

St. Mary's Ryken

Visual Arts



Choose your own Art Adventure!

Hopefully, you will find inspiration as you look through these pages. Here is a map of the recommended pathways that students can take to fulfill their arts credits in the Visual Arts!

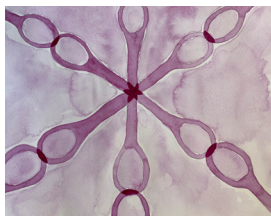
Suggested Sequence

Required	Second Level Electives (can be taken in any order)	Special Exceptions	Upper Level
Intro to Visual Art OR Drawing (new in '21-'22!)	Drawing Painting Graphic Design Photography	Studio (year-long) Ceramics (open to Seniors)	AP Art & Design AP Art History

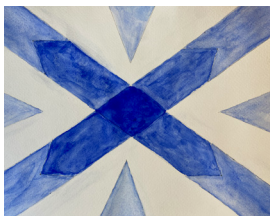
We suggest that students begin with our Intro class, as it provides a strong understanding of the skills, language, and history of Art. Alternately, students can now choose to take Drawing to fulfill their initial credit. Students are then recommended to take other skill-building classes such as Painting, Graphic Design, Drawing (for those who took Intro), and Photography. If a student is interested in pursuing Visual Art in college, it is suggested they take Studio. This year-long class builds skills through long-term intensive projects designed to help the student build their portfolio for college admission. AP Art & Design is our most advanced class and follows a college-level curriculum. Students are required to research and develop a body of work that reflects their personal voice. AP Art History is another college-level option for students that are seeking an in-depth understanding of how art has been a uniquely human response to the events of the world.

Introduction to Visual Art

Shape Designs



Lauren Van Meter



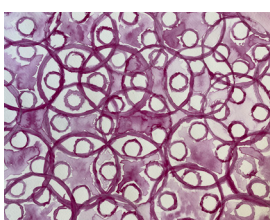
Savannah Garren



Sarah Devine



Ashley Holmes



Nick Kovich



Emma Ashley



Logan Barnes



Bryce Djossou



Maddie Goul

Introduction to Visual Art



Trent Gerhardt



Emily Farrell



Aaron Jasper



Olivia Schreyer



Savannah Garren



Rhiannon Wright

Color Wheel

Students designed their own color wheels with primary, secondary, and intermediate colors. Each section is designed to incorporate the color in its pure form as well as its neutral version. The neutral is created by mixing the intense color with a small amount of the complementary color.



Dean Atlas



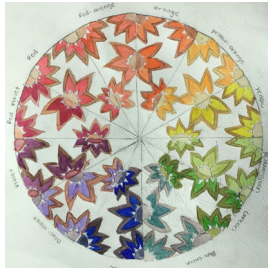
Malachi Briscoe



Meghan McCarthy



Taylor Cunningham



Giselle Maldonado



Kristina Brillantes



Sarah Devine



Emily Farrell

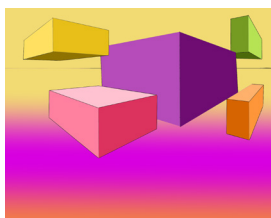


Marie Balfour

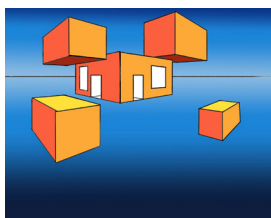
Introduction to Visual Art

Linear Perspective

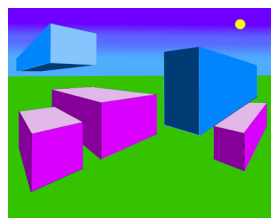
Linear perspective is a fantastic drawing tool that students can use to create realistic looking structures. This skill gives students insight into how we perceive space through our sense of sight. There are three types of perspective that students learn in Intro to Art: One, Two, and Three point perspective, referring to the number of vanishing points incorporated in the drawing. One point corresponds to depth, two point: depth and width, and three point is height, width, and depth. Each has its applications in depictions of actual space. One point would be used to draw the view down the Champs Elysée, two point on the corner of Fifth and W. 57th, and three point from the top of the Duomo in Florence.



Marie Balfour



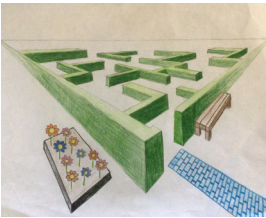
Rhiannon White



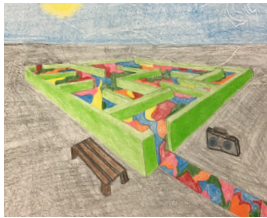
Savannah Garren

Linear Perspective

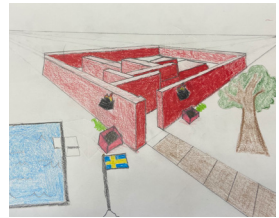
Students used the laws of two-point perspective to draw a three-dimensional maze. They also shaded the walls to show a light source. Students used design software on the iPads for the initial studies and then used traditional media for the final product.



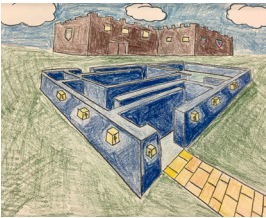
Meghan McCarthy



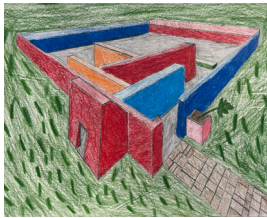
Brent Burroughs



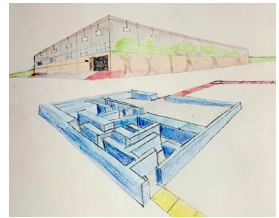
Colby Brown



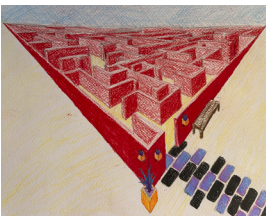
Maggie Muldoon



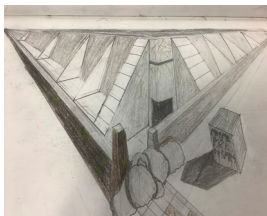
Aaron Jasper



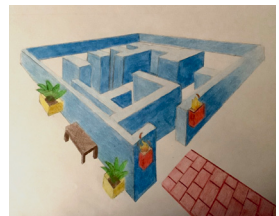
Ryder Morlong



Taylor Cunningham



Kendall Liverpool

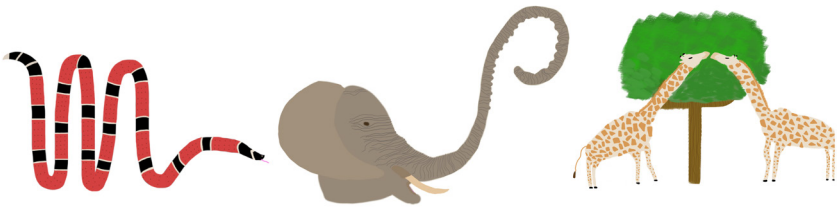


Sarah Redding

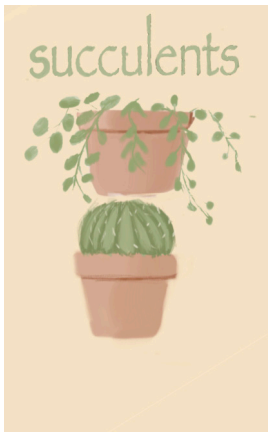
Painting

Themed Poster

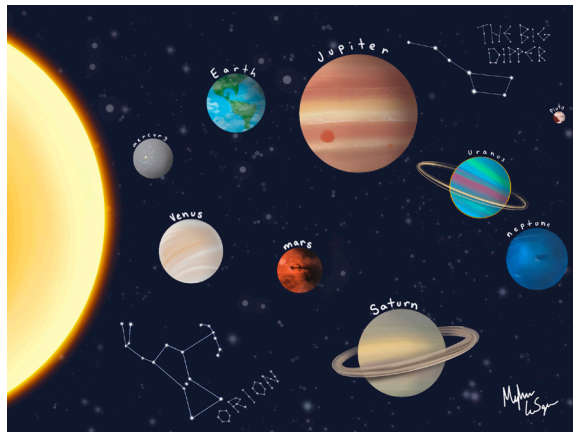
Students chose a theme and created a poster based on their theme. They learned digital painting techniques and completed their posters using programs on their iPads. Students considered unity and space while organizing the elements in their designs.



Patrick Anderson



Macy Ellis



Meghan LeSage

Drawing

Linear Perspective

Students used their knowledge of two-point perspective to accurately draw a building on campus. They used the things they learned about linear perspective in Intro to Visual art to make sure that their building was drawn correctly. They also used shading to create the illusion of depth and create texture.



Ally Boothe



Maddie Goul



Sarah Bubb



Sydney James



Ertan Li



Meara McAllister

Studio

Themed Pattern

Students designed a pattern that communicates a theme or idea. They considered the meaning of the images and colors included in the pattern. They arranged their images to activate the negative space, or background, and hide the “grid” of the repeating pattern.



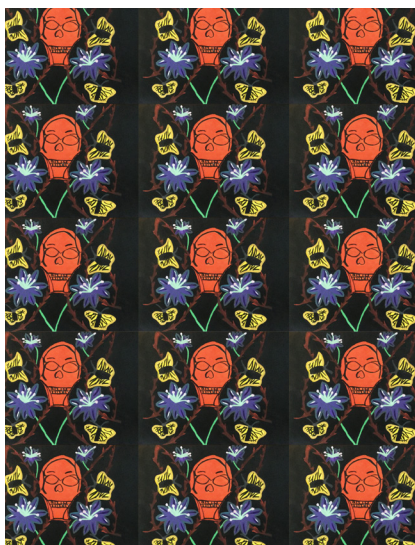
Katelyn Freese



Macy Van Meter



Hannah Schneider



Nicole Osborn



Haley Walker



Nick Matthews

Studio

Still life

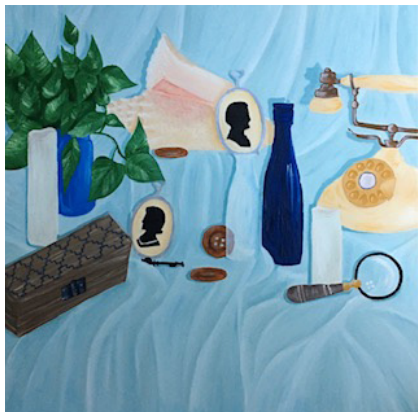
Students used paint and charcoal to capture a likeness of their still life. They composed their painting/drawing while thinking about balance and negative space. They also focused on capturing accurate values in their drawings and used their color theory knowledge to accurately mix colors for their still life paintings.



Nick Matthews



Hannah Schneider



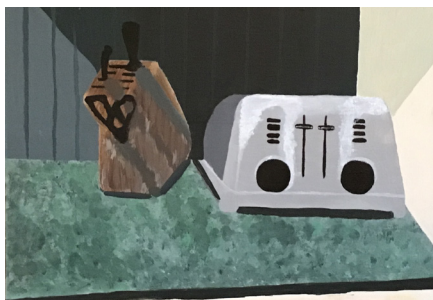
Katelyn Freese



Nick Matthews



Katelyn Freese

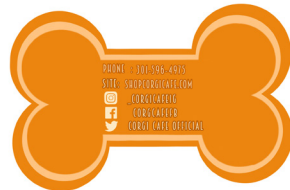


Haley Walker

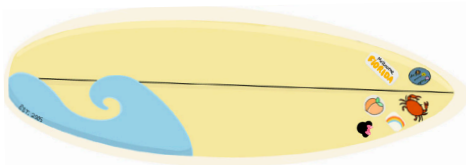
Graphic Design

Sticker Shop

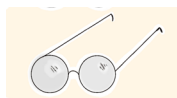
Students created their own “sticker shop.” They designed a set of stickers with a theme and created a logo and branding for their company. They considered color schemes and unity in their work.



Erin McRoy



Hannah Schneider



Shannon Cain



Daymone Simmons

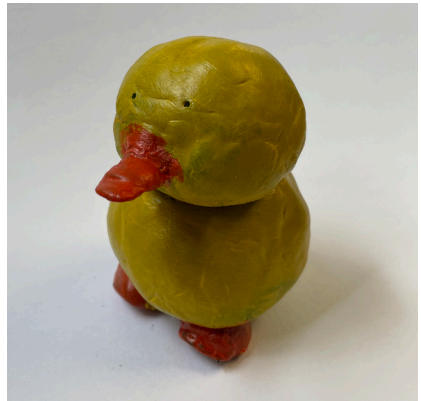
Ceramics

Animal Sculpture

Students used a pinching technique to create a hollow animal. They also used scratch and slipping to attach the different parts.



Meghan LeSage



Tom Roberts



Owen Vandergriff



Sophie Dean

Photography

Narrative

As a final project, students were asked to construct a visual story, or narrative. The idea was to build the narrative over a series of photographs, using order, framing, and objects. Some students chose to interview a subject, others chose to allow the objects they arranged to be evidence of action, and still others allowed themselves to be part of the story. The challenge was to create a visual balance between consistency and change to thereby lead viewers through a unified series of photographs.



Neel Guha



Jalen Padmore



Clara Watkins



Kristina Zarate



Erin McRoy