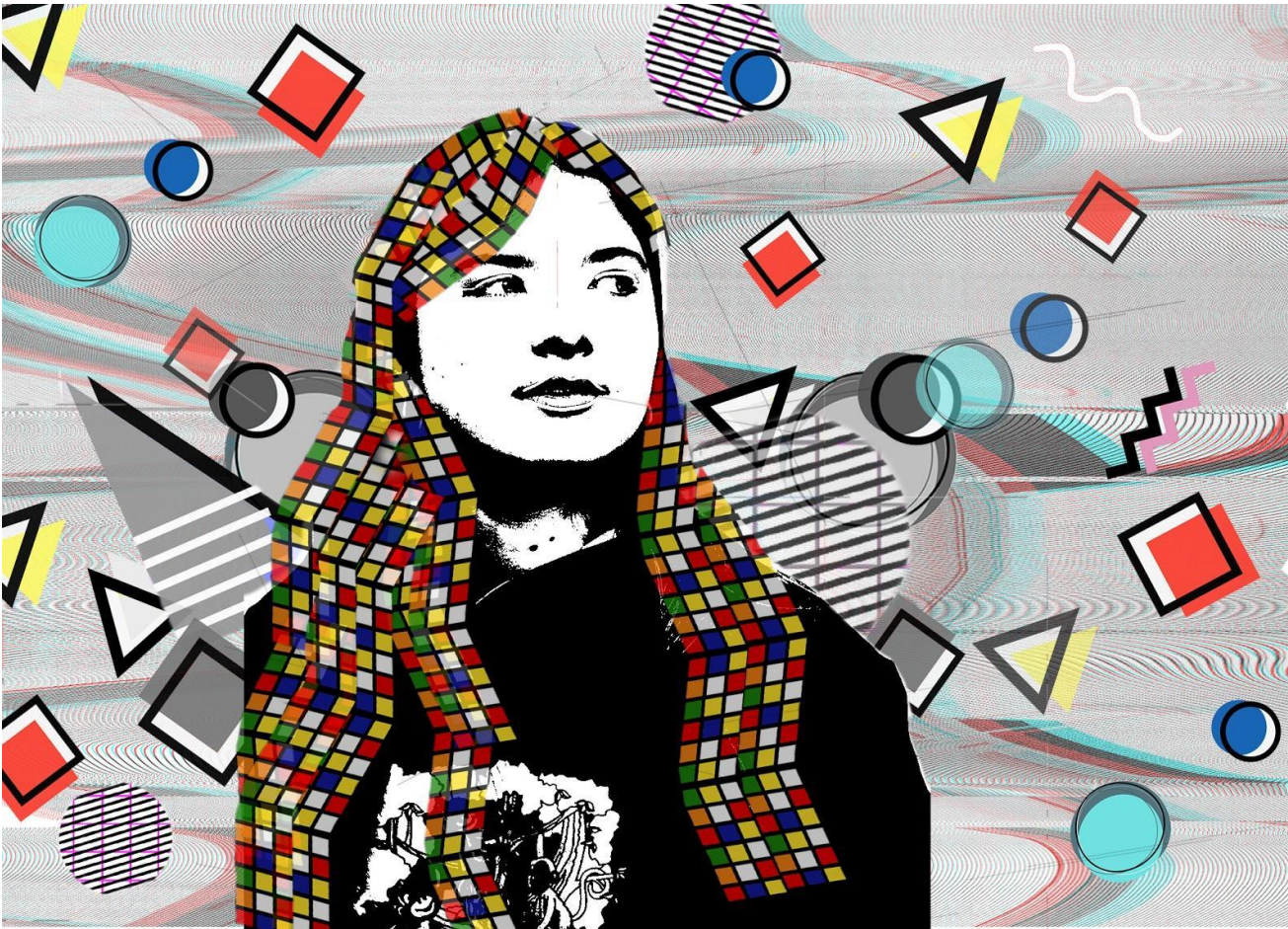
**Title:** *Puzzled Mind*

**Media:** Digital Photography

**Grade/Level:** 12th

**Learning Statement:**

This work allowed me to explore graphic design at a deeper level by combining my photography with images to further the message of my artwork. I focused on building off a common theme by using abstract elements such as the rubix cube for the hair and the different shapes. I challenged myself to develop a message through the elements of design that are presented in the image.



**Student Name:** Colton

**Region:** 9

**Title:** *Music & Sneakers*

**Media:** Adobe Illustrator

**Grade/Level:** 12

## Learning Statement:

This work helped me to explore functionality and aesthetic together as a true footwear designer would do. Previous to this, I had primarily focused on colors and the meaning they had. With this piece, I was able to still do that with color, but also bring in materials that would serve the design's aesthetic and provide and underlying connection to what the designs represented. I hope viewers can see each and every decision that went into color composition and material representation. This piece overall helped me tie together three big aspects of footwear design: sustainability, functionality, and luxury.

The "Earth" pair is made with Bark Grain Skin on the trim panels to capture Earth's beauty without harming it. It also would utilize Nike's new "Space Hippie" technology, which uses recycled Scrap Material, to form the Sole.

The "Fire" pair features a rich red Satin on the trim panels to represent not only the shine of a flame, but also its elegant and sinful parallels.

The "Wind" pair is envisioned with a light blue mesh-like material that is semi-transparent in the toebox and side panels for the breathability and comfort that is represented by the wind.



EARTH, WIND, AND FIRE



**Student Name:** Allison

**Region:** 9

**Title:** *Dinner for One*

**Media:** Photography

**Grade/Level:** 10

**Learning Statement:**

In creating this piece I found myself in the throws of portraying what happens after death as opposed to death in it of itself. This piece is a reflection of the loss of a spouse and eating dinner alone but still setting a place and awaiting that person, praying maybe somehow they'll rise from their grave for just one last meal, one final goodbye.



**Student Name:** Jayden

**Region:** 9

**Title:** *Quartz Tower*

**Media:** Foam Board

**Grade/Level:** 12

**Learning Statement:**

The Quartz Tower stands at a height of eight feet above the ground, watching over people as they walk by. The first time I sketched the tower, it wasn't complex, just boxes stacked on top of each other. Of course throughout the years, I've changed the design of the tower, most of it involving the core and structure of the model. Since the building was square shaped, it was vulnerable to harsh wind, so I had to leave empty floors on the building so that wind could pass through. This model helped me learn from my mistakes and through constant reiteration improve the structure.



**Student Name:** Morgan

**Region:** 9

**Title:** *Freedom of Speech?*

**Media:** Photoshop/Illustrator

**Grade/Level:** 12

**Learning Statement:**

This work allowed me to further explore Adobe software and combine my graphic design skills to express my vision. I was able to design the model in Adobe Illustrator and created unity by blending different skin tones together. I transferred a collage I made by hand into photoshop to develop a background. I challenged myself to create a strong background that would help further the message of my artwork and also connect to the main subject.

**Student Name:** Biruk

**Region:** 9

**Title:** *Emotional Reflection*

**Media:** Graphite

**Grade/Level:** 9

**Learning Statement:**

This was my first profile portrait in beginning drawing. I chose to draw my subject both with and without a mask to capture the mystery of reading displayed emotions behind our masks during the pandemic. The most challenging part of the process was getting the contour lines correct and the hair. The most successful piece of my drawing was the detail and shadows in the glasses and the hair.





**Student Name:** Kairi

**Region:** 9

**Title:** *Self Portrait*

**Media:** Graphic Art and Illustration

**Grade/Level:** 10

**Learning Statement:** In graphic design, our task was to explore character design. I chose to create an anime character of myself. The most challenging part of this project was two fold: Photoshop was completely new to me and I have never done anything like this before. After researching character design, I took several self portrait images with various perspectives. After I selected my image, I began my work in Photoshop with a line drawing. Shading properly with a consistent light source, while keeping it simple and successfully resonating the anime style, was a challenge for me. For the background I converted an image to a line drawing and matched it up to the style of my character. I wanted the background to help convey the emotion of the character. I am most proud of the foreshortening of the character as well as the hair and eyes.



**Student Name:** Jaiden

**Region:** 9

**Title:** *Curiosity*

**Media:** Scratchboard

**Grade/Level:** 9

**Learning Statement:** To create this piece I wanted to use a medium that would allow me to show texture. As this was my first experience with scratchboard it came with many obstacles to work through, but as I experimented with the medium it became easier to create the values, texture and depth in the composition. The endless layering of marks to mimic the fur of the cat was the most tedious process. I believe the whiskers and the  $\frac{3}{4}$  view of the head helps draw your attention to the piece and create unity between the different values and textures as well. I hope the viewer enjoys this piece as much as I loved creating it.



**Student Name:** Amanda

**Region:** 9

**Title:** *Jeffrey the Duck*

**Media:** Micron Pen

**Grade/Level:** 10

**Learning Statement:** I chose a duck as my subject matter because I've always thought of them as peaceful and graceful. The most difficult part for the stippling was the detail on the wing. Although it took a lot of concentration and time, overall I'm happy with how the feather pattern turned out, and the dark value of the eye. I hope viewers can see the movement and life in my piece.



**Student Name:** Lucy

**Region:** 9

**Title:** *Snatched Snack*

**Media:** Scratchboard

**Grade/Level:** 9

**Learning Statement:** Raccoons are the notorious trash cousins of the red panda. One minute, you may be sitting in your chair by the fire before hearing a loud BANG! And there it is, digging through your garbage. Scratchboard is a fun medium to use, as you need to flip your mindset around from the typical graphite mindset. Instead of more strokes creating a darker environment, more strokes lightens the picture. This specific photo also encouraged me to test out many textures. Instead of monotonous fur alone, I also was able to show the rough texture of tree bark, and to depict the design on the ends of cut wood. My favorite part is the nose, with its bumpy texture, before it immediately turns into a plethora of white fur. I hope that the audience feels a spark of joy, viewing the simplicity of a small critter eating a snack, with no ill intent. Unless you count the trash cans, of course.



**Student Name:** Amanda

**Region:** 9

**Title:** *Flower Study*

**Media:** acrylic

**Grade/Level:** 11

**Learning Statement:** While painting this piece I learned a lot about surrealism and emphasizing the focus of the painting from artists such as Dali and O'Keefe. I used a personal picture for the landscape and pictures of flowers from Meijer Gardens. This was one of my first tries at painting flowers, and I enjoyed the challenge of it.

**Student Name:** Abby

**Region:** 9

**Title:** *My Favorite Candy*

**Media:** Watercolor

**Grade/Level:** 10

**Learning Statement:** I learned a lot of new terms and watercolor techniques while working on this project. I learned the term triptych, which is a piece composed of three cohesive panels. I learned about movement and how good flow can make a piece more visually appealing. I tried to show what I learned in this piece by creating three mini paintings and tying them together to make one cohesive design.





**Student Name:** Jack

**Region:** 9

**Title:** *The Same as You*

**Media:** Acrylic

**Grade/Level:** 12

**Learning Statement:** While working on this piece I learned a lot about the different techniques that can be used for acrylic paintings, such as the different brushstrokes, and I also learned about the revision process. The biggest revision I made to this piece was the background, and there I learned about how much of an impact the background can have on the mood of the piece. Franz Marc is a big influence on my current style, which can be seen mainly with the use of color in the revised background, line work, and expressionism.



**Student Name:** RaeAnna

**Region:** 9

**Title:** Percy

**Media:** *HB sketching pencils*

**Grade/Level:** 12th

**Learning Statement:** In this piece, I learned more about realism and shadows. The fur was the main area that I had to learn how to be precise with, which was a difficult task since they are fine small details and cover the entirety of the piece. The meaning of this artwork was to represent emotions and comfort through something that isn't human, like a pet. My cat means a lot to me and even incorporates into having someone there during quarantine.



**Student Name:** RaeAnna

**Region:** 9

**Title:** *Time for Reflection*

**Media:** Mixed Media

**Grade/Level:** 12th

**Learning Statement:** I have learned many techniques during this project, including how to actively involve background and intertwining it into the main subject. I've also honed in on skills of paying attention to details and focusing on the smallest details, like layering and shading techniques. This specific piece has helped to reflect on the feelings of the global pandemic, and the feelings it has pressed upon every individual, including myself and those around me.



**Student Name:** Owen

**Region:** 9

**Title:** *Celestial Duality*

**Media:** Sheet Metal and Wire.

**Grade/Level:** 10th

**Learning Statement:** This piece was inspired by medieval imagery of the sun and moon, which has always interested me. *Celestial Duality* has been a major learning process for me, whether it be new skills or just a lesson in patience and time management, I learned a lot and had fun doing it!



**Student Name:** Patrick

**Region:** 9

**Title:** *4a*

**Media:** Copper, Brass

**Grade/Level:** 12

**Learning Statement:** The theme of these earrings is social issues, specifically hair rights.

Throughout history POC have lost job opportunities, not been taken serious, or seen as not beautiful because they wear their natural curls. This piece uses thin copper sheet metal that was cut into thin fringe that was individually curled to create hair. The face is made from brass as well as the findings.



**Student Name:** Ainsley

**Region:** 9

**Title:** *Summer in the Cemetery*

**Media:** Copper wire

**Grade/Level:** 12th grade

**Learning Statement:**

The sculpture I created was influenced by the concept of past juxtaposed with present - and the cemetery is a significant place of the past. The specific location I had in mind was the Rockford historic cemetery because it is special to me. Designs on some of its older headstones symbolize family trees or mourning, both of which represent a 'past' visual. While making this work, I took into consideration those concepts.



**Student Name:** Paige

**Region:** 9

**Title:** *Parquet Courts*

**Media:** Watercolor

**Grade/Level:** 12

**Learning Statement:** Through this piece I was able to explore watercolor which is a medium that I had rarely used up to this point. I discovered that with watercolor; unlike acrylic, is that you are able to get a variation of shades through one color on the paper based on how much you went over that one spot or the amount of water that was used. This helps the piece not look as flat than if I were to have used acrylic. When you focus on each individual square it looks as if they could each be a separate piece of art. But when looking at it as a whole and the alternating pieces that make the artwork flow from left to right or top to bottom it creates a different way of observing the art work.



**Student Name:** Jane

**Region:** 9

**Title:** *Searching*

**Media:** Colored Pencil

**Grade/Level:** 11

**Learning Statement:** This was very possibly one of the longest and most difficult pieces I've ever done. I chose this image with the intention of learning a bit more about the process of drawing water and experimenting with blending color pencils to get the shades of blue and green I needed. The entire project took around twenty hours, with the background eating up most of that time. I learned a lot about shadows, light, and reflection; I certainly got the experience I was aiming for, and then some.



**Student Name:** Jane

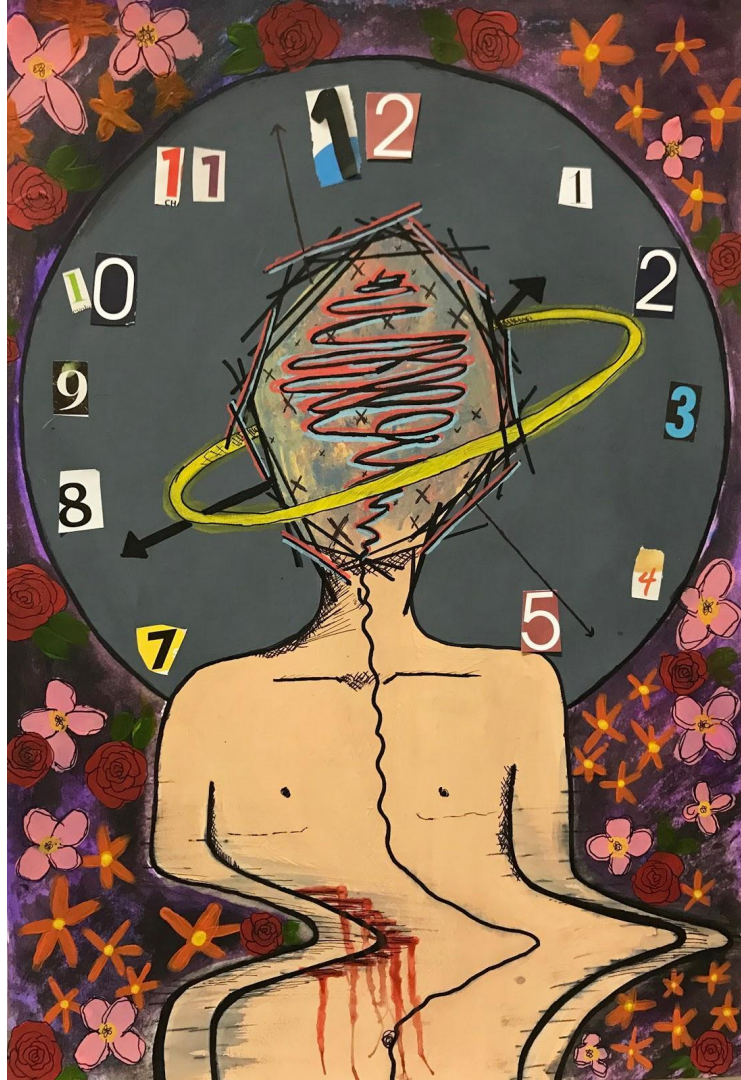
**Region:** 9

**Title:** *RBG for You and Me*

**Media:** Acrylic

**Grade/Level:** 11

**Learning Statement:** The death of Ruth Bader Ginsburg was a shock to the country; I remember the hole she left the night the news reached us that will never be properly filled. This project was an opportunity to make my own contribution to her memory. The colors I chose (and what they represent) are as follows: pink/red (the women's movement), purple/yellow (royalty), red/blue (American colors/values), green (balance/power).



**Student Name:** Megan

**Region:** 9

**Title:** *Glitch*

**Media:** Mixed Media

**Grade/Level:** 12

**Learning Statement:**

My piece is a look into my anxiety and depression. It shows how disorienting mental illness can be, and how mental illness can distort self image. I pushed myself by combining mediums. Mediums I used include acrylic, watercolor, tombow pens, posca markers, and magazine pieces. Through this piece, I learned more about the ways I process my experiences.



**Student Name:** Emily

**Region:** 9

**Title:** *Winged Vase*

**Media:** Ceramic

**Grade/Level:** 11

**Learning Statement:**

While making this piece I learned about the value of patience and persistence. Making the pot was a lot like learning a new skill: making the base of the piece was slow, but in being patient, and working hard, I created a foundation that allowed me to have fun with it, and add embellishments to make it my own, just like how in learning something new, you must first learn the basics before you move on to the complex, even more fun parts.



**Student Name:** Onna

**Region:** 9

**Title:** *The Culture Within*

**Media:** Colored Pencil

**Grade/Level:** 12th

**Learning Statement:**

Through the creation of this piece, I was able to explore the culture within Puerto Rico and my Puerto Rican heritage. Puerto Rico is a place that thrives off of culture, and I wanted to create a piece that represented a small portion of it. In its entirety, this piece allowed me to connect to my heritage and a part of myself that I once was uneducated on.



**Student Name:** Kelly

**Region:** 9

**Title:** *Dimension Care Bear*

**Media:** Gouache and graphite pencil

**Grade/Level:** 10th

**Learning Statement:** This artwork allowed me to explore my childhood memories through a different creative process. When I worked on my background, I had to involve something new that I wouldn't normally do in a self-portrait. I wanted the dark background with the lively colors to show like there is life presented in this because that is how I felt in the making of my portrait.



**Student Name:** Amara

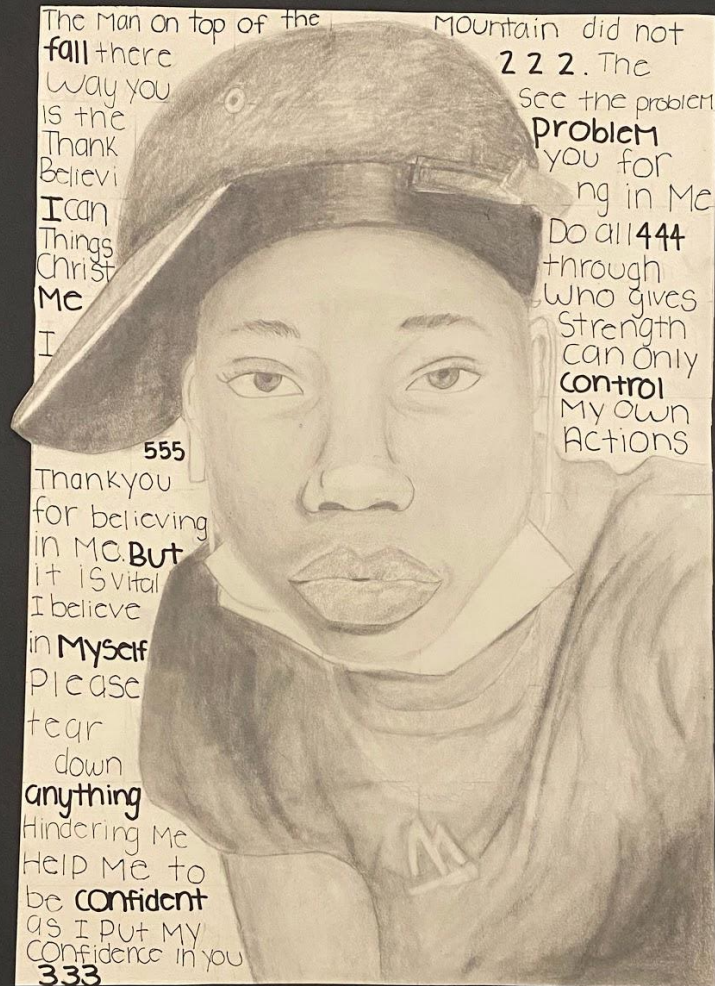
**Region:** 9

**Title:** *Juice WRLD & the weekend- smile*

**Media:** latex paint, acrylic, ink

**Grade/Level:** 11th

**Learning Statement:** While creating this piece I wanted to convey a silent, thoughtful feeling. I want this woman to be thought of as a calm studious woman. This painting is called smile by Juice WRLD and the weekend because I want to give the viewer a longing for wanting to see someone happy.



**Student Name:** Josiah

**Region:** 9

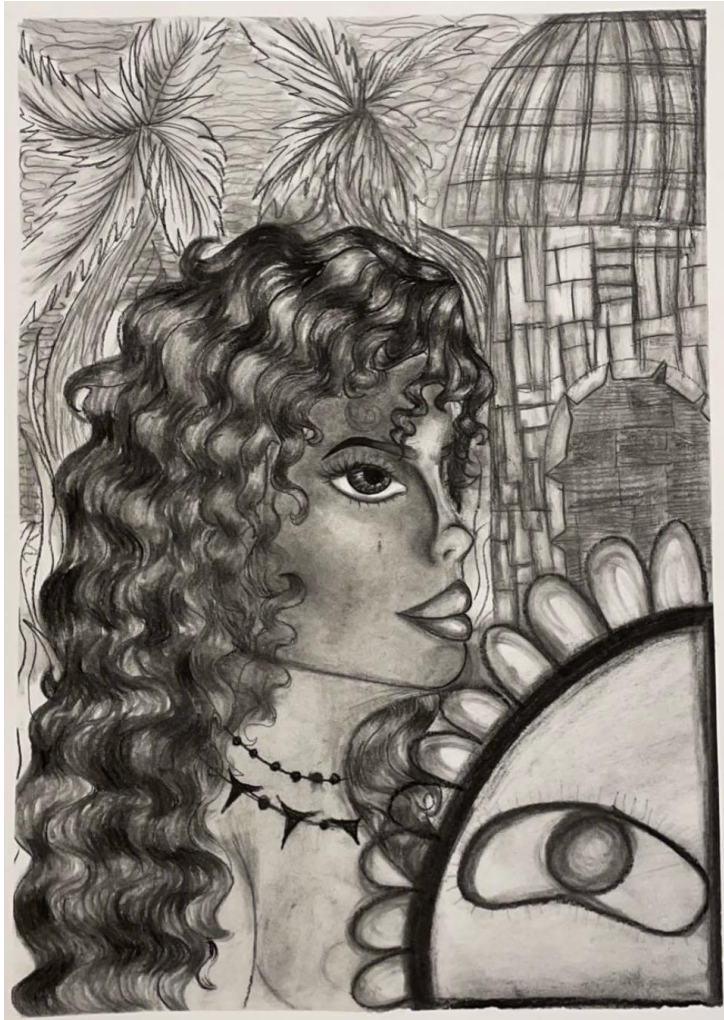
**Title:** *Beyond Measure*

**Media:** pencil, graphite

**Grade/Level:** Grade 11

**Learning Statement:**

The most important thing I learned while doing this artwork was to focus on drawing specific shapes and lines more than trying to draw specific features. I also, learned how using a significant dark tone next to a lighter one creates a contrast that helps the art look more realistic. The background relates to things I live by today and find important in everyday life.



**Student Name:** Kenia

**Region:** 9

**Title:** *La boriquea*

**Media:** Charcoal

**Grade/Level:** 11

**Learning Statement:**

When making this art it helped me explore different medias. Usually I would stick with the same materials but this was more of a challenged myself. When I chose to make this I used it to represent culture. I drew certain things like El Morro, and the Taino tribal sun in the bottom right corner.



**Student Name:** Hannah

**Region:** 9

**Title:** *Seeing Red*

**Media:** Mixed Media - Textiles

**Grade/Level:** 12th

**Learning Statement:**

This piece is the first self portrait I have made out of fabric. I used different fabrics like denim, cotton, and polyester blends to piece together the different areas of my face. I also used thread and marker to add details in the hair and face. The red stitches coming out from the eyes represent my anger at the current state of society. The dangling threads at the bottom show that we're all a work in progress.



**Student Name:** Lizzie

**Region:** 9

**Title:** *Astro*

**Media:** Charcoal

**Grade/Level:** 12th

**Learning Statement:**

In my charcoal piece “Astro”, I drew my dog and I. This was my final project for a dual enrollment class where I discovered a love for the charcoal medium. I chose to draw my dog because ever since I was young, I was never able to capture the texture of his curly hair. When I started using charcoal, I realized that it could accurately portray the texture.



**Student Name:** Krina

**Region:** 9

**Title:** *Relatively Strangers*

**Media:** Plaster

**Grade/Level:** 12th

**Learning Statement:** “Relatively Strangers” is the first piece in a series that will become a commentary on societal issues, mental health and coping mechanisms. Each piece is derived from interviewing individuals who are willing to speak out on the basis of mental health or other worldly problems. I chose to do my first piece on an adversity I myself have had to overcome: the constant feeling of being lonely. And learning what it means to be alone together and how to overcome it.

This piece is a remark about how one can feel lonely even when surrounded by so many other people. Society teaches us that the antonym of loneliness is to surround yourself with more people, but fails to acknowledge that being alone and being lonely are two separate things. We find ourselves searching for more people to add into to our lives pretending to know them and call them friend until we realize that having a new “friend” is simply momentary satisfaction, in reality they are still strangers to us. But only relatively, because truly we are all made up of the same matter. And although we find ourselves among other mundane faces, we all are seeking a sense of wholeness that can only be found within.

I chose to use plaster as my medium to portray that we are literally made out of the same matter. The exclusion of color also becomes a commentary within itself because you can’t tell what color the people are, instead you see slightly different variations of the same face carved out. Each of us having a little of our own uniqueness but ultimately searching for the same thing out of life.



**Student Name:** Emersyn

**Region:** 9

**Title:** *Njoumessi*

**Media:** Watercolor, Acrylic, and White Pen

**Grade/Level:** 12th

**Learning Statement:**

This piece was made to send to a child from the Republic of Cameroon. The goal of this project was to make a portrait that resembles the reference picture as closely as possible. For the face, I used watercolor since it is easy to move and spread, which makes it effortless to blend the places I want to look blended. Also, since it is difficult to get bright white highlighted sections with a translucent medium like watercolor, I decided to go back in with a white pen and draw dots onto the places that needed a whiter highlight to make it more dimensional. The white dots also added to the painting by making it more abstract and interesting to look at instead of a dull face with no difference in values.



**Student Name:** Ren

**Region:** 9

**Title:** *Static*

**Media:** Acrylic Paint & Sharpie

**Grade/Level:** 12

**Learning Statement:**

How does guilt look in the minds of our youth? I wanted to experiment with how young minds take on guilt and how they often blame themselves. In this piece i decided to use acrylic paint and sharpie to convey how guilt can make you feel like your mind is empty like a tv error screen.



**Student Name:** Taylor

**Region:** 9

**Title:** *True Reflection of Emotions*

**Media:** Digital Art- Adobe Illustrator

**Grade/Level:** 12th

**Learning Statement:**

In my Digital Art and Design class everyone was given the assignment where we had to take photographs that would tell a story. I learned that when setting up to take a photograph like that, object placement is one of the most important things to pay attention to. It can help make your image stronger along with camera angles. We also learned later that the pictures we had taken were to be used for our vector image assignment. In that assignment I learned to be patient and work around the whole image rather than focus on one area at a time.



**Student Name:** Lillian

**Region:** 9

**Title:** *Restoring Democracy*

**Media:** Cut Paper Photomontage

**Grade/Level:** 11th

**Learning Statement:**

During this course, I was able to explore multiple different forms of visual art. I learned so many techniques, including how to shade objects and add depth, how to assemble clay sculptures, and how to create photomontages. I found that there are so many ways that you can add your own ideas to create something unique. One of the most important things that I learned is that everyone can interpret art differently. Art can show so much emotion and tell amazing stories, but everyone will have a different experience with each art piece.

**Student Name:** Aaron

**Region:** 9

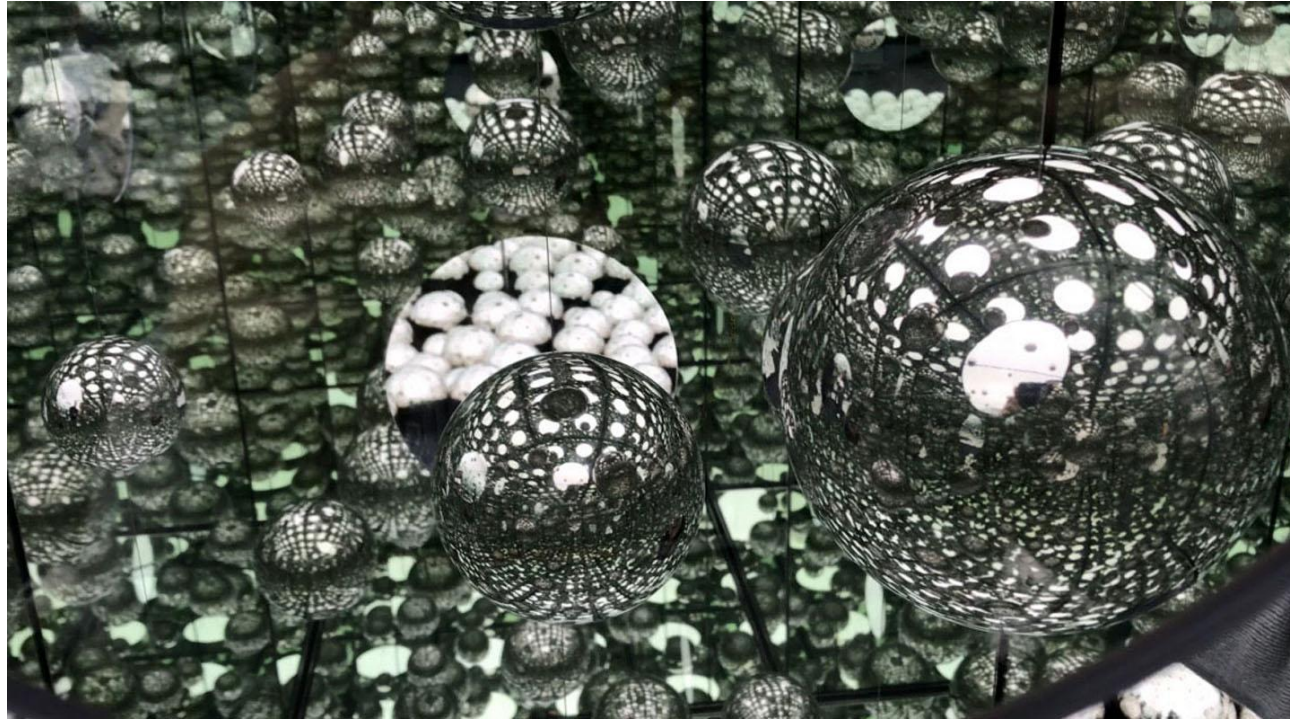
**Title:** *Moon Phases*

**Media:** Photography

**Grade/Level:** 10th

**Learning Statement:**

In my Digital Art and Design Class, I learned that using the rule of 1/3rds is very helpful, as having different angles can bring the best out of a subject. This class also helped me to focus on and get close to the subject matter. This has made it more interesting to look at and create an optical illusion.





**Student Name:** Erica

**Region:** 9

**Title:** *Modern Cinderella*

**Media:** Digital Art - Adobe Illustrator

**Grade/Level:** 12th

**Learning Statement:**

In Digital Art and Design this year, I learned a lot about the art of taking intriguing pictures. The rule of thirds, funky angles, and getting close to your subject matter all help to make a picture unique. With this piece I took the picture at an angle that would make my main focus, the girl, look like she was diagonal. When taking the picture it was crucial I made my model feel comfortable enough to show the expressions I was going for, a tool I can use later when taking pictures with live models.



**Student Name:** Courtney

**Region:** 9

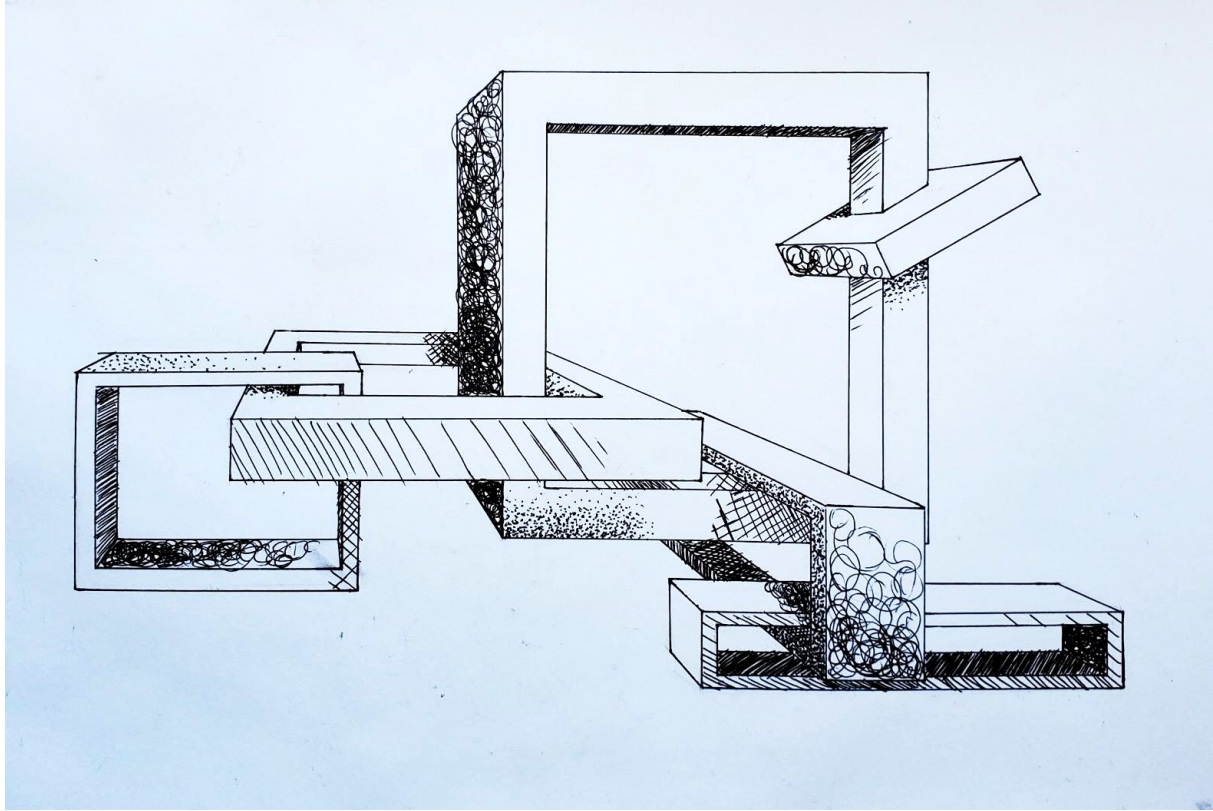
**Title:** *Ice Rack*

**Media:** Watercolor

**Grade/Level:** 10th

**Learning Statement:**

My Painting and Drawing class introduced me to the basics of watercolor. Before starting the painting, I photographed food and drink items, finding angles that made the composition strong. Once I decided on a photo to paint, I began the process of stretching the watercolor paper. After laying out a light sketch on the watercolor paper, I began adding very light, translucent layers of color. Each layer built up on the last making the painting darker and more vibrant. In the class and through the process, I learned how to paint with watercolor.



**Student Name:** Ashleigh

**Region:** 9

**Title:** *Chains*

**Media:** Pen and Ink

**Grade/Level:** 12

**Learning Statement:**

This one-point perspective drawing of chained geometric shapes uses a variety of mark making pen & ink techniques. I chose to add the smaller tilted geometric shape in the top right corner to not only add interest in that empty space but to attempt something more challenging.



**Student Name:** Ella

**Region:** 9

**Title:** *Could Be Gayer*

**Media:** Pen, Sharpie, Color Pencil

**Grade/Level:** 10th

**Learning Statement:**

Could Be Gayer is an abstract two point perspective pen and ink drawing. I used pen, sharpie, and color pencils to put this piece together, using a ruler to be more precise. I wanted to express my mind and how I slowly started adding more color into my life by coming out. I already have a very strange or abstract mind but the unique experience of coming out made my life more colorful. I think I accomplished conveying that message of explosive joy and freedom of being out.



**Student Name:** Jenna

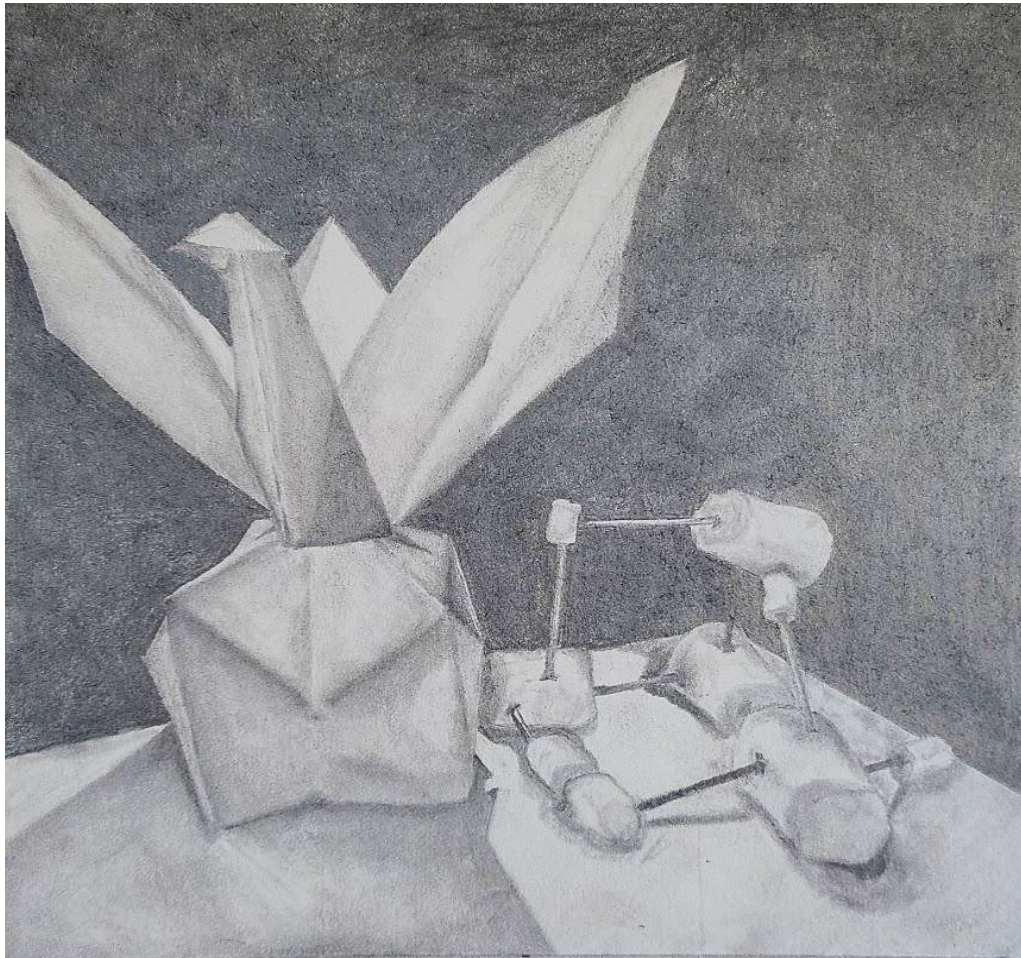
**Region:** 9

**Title:** *Buddy the Bear*

**Media:** Digital Photography

**Grade/Level:** 10

**Learning Statement:** These pictures were taken because. My friend who was supposed to take the place of my stuffed bear never got back to me in time for this project, So I improvised. I struggled a little with keeping the bear up. But I figured it out on the journey of taking the photos. my favorite thing about them is the colors and how vibrant they are. I think the warm tones give the photos a happy sort of feeling.



**Student Name:** Jaedon

**Region:** 9

**Title:** *Silent Paper Swan*

**Media:** Graphite and Prismacolor  
Pencil

**Grade/Level:** 11

**Learning Statement:** A paper swan atop a paper balloon, alongside a sculpture of marshmallows. This scene was very random, and difficult to create. This seemingly meaningless work aided in my growth as an artist. Shading and a few other aspects were meant to be practiced in this piece. Overall, I believe this work helped me to understand the value of shading and realism.



**Student Name:** Rathathipat

**Region:** 9

**Title:** *Untitled*

**Media:** India Ink

**Grade/Level:** 11th

**Learning Statement:**

My rag painting is of an abstract scene of a hidden person holding onto a long piece of cloth/silk in almost a yearning gesture, I didn't have an exact plan with this piece, I kind of found myself just painting with what felt right to me and the artwork.



**Student Name:** Silas

**Region:** 9

**Title:** *Untitled*

**Media:** Digital

**Grade/Level:** 11th

**Learning Statement:**

I wanted to explore lighting and depth in this piece, but also tell a little bit of a story as well, with a mushroom person tending to a small garden.



**Student Name:** Lily

**Region:** 9

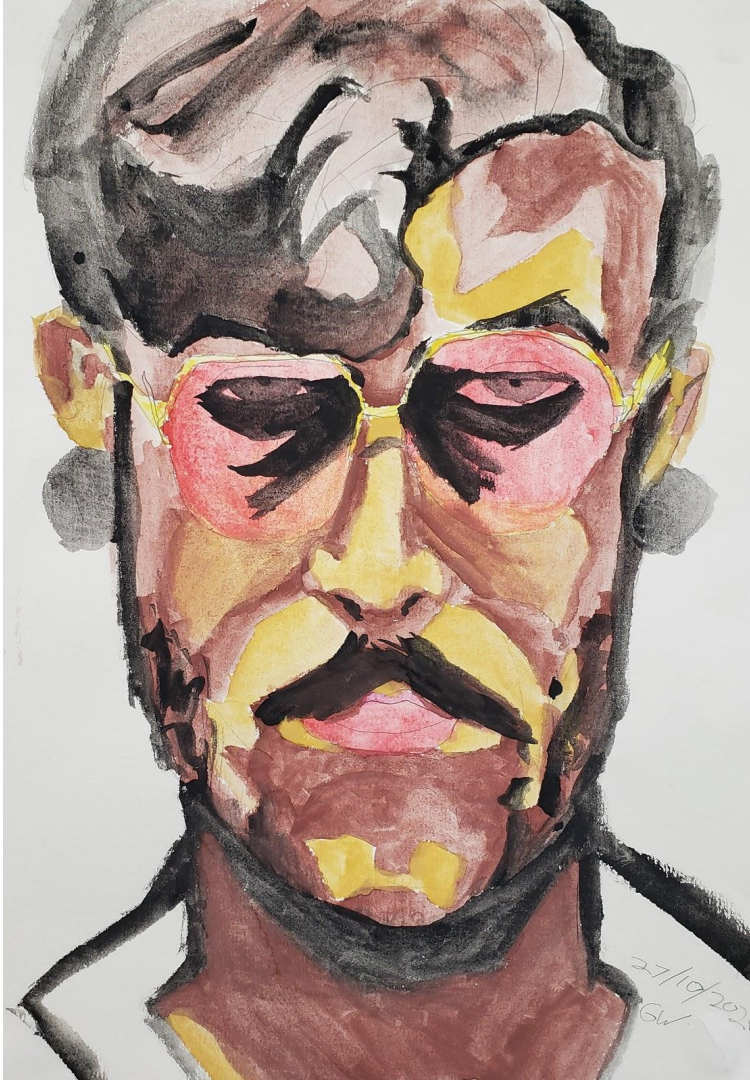
**Title:** *Kawahime*

**Media:** Digital

**Grade/Level:** 12th

**Learning Statement:**

I have a deep fascination for the folklore of different cultures. Yōkai, the spirits and monsters of Japanese myth, have enraptured my imagination for a long, long time. My favourite of which, is Kawahime, the “river girl.”



**Student Name:** Gavin

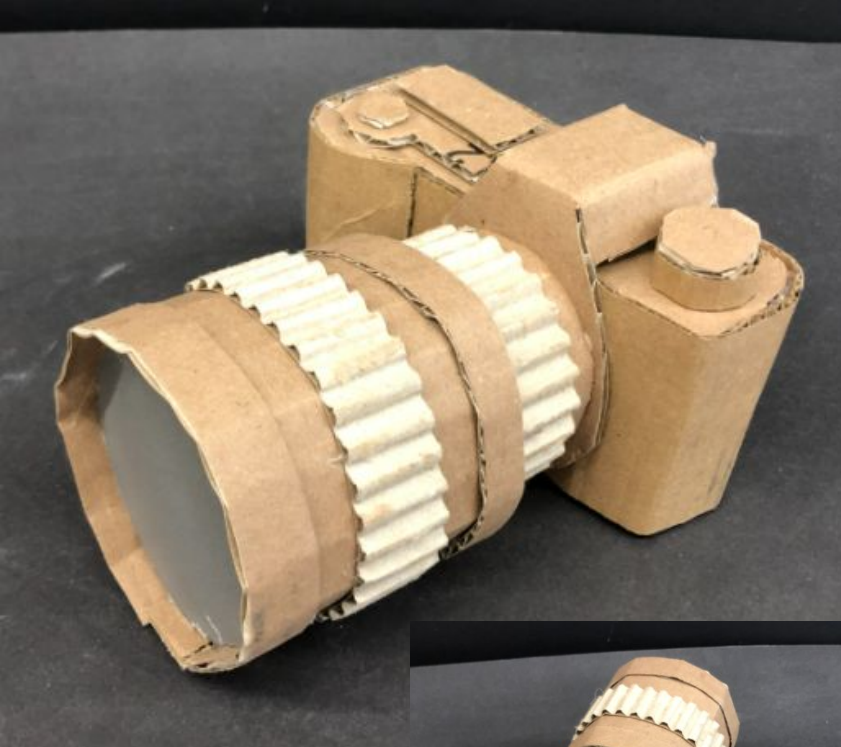
**Region:** 9

**Title:** *Self Portrait*

**Media:** Pencil and watercolor

**Grade/Level:** 12

**Learning Statement:** This was a portrait that I worked on at the tail end of my painting class. My goals regarding art direction were to create a portrait within the constraints of my limited watercolor supplies, as well as to create the portrait with the use of only warm colors. I thought it would be a great way to put the viewer into the shoes of the man with rose tinted glasses.



**Student Name:** Laci

**Region:** 9

**Title:** *The History of the Camera*

**Media:** Cardboard

**Grade/Level:** 12th

### **Learning Statement:**

The history of the camera can be traced back to the middle ages where they used a pinhole camera. A physicist by the name of Alhazen discovered the idea of camera obscura which led him to the invention of the pinhole camera. After years and years of evolution, the DSLR camera was invented by Steven Sassen. I am interested in cameras because I love taking photos and capturing a moment in time. My mother has been a photographer ever since I was little and I have always looked up to her. Just recently I have been assisting her during weddings and other photo sessions. In the process of putting together the cardboard camera I thought deeper into how much work goes into making the machine. Although this is not functional it does have most of the buttons and is the same size as the original. I chose to replicate the DSLR camera because it is something that I use every day and I haven't gotten the chance to learn the history behind the machine.



**Student Name:** Michelle

**Region:** 9

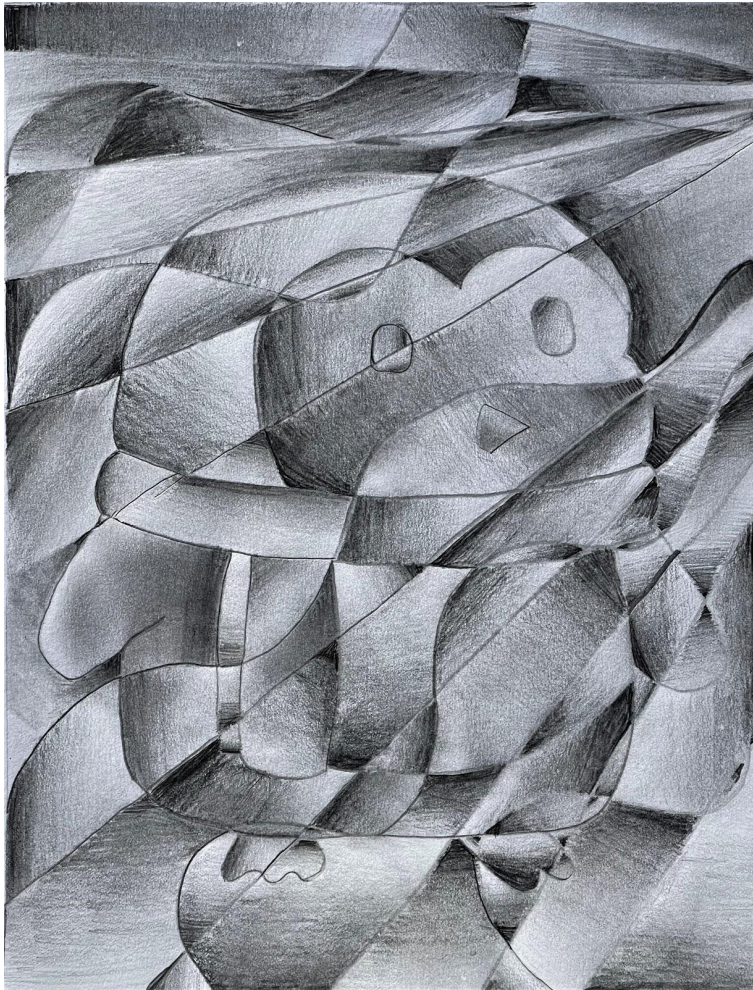
**Title:** *Still Life with Dragon Fruit*

**Media:** Pencil

**Grade/Level:** 9

**Learning Statement:**

In my seven years of drawing, I have never tried a still life. Drawing the wine bottle was a new experience. I enjoyed making the dragon fruit stand out and working on my shading. The coloring was a challenge because of the many different values, but I had fun blending the colors.



**Student Name:** Amelia

**Region:** 9

**Title:** *Penguin!!*

**Media:** pencil

**Grade/Level:** 9th grade

**Learning Statement:**

The work allowed me to explore using pencil to get different values. I enjoyed this project and was inspired to draw my penguin stuffed animal named Marcus!



**Student Name:** Dylan

**Region:** 9

**Title:** *Life from a Tree*

**Media:** Watercolor Paint

**Grade/Level:** 9th Grade

**Learning Statement:** I like how I used color in this image of a tree. The tree represents yourself, and the green & blue represent life and peace while the purple likes to intervene and bother them. In a way, I was bending the reality of the branches and the colors within them. I think the color range turned out really cool.



**Student Name:** Cora

**Region:** 9

**Title:** *Vivid Danae*

**Media:** Watercolor paint

**Grade/Level:** 9th grade

**Learning Statement:**

The message I am trying to convey in this painting is that we are going through an important part of American history and we need to keep our eyes open and wide because of what is happening. My painting is a self-portrait and it shows tears of the American flag running down my face and me speaking out for the corruption I have noticed going on. When people see this painting I hope they notice that it is colorful because even though we are going through tough times with the pandemic and racial injustices we can still have hope because there will be a rainbow at the end of the storm.



**Student Name:** Kailynn

**Region:** 9

**Title:** *Lost*

**Media:** Digital Photography

**Grade/Level:** 9th grade

**Learning Statement:** I did this project in Digital Photography and it was my first time using it. What encouraged me to make this was the feeling of being lost. The feeling of being trapped in a bubble floating around a world.



**Student Name:** Argo

**Region:** 9

**Title:** *Indigo*

**Media:** Digital Painting

**Grade/Level:** 11th

**Learning Statement:**

I started editing a year or two ago thanks to a few friends, online communities, and my digital art class. In the year 2020, while being quarantine in my home, I started to explore the different types of digital art and editing, eventually stumbling onto "Manipulation Editing", often shortened to "Manip" editing in online editing communities.

I learned how to work with layers to create an interesting color combination in this project, and how to bring multiple photos into one cohesive piece of art.



**Student Name:** Kunooz

**Region:** 9

**Title:** *Forest for the Trees*

**Media:** Linocut

**Grade/Level:** 11th

**Learning Statement:**

In this piece I wanted to focus creating contrast. Printing is very much about balancing light areas & dark areas. I wanted to make parts come forward & move backward in the use of line to see the person who is right in front of you.



**Student Name:** Amely

**Region:** 9

**Title:** *MOOD*

**Media:** Linocut

**Grade/Level:** 12th

**Learning Statement:**

The most important thing that I learned in printmaking is that adding contrast into the piece can help capture the full effect of the image. I decided to angle the relief print differently and imagined a light source shining on one side to help me visualize where to carve out. When other people view my art, I hope they noticed that at any angle they are standing the relief print captures my true mood.



**Student Name:** Stephanie

**Region:** 9

**Title:** Out of Focus

**Media:** Drypoint Etching

**Grade/Level:** 12th Grade

**Learning Statement:**

This work allowed me to explore how to create movement within a piece. The way I conveyed texture and the direction of my hand was by twisting and manipulating the thickness of the lines. I also learned how to create the effect of a blurred background by using faint, spread out lines. I chose to use this image because I wanted to challenge myself on my previous knowledge of printmaking. I have been so used to using linoleum blocks for relief printing and creating extreme contrast within my work, so I wanted to explore new ways to create contrast, but with a softer appearance.



**Student Name:** Ava Reynolds

**Region:** 9

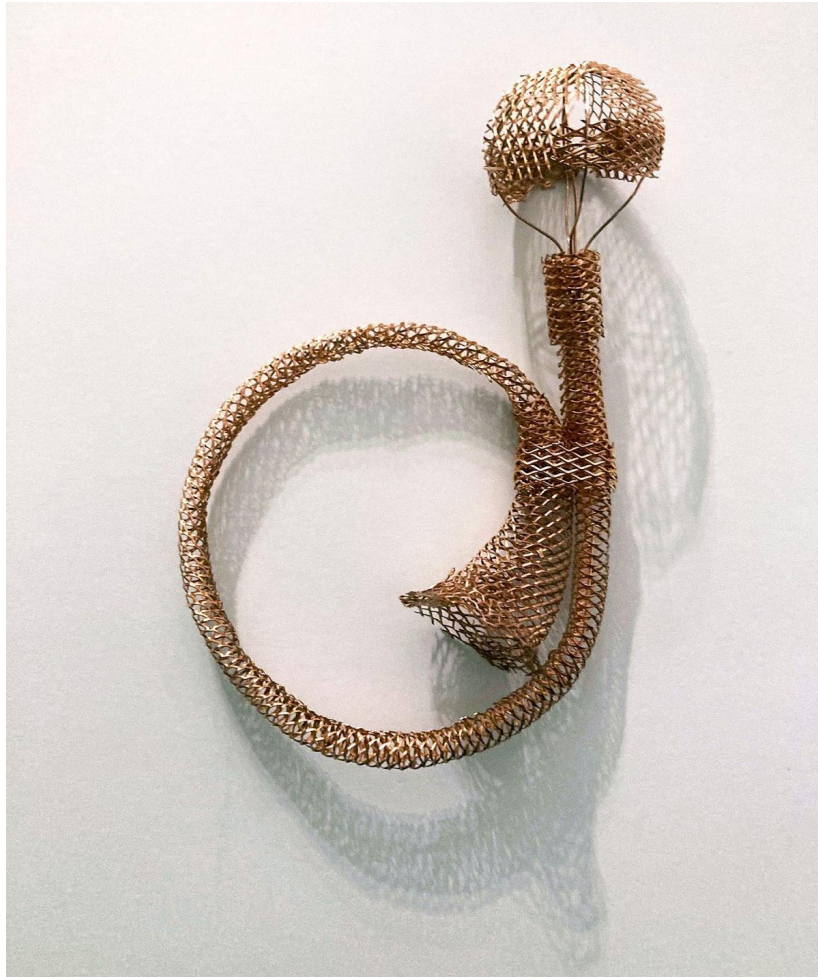
**Title:** *The Brain of Our Meaning*

**Media:** Digital Art

**Grade/Level:** 12th Grade

**Learning Statement:**

I always try to incorporate nature into my pieces and what is so great about plants in art is that many of them have culturally symbolic meanings and can add that much more depth to the piece. The original idea behind this piece was to explore the effects of hate, war and violence. The meaning has changed for me as I have worked on this series, though I am not sure what into yet as it is still growing.



**Student Name:** Sophie

**Region:** 9

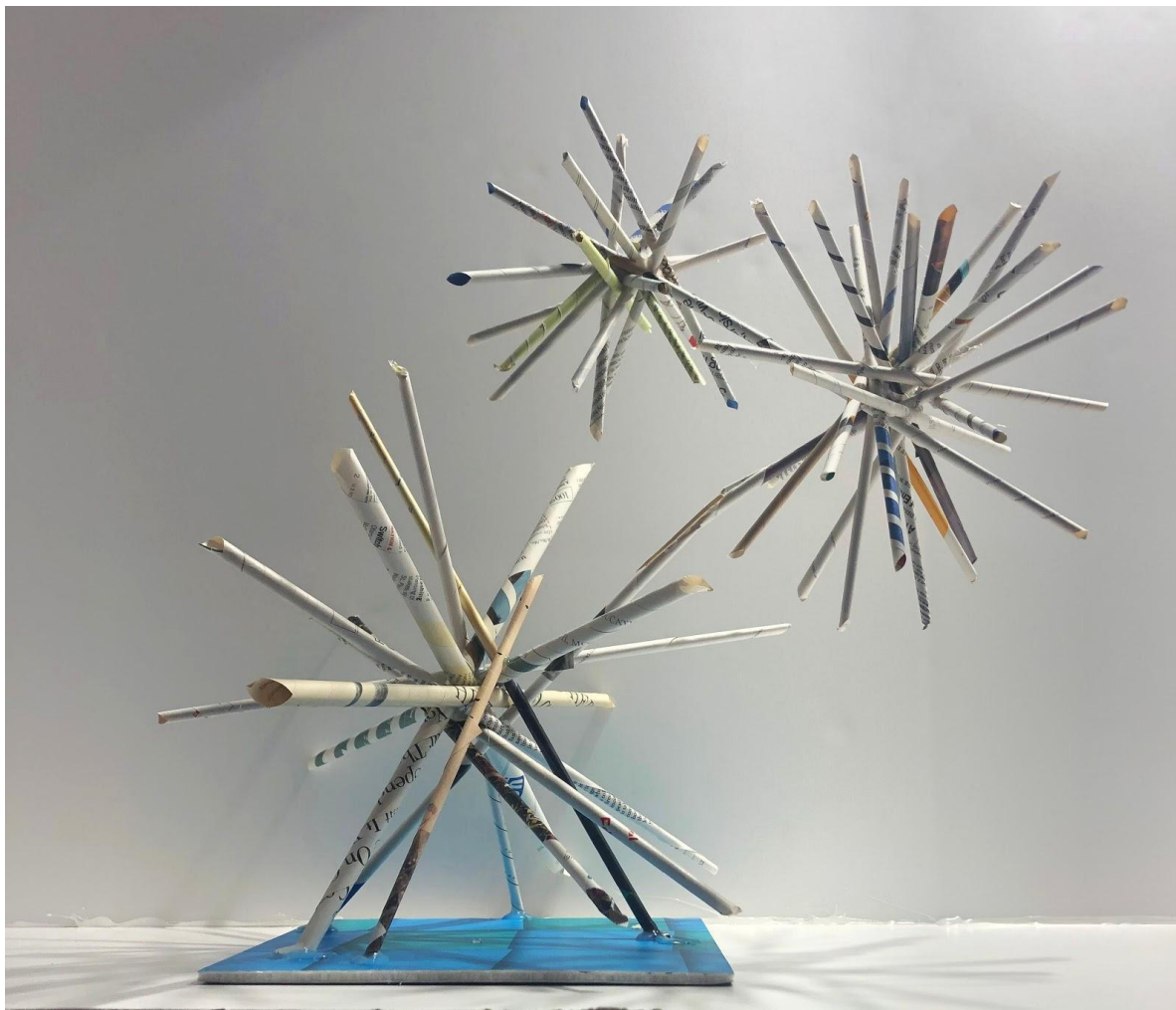
**Title:** *Bulb Horn*

**Media:** Wire

**Grade/Level:** 10

**Learning Statement:**

This object is based off a musical instrument called a “bulb horn.” To recreate the object, I combined mesh wire and copper wire to sculpt this piece. This took a lot of a trial and error to complete because the mesh gets weak after working with the same section too much. I chose to create a bulb horn because of its unique shape which flows into a circle. The texture of the mesh is a nice contrast to the overall shape.



**Student Name:** Joshua

**Region:** 9

**Title:** *Fireworks*

**Media:** Paper

**Grade/Level:** 10

**Learning Statement:**

In this artwork I wanted to make spiky spheres out of rolled paper glued together. When I finished glueing them all together I stepped back to look at it. What I saw was colorful fireworks exploding in the night sky, hence the name. In this project I learned how to use paper as a medium to create art. I also discovered that paper is a fragile material and it doesnt like to stand up on its own.



**Student Name:** Harley

**Region:** 9

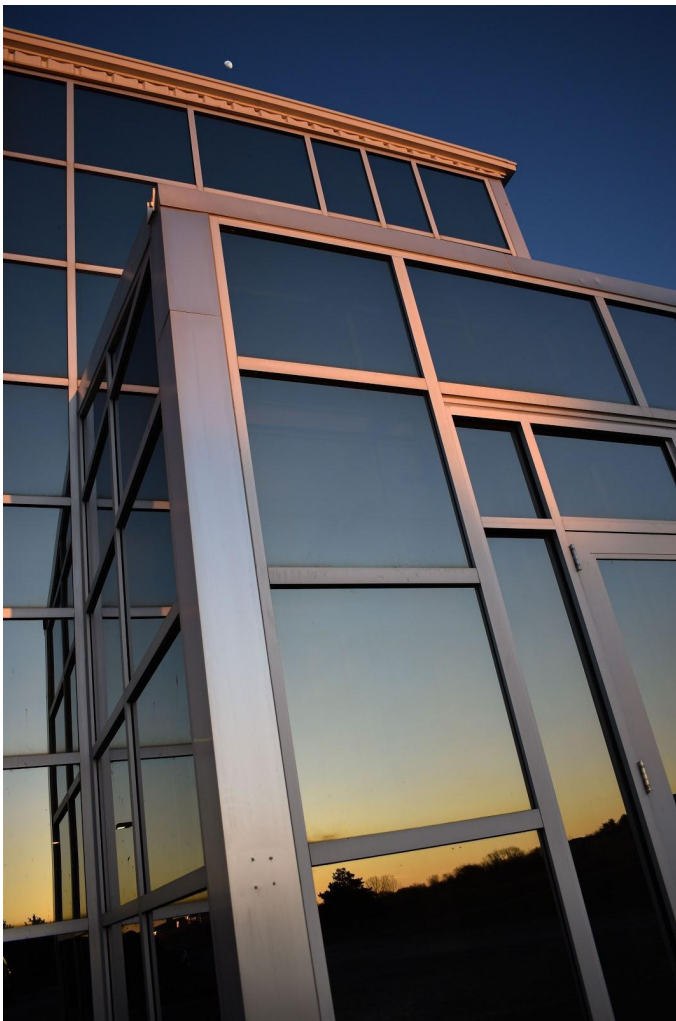
**Title:** *All Boy*

**Media:** Photography

**Grade/Level:** 12

**Learning Statement:**

In my image, my goal was to capture a worm's eye perspective of my brother playing with his toys. The aesthetic of the image fits with the title "All Boy" due to the fact that his nails are dirty and unpolished while he is playing with army men. I chose to go with a shallow depth of field in order to put the focus on my brother's dirty nails and army men.



**Student Name:** Ella

**Region:** 9

**Title:** *Sunset Glow*

**Media:** Photography

**Grade/Level:** 12

**Learning Statement:**

In my image I wanted to capture the beautiful sunset that was taking place but in a different way. I found this glass building that had the perfect reflection of the sunset and that day the sky was so clear and blue that I also captured the moon right at the top of the building.



**Student Name:** Jayden

**Region:** 9

**Title:** *Flowing Curves*

**Media:** Paper Sculpture

**Grade/Level:** 12

**Learning Statement:**

In front of me is a white sheet of paper that and that's all. This sheet of paper has the potential to be whatever I put my mind to. The smooth curves, the negative spaces make up for the emptiness of the paper. The free flowing paper moves its way around the square sheet in many different shapes and sizes. The end result is this work that shows the representation of two forms connected through design and process.



**Student Name:** Akselis

**Region:** 9

**Title:** *Haliotis*

**Media:** Ceramic

**Grade/Level:** 12th

### **Learning Statement:**

The intent of this piece was to best represent *Haliotis*, a type of sea slug or Abalone. Its purpose is to not only please the eye but to act as a rattle and create a light, high pitched sound like that of sea shells. I have used dark, earthy glazes to best represent my work as well as to look most natural. I have always been fascinated by the seas and what lurks beneath those dark and deadly waters, and like the sea our world is chaotic and full of dangers. Yet a slug does not mind and could care less of its position in living in a world of chaos, it just moves along. So when people look upon this rattle, do as a slug does, take it slow.



**Student Name:** Grace

**Region:** 9

**Title:** *Blossom*

**Media:** Ceramic

**Grade/Level:** 11th

**Learning Statement:** The intent of this piece was to be a simple vase with a floral pattern that creates a lot of movement. I think this piece shows the viewer that I like to make simple pieces with a little flair. I chose to put flowers on the vase using an underglaze pencil because I've always loved to draw flowers and I doodle them on everything. I chose cherry blossoms because they're one of my favorite flowers and I think that they're a very pretty flower to use as decoration. I'm planning to use it as a decoration in my home and as a vase for flowers.



**Student Name:** Seth

**Region:** 9

**Title:** Verdant Zen

**Media:** Ceramic

**Grade/Level:** 12th

**Learning Statement:**

Verdant Zen is a Bonsai Tree which represents the growth and knowledge that comes out of pain and suffering. The red glaze on the inside is to signify hardship, diseases, and tragedy, all experiences that I have "feeding" the tree of knowledge, which I began thinking about amidst the pandemic. I represented all the knowledge gained through the size of the tree and by using a blue glaze. The unglazed area represents the unknown future which will eventually be covered as we learn and experience more as the human race. This piece helped me deal with difficult weight distribution issues



**Student Name:** Josie

**Region:** 9

**Title:** *Saddest Hour*

**Media:** Ceramic

**Grade/Level:** 10th

**Learning Statement:** This piece, a shattered clock, was created to portray time itself, along with the life and death that occurs throughout time. The cracks along the clock are events that have gone against time such as war, crime, and even the COVID-19 pandemic. The smooth areas along the clock represent those peaceful time periods filled with prosperity and little violence. The visible gears represent how time never stops moving despite all that has and will occur throughout time. The dark shades of blue represent the sadness and acceptance of what has occurred throughout the past, along with lighter shades of blue that symbolize hope for the future and hopefully the happy times ahead. Altogether, this clock truly demonstrates time as a whole through the past, present, and future. This piece helps remind us that, despite the bleak time period we are in with the horrid events occurring around us, this is merely the saddest hour within a forever expanding timeline that contains hope for the future times ahead.



**Student Name:** Caia

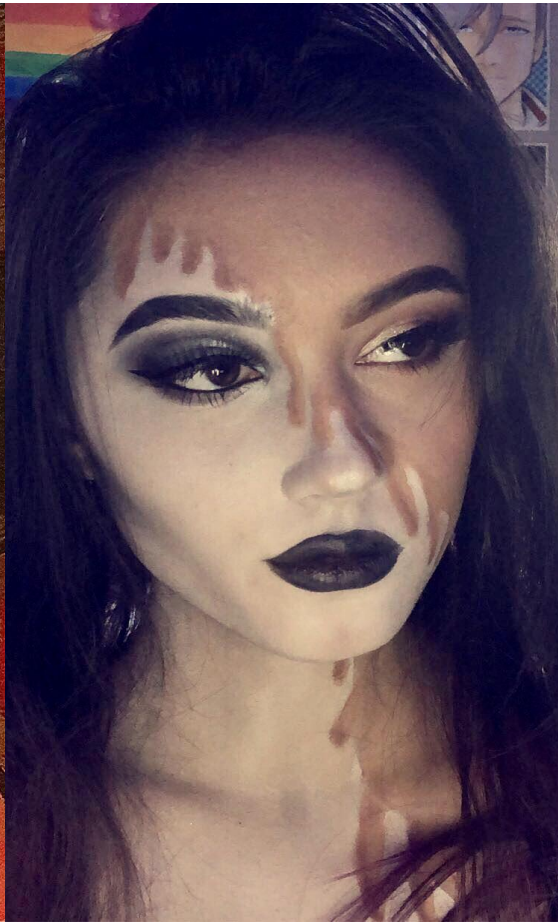
**Region:** 9

**Title:** *Pitcher Perfect*

**Media:** Ceramic

**Grade/Level:** 12th

**Learning Statement:** I created this pitcher because ever since I was little, I've always been fascinated by faces. I love how everyone is different, and how a face is never perfect. I especially enjoy sculpting them because you can make it anything you want, any eye color, any lip shape, any emotion, etc. And no matter how it turns out, it will never be "wrong". I never start my face pieces with sketches, I just go with what I'm doing and how it turns out is how it turns out. I really love the challenge that it comes with too! It's fun making the vessel, but once it's done I enjoy even more giving it a personality and face. I think that's what really brings it to life.



Student Name: Olivia

Region: 9

Title: *Value*

Media: Digital

Grade/Level: 10th

### Learning Statement:

Makeup has become a recent passion of mine and is now my biggest career dream. Seeing the progress I have made over the past two years has encouraged me to keep trying new things. Makeup combines color theory with something that almost represents painting and charcoal drawing. I love use the face as a canvas and being able to bring out the natural beauty in people. In my images, I chose two different ways to do my makeup- monochromatic and inverted color. The raw imperfect face is the true beauty with its strong contrast between the two pieces. Overall I really enjoyed learning about different values and how you can change the way colors are perceived by placing them next to each other or adding white to tint colors.



**Student Name:** Jaiden

**Region:** 9

**Title:** *Forever Eyes*

**Media:** Temporary Tattoo Paper Ink, Skin

**Grade/Level:** 12

**Learning Statement:**

I chose a phoenix because this particular bird represents fire. Fire is meaningful to me because it never goes out until you put it out. My tattoo means leadership and a powerful mindset to always keep pushing and working. Wearing this tattoo feels like I have someone watching over me the whole time to lead me in the right direction. As long as I wear it, I feel that fiery feeling inside of me to keep driving myself forward.

I was inspired by the Japanese culture for my tattoo because they also have an animal who watches over them, the dragon. I put this tattoo on my arm, this way it will always face towards me and watch over me.



**Student Name:** Beth

**Region:** 9

**Title:** *Grandma*

**Media:** Temporary Tattoo Paper Ink, Skin

**Grade/Level:** 12

### **Learning Statement:**

My tattoo means a lot to me because it represents my Grandma. Right now my Grandma has stage four breast cancer, so I put a pink ribbon for that. Her favorite flowers are lavender and she loves the smell of them.

The culture I based my tattoo off was the Japanese culture which is called the Irezumi. I saw the bright colors and immediately thought of my grandma since she is very bright and cheery. I also liked the edges of the tattoos, there were kind of curved edges which I also tried to recreate. I placed my tattoo on my right inside my wrist because it is the hand that I write with. This way I can see it all the time and remember her.



**Student Name:** Keiran

**Region:** 9

**Title:** *Modern Life*

**Media:** Digital Photography

**Grade/Level:** 12th

**Learning Statement:** When I took this photo, I was trying to do my best to capture what life is like in the current world we live in. In the midst of a technological revolution, the way the people interact has been seriously hindered by the development of smart phones, laptops, and social media. My focus with this photo was to exemplify a situation in which this change is present. I chose to compose the photo with a symmetrical background in order to highlight the subjects and, more importantly, the illumination of the laptop screens. I utilized a long exposure in order to pronounce this effect and placed distance between the two subjects to illustrate the way in which individuals are becoming distanced from one another as a result of “Modern Life”.



**Student Name:** Natalie

**Region:** 9

**Title:** *Renaissance Fair*

**Media:** 3-D Printed design (with added chains)

**Grade/Level:** 12

**Learning Statement:** I started this project by researching jewelry from the renaissance, and then incorporated design elements from that period. I incorporated dangling chains and beads as well as intricate designs and large central elements in four pointed shapes. I learned a lot about 3D printing and about jewelry and jewelry making through this project.



**Student Name:** Eleni

**Region:** 9

**Title:** *Lights*

**Media:** Digital Photography

**Grade/Level:** 10th

**Learning Statement:** I love

experimenting with techniques as I create art. I especially enjoy photographing objects, people, and scenes from new perspectives to create unexpected results. Through photography, I explore my love of learning, creating and sharing. I have the freedom to investigate new ideas and values. Photographers who capture breathtaking photos inspire me through their unusual subjects and techniques.

Photography allows us to perceive things that would be impossible to see with the naked eye. In this photograph, I combined the uncommon object of an antique oil lamp with a long exposure to create a burst of light trails. They illuminate everywhere they touch, yet they abruptly disappear. The photo captures only a single moment in time, but this moment is stirring with energy. The life and incompleteness of the lights highlight that everything is fleeting. However, there is so much to see from the darkness if we simply stop to look.



**Student Name:** Lucy

**Region:** 9

**Title:** *Bubble Blowing*

**Media:** Digital Photography

**Grade/Level:** 11th

**Learning Statement:** The inspiration for this shot had a lot to do with some great memories when I was little. My sister and I would make our own soap mix and pour it over a table and then blow bubbles with straws. It was always a competition to see who could make the biggest bubble. Drawing inspiration from that, I planned to get the bubble's perspective using a thoughtful arrangement of chairs, tripods and a window pane. With the glass balanced over the arms of the two chairs, my fabulous assistant poured bubble solution over the glass making a puddle and afterwards, she was nice enough to blow bubbles for me to take pictures of. The bubbles actually created a very interesting warping effect. I was delighted with the color reflections and the depth of field that I was able to achieve through this method.



**Student Name:** Khloe

**Region:** 9

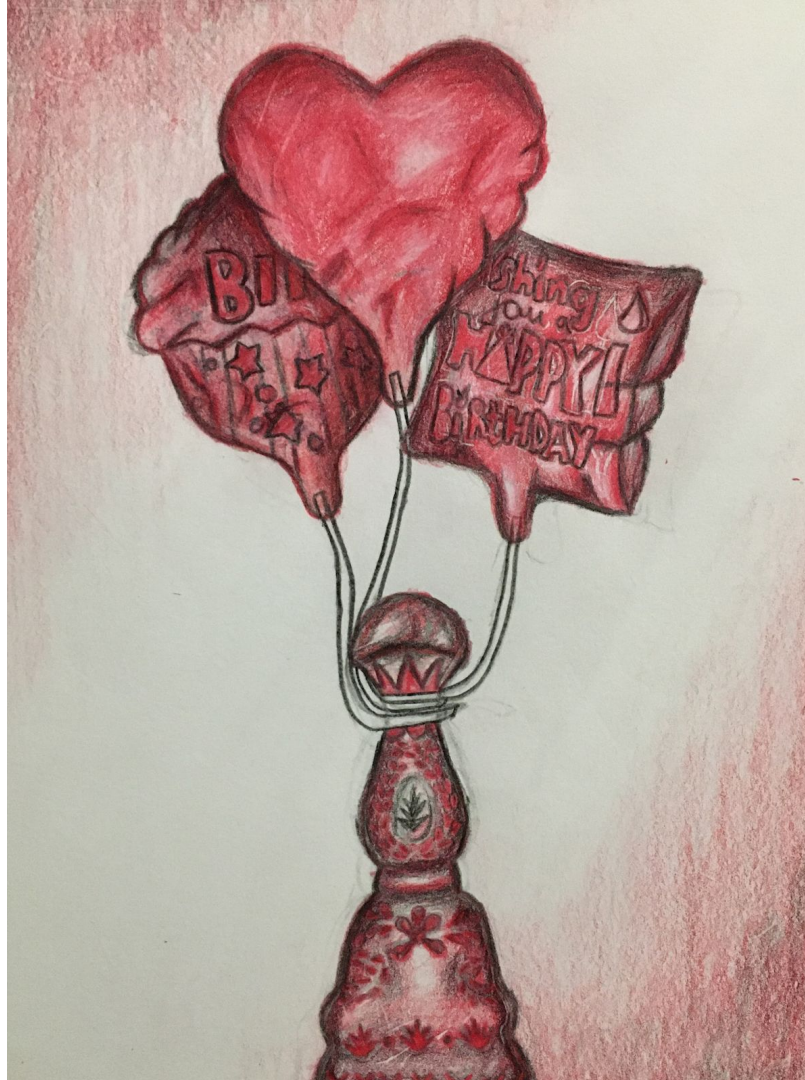
**Title:** *Cat Walk Through the Pyramids*

**Media:** Watercolor Pencil

**Grade/Level:** 12

**Learning Statement:**

This is one of three modern Egyptian inspired fashion models for a project I am working on at Saugatuck High School. I wanted to explore with this and really find my own artistic style before I begin my career in the fashion industry, starting with college next school year. I also got to experiment with Prismacolor watercolor pencils when creating this piece, which was a fun challenge. I cannot wait to create more pieces like this and develop my style as an artist.



**Student Name:** Giselle

**Region:** 9

**Title:** *Vermilion*

**Media:** Colored Pencil

**Grade/Level:** 11

**Learning Statement:**

The most important thing I realized while making this piece was not only the meaning behind it, but the time I put into it. This work allowed me to explore the different shades that are in the color red. Red is a beautiful color but it's not my favorite color, but I chose it because it was a bold color. I've chosen the balloons because they bring a sentimentality of how special birthdays are, and how small details are remembered on one's birthday.



**Student Name:** Memphis

**Region:** 9

**Title:** *Sunrise Above The Mountains*

**Media:** Paper Collage

**Grade/Level:** 12

**Learning Statement:**

The most important thing that I learned while doing this artwork is being patient. The more time it took, the neater became. I was excited about doing a collage drawing. I started by imagining what rivers look like and began drawing a sketch adding objects like mountains trees and the sun. I used a lot of different colors in my collage to create depth. This artwork allowed me to explore a different type of drawing. I had to problem solve using a difficult medium that I am use to. When others view my artwork, I hope they notice my hard word and simply enjoy the beauty of recycled nature.



**Student Name:** Aracely

**Region:** 9

**Title:** *Dancing Smells In The Kitchen*

**Media:** Paper Collage

**Grade/Level:** 9

**Learning Statement:**

The most important thing that I learned while doing this artwork is it takes time to actually make my collage look like an actual collage. While attempting to glue down pieces of paper, the glue would stick to my fingers, smudging other pieces of paper glued down on my collage. This would make it look dirty. Tools that I used to create this collage were glue, pencil, and magazines. I tried to show depth by overlapping objects, making larger items in front of smaller items. The purpose for making my kitchen drawing into a collage was because it makes me feel happy, cozy, ready to bake or cook something delicious, making the smell around me feel pretty hungry. Therefore, I decided to make a collage of my kitchen, where I mostly like staying and hanging around.



**Student Name:** Selina

**Region:** 9

**Title:** *Through My Eyes*

**Media:** Graphite Pencil

**Grade/Level:** 12

**Learning Statement:**

The most important thing that I learned while doing this artwork is you can do anything if you put in your hard work. I do not consider myself an artist but I tried and I'm in love with my artwork. This art show how I feel about covid-19. When people view my art, I hope that they notice the little pattern designs that I added representing never ending time. It shows how a girl is wearing a mask and has tears coming down her face. That is how I feel about the pandemic.



**Student Name:** Jose

**Region:** 9

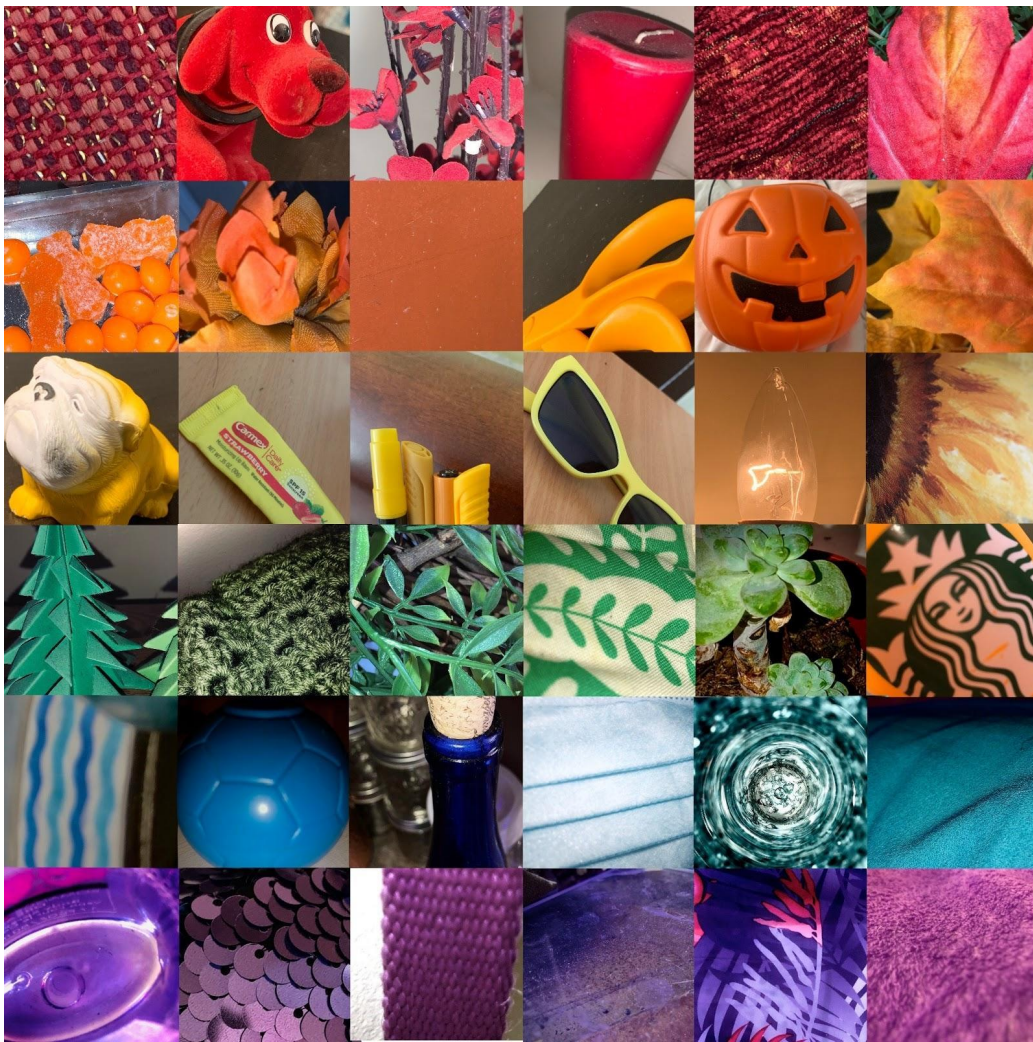
**Title:** *Miniature World*

**Media:** Colored Pencil

**Grade/Level:** 12

**Learning Statement:**

The Russell Boletus mushroom, which was the inspiration for the art piece, is unique for the under belly which is a soft sponge instead of having gills, like other fungi. The unique color schemes that these mushrooms have, help create vivid visuals to the viewer and also creates the cracked “skin-like” texture to the stalk. The colors of the stalk can vary from muted colors to vibrant ones. The deep ridges and the color scheme of the stalk help create a vibrant color scheme and it made me more interested in that certain fungus species. I tried to incorporate more earth tones into the drawing to make it feel like the forest floor and to create a relaxing environment with the color scheme.



**Student Name:** Hannah

**Region:** 9

**Title:** *Proof of Existence*

**Media:** Digital Photography

**Grade/Level:** 12th

**Learning Statement:** This art piece allowed me to explore the different perspectives of art. The recognition of how each color is beautiful by itself, but contributes to the vibrance of the others. I have also dedicated this to the LGBTQIA+ community to show a little more love and support. On top of that, proof that they exist and mean something.



**Student Name:** Kaitlyn

**Region:** 9

**Title:** *Land of Fire and Ice*

**Media:** Drawing

**Grade/Level:** 12th

**Learning Statement:** In my rendition of Mount Volcanic Kirkjufell alongside Waterfall Kirkjufellsfoss above the glaciers, I used Tombow Brush Markers to create the artwork as an ode to pointillism. My intention was to intensify the warm colors to transition to cool colors, fire to ice. This highlights the duality and change in nature.



**Student Name:** Abby

**Region:** 9

**Title:** *The Radium Girls*

**Media:** Computer Design

**Grade/Level:** 11th

**Learning Statement:** *The Radium Girls* is a play about a group of women in the 1920's who work in a factory creating products out of radium. The play takes a dark turn when suddenly one of the women dies of radium poisoning, a detail left unexplained to the rest of the workers. This poster design allowed me to experiment with using a monochromatic color pallet, typography, and texture to create interest and convey an unsettling feeling. The skeletal hands and harsh neon glow of the beauty products against the woman's skin shows the unknown sinister effects of the radium.



**Student Name:** Jada

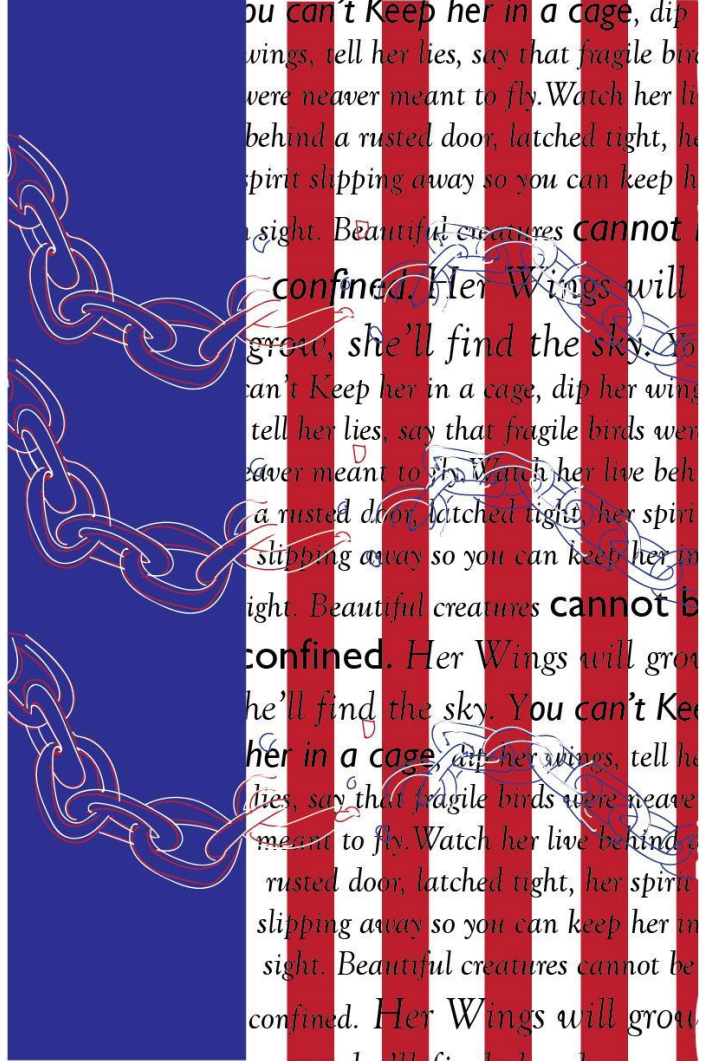
**Region:** 12

**Title:** *Earth Art*

**Media:** Photography/Installation

**Grade/Level:** 12th

**Learning Statement:** Andy Goldsworthy's body of work was the inspiration for the installation. The way he juxtaposed his elements with bright pops of color and using an arrangement of values really inspired me to look at how we can make the Earth more beautiful. Soon after the I photographed this arrangement, the flowers shrivelled and blew away in the wind. The documentation of the photograph and act of creating it will last forever in my memories.



**Student Name:** Kayla

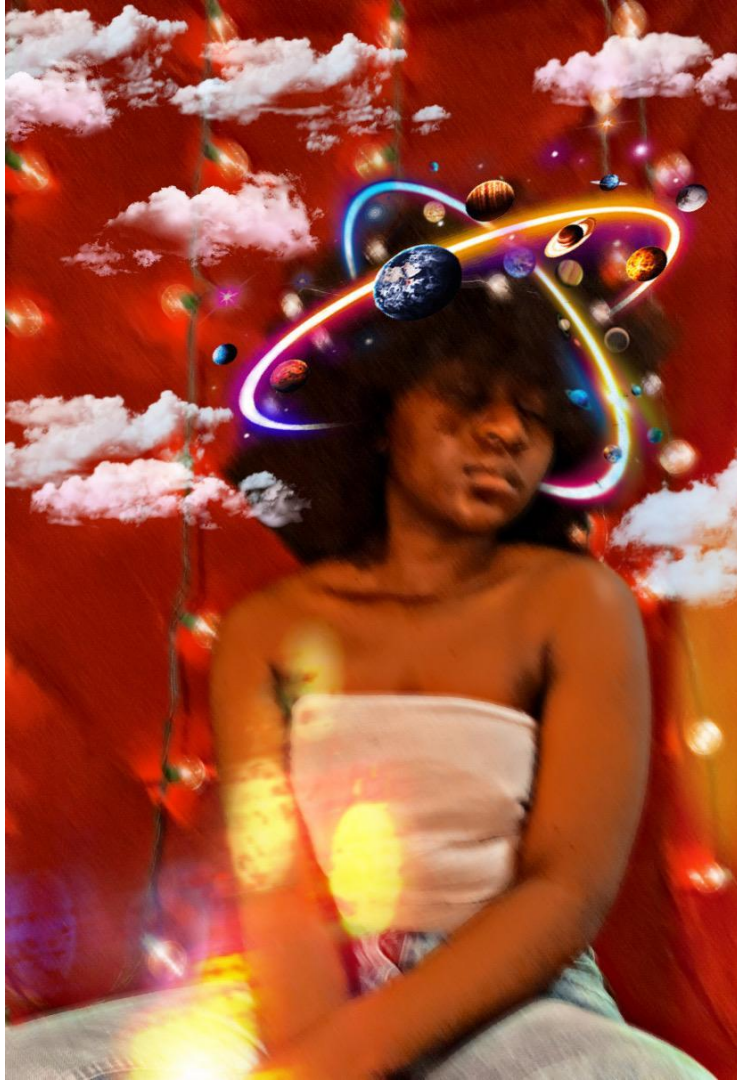
**Region:** 9

**Title:** *Untitled*

**Media:** Computer Design

**Grade/Level:** 12th

**Learning Statement:** My piece was directed towards the attack on the capital and how upsetting it was. Slavery has been abolished for 156 years and still today, in 2021, we are still fighting racism. I incorporated the poem, "She'll Find the Sky" by Christy Ann Martine which is about a bird that symbolizes things of freedom and confinement. In America today, we are too acclimated to freedom. It's a privilege - not a given.



**Student Name:** Rachel

**Region:** 9

**Title:** *Beauty*

**Media:** photography

**Grade/Level:** 10

**Learning Statement:** Beauty is something that is out of this world and wearing my Afro really shows my beauty that is out of this world and that connects me to more than I can imagine.



**Student Name:** Angeline

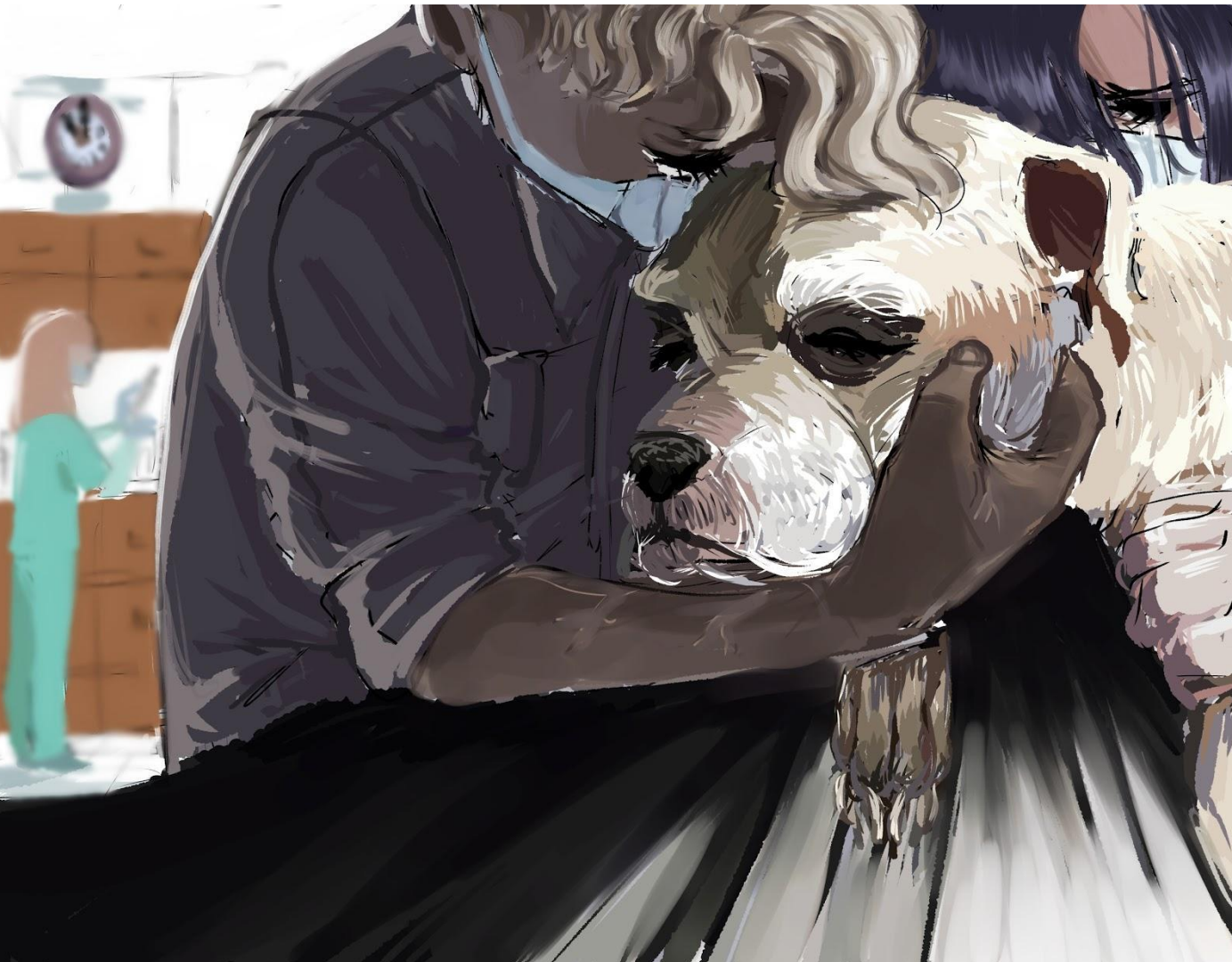
**Region:** 9

**Title:** *Landfilled*

**Media:** recycled fabric, wrapper

**Grade/Level:** 12

**Learning Statement:** “Landfill” is made of recycled materials, fabrics, and waste to create a fashion statement about environmentalism. This puffer vest is filled with trash, mostly single-use items, found around my room, which I did not realize how wasteful they were until I accumulated this giant pile. This pile is incomparable to how large real landfills are and people often brush off this issue as a minor concern. Until it is too late, when our planet has deteriorated and everything we own turns into trash, then people will realize that everything has become landfill.



**Student Name:** Tessa

**Region:** 9

**Title:** *Sleeping Angel*

**Media:** Digital

**Grade/Level:** 11

**Learning Statement:** This piece was inspired by the passing of my first and only love: my dog, Angel. She passed away a few months back in december from what the vet assumed to be a brain tumor of sorts, and we only found out about it from days of seizures. Her death seems to still have a lingering effect on my family. Rest in Peace baby!



**Student Name:** Kimberly

**Region:** 9

**Title:** *Remembrance*

**Media:** Watercolor

**Grade/Level:** 12

**Learning Statement:** As a Vietnamese-American who was raised in America and has been to Vietnam a multitude of times when I was younger, I hold both Vietnam and America dear to my heart. I realized as I grew up that my initial impression of Vietnam from being a child started to change. While I still enjoyed visiting Vietnam, I realized that, despite my love for Vietnam, I didn't feel as if I belonged there due to my upbringing as an Asian-American in America. The piece itself is supposed to showcase a girl enjoying the more rural aspects of Vietnam like visiting rice fields and is one of the "happier" pieces before she realizes the underlying feeling of estrangement.

**The Michigan Art Education Association would like to thank:**

**Our talented young artists,**  
for sharing their creativity.

**All the families & administrators,**  
for their continued support of the arts.

**And our art teachers,**  
for their dedication & courage  
to rise to the challenge  
everyday.

- 2021 -





### **Elementary Division**

Lori Coffman

Emily Miller

Melissa Pawlak

Lynette Robinson

Zac Wanner

Lowell Area Schools

Allendale Public Schools

Saugatuck Public Schools

Greenville Public Schools

Ada Christain Schools



### **Middle Level Division**

September Buys

Janine Campbell

Lori Coffman

Sarah Griesinger

Jessica Kiwiet

Molly Marshall

Christina Moffatt

Melissa Pawlak

Zac Wanner

Laurie Worley

Northview Public Schools

Byron Center Public Schools

Lowell Area Schools

Cedar Springs Public Schools

Zeeland Public Schools

Byron Center Public Schools

West Ottawa Public Schools

Saugatuck Public Schools

Ada Christain Schools

West Ottawa Public Schools



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Adrienne DeMilner

Tricia Erickson

Michelle Fuller

Robyn Gransow-Higley

Danielle Hanna

Carolyn Hintz

Brian Kelly

Debra Kemppainen

Barb Kent

Nathan Kukla

Tanya Lockwood

May McCalmon

Kimberly Meyers-Baas

Laura Todd

Le Tran

Julie VanderLaan

Savannah Vickers

Brad Vredevoogd

Christen Woodruff

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Kentwood Public Schools

Northview Public Schools

Zeeland Public Schools

Wyoming Public Schools

Saugatuck Public Schools

Grand Rapids Public Schools

West Ottawa Public Schools

Zeeland Public Schools

Rockford Public Schools

West Ottawa Public Schools

Northview Public Schools

Northview High School

Kentwood Public Schools

Rockford Public Schools

Kentwood Public Schools

Byron Center Public Schools

Northview High School

West Ottawa Public Schools

Rockford Public Schools