

CV Art
Department
Showcase
24-25 School Year

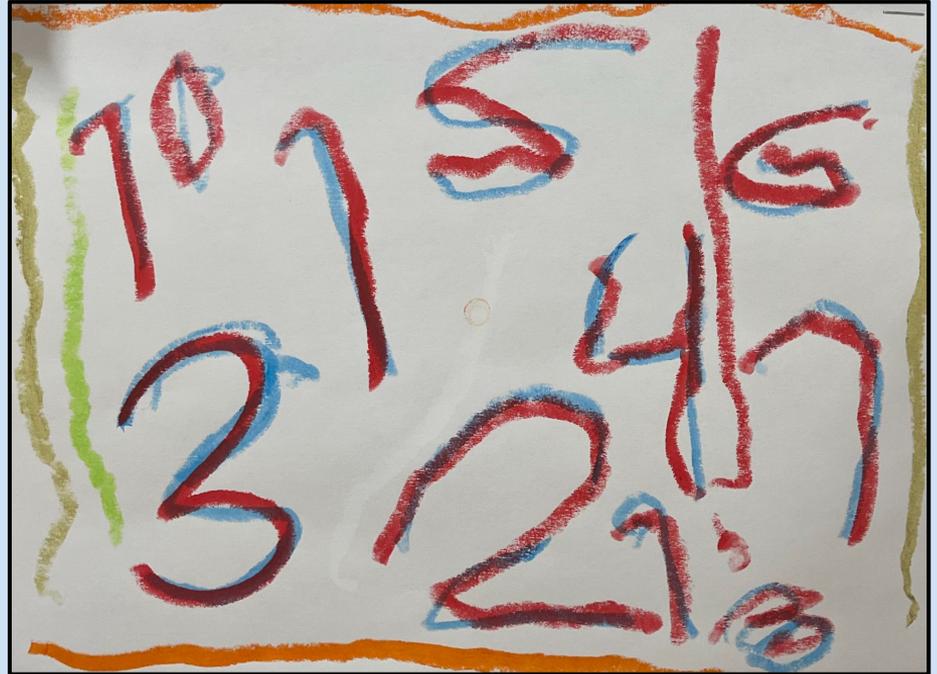


Smoketown Elementary

Miss Raezer

Students in Kindergarten, first, and second grade in the Autistic Support class worked on creating works of art that related to “lines,” as it was the theme for the day. Stations with different mediums and project ideas were set up around the room for students to go through. Students were encouraged to go to as little or as many stations that interested them.

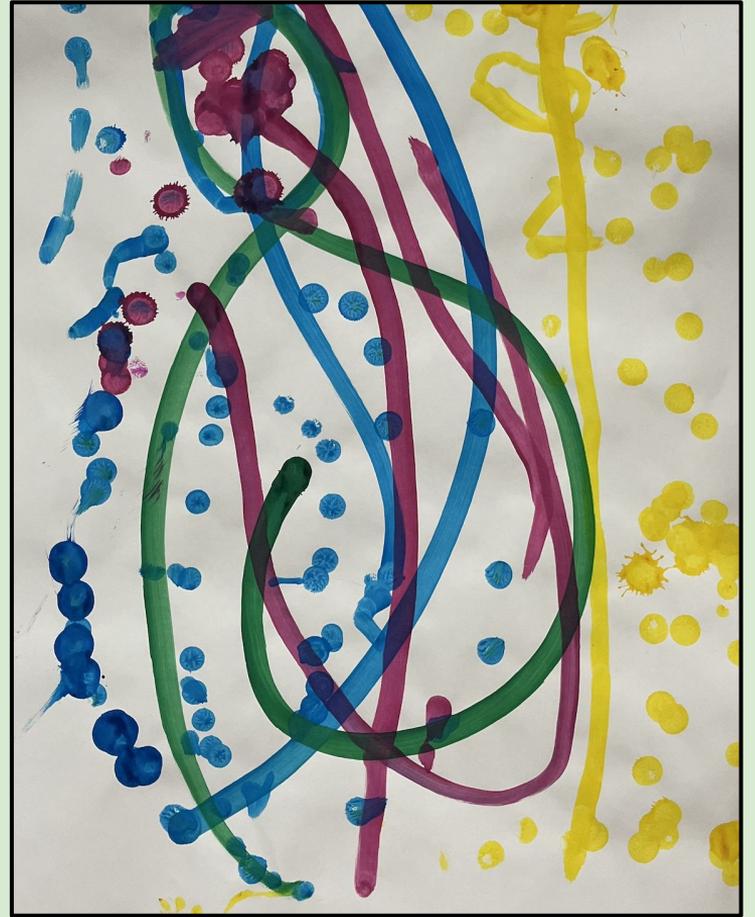
This created a flexible learning environment while also challenging students to only use lines and try several techniques as best as they could. We will continue to use the other elements of art as themes for the classes!



Kamari- Grade 2



**Malav
Grade 1**





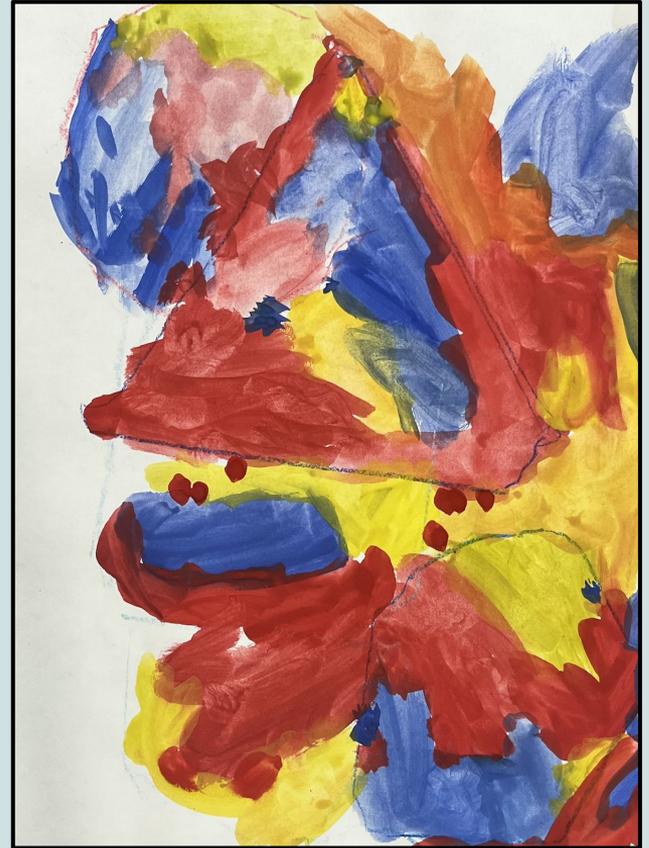
Payton- Kindergarten

Students in kindergarten have been learning more about shapes and what they can create out of them. We did an exercise with tracing shapes. Students then painted the shapes using the primary colors which helped their color awareness skills as they saw mixing on their papers. All students took a unique approach to their projects. Students were innovative problem solvers when having some difficulties tracing the shapes. This resulted in collaborating with the teacher or their classmates in order to help each other out.

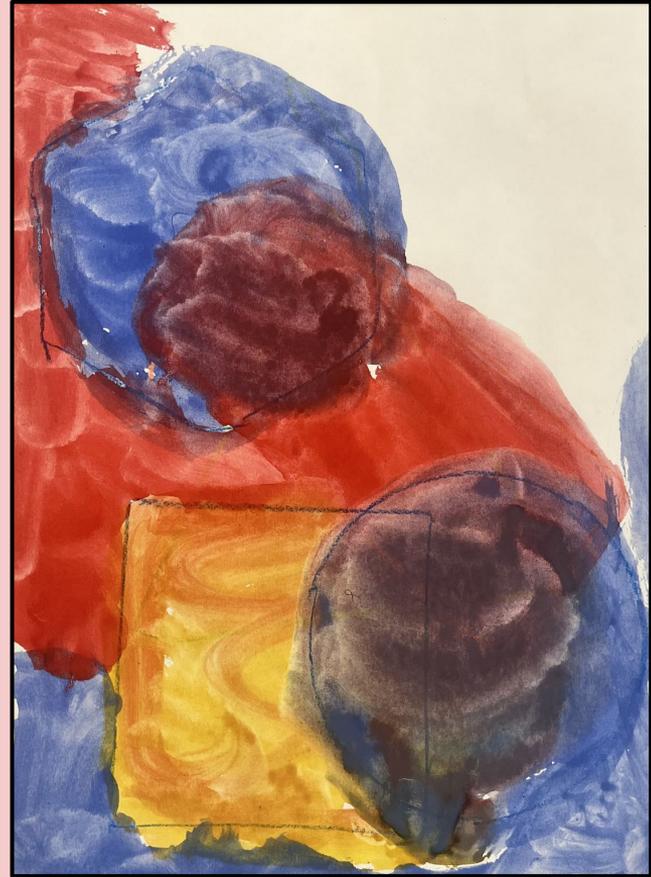


Oliver- Kindergarten

Taim- Kindergarten



Liam- Kindergarten



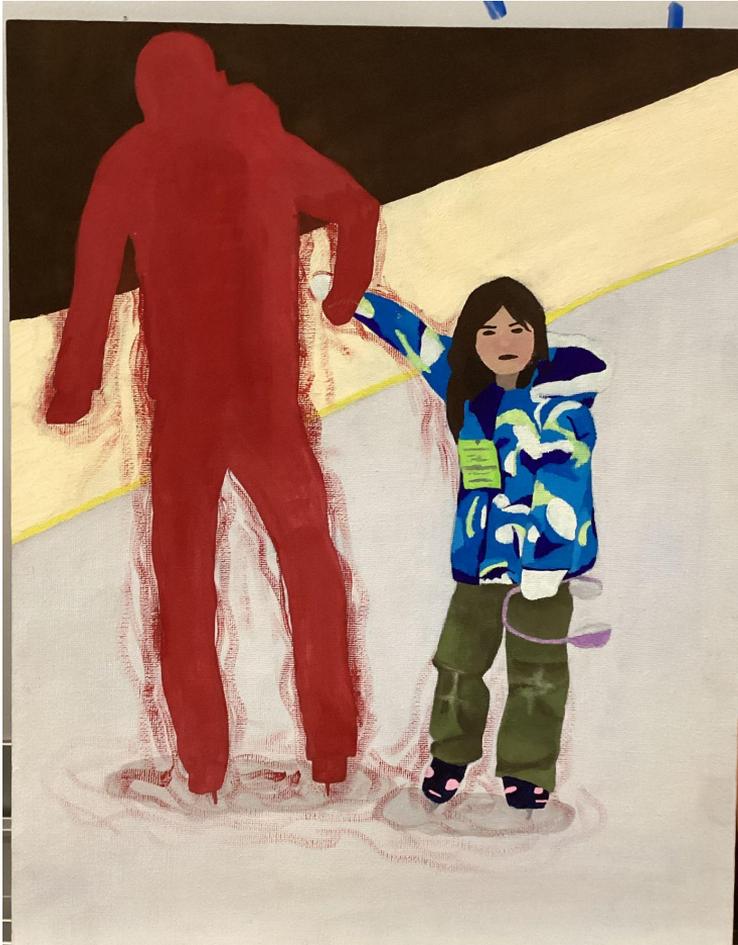
Stella- Kindergarten



Scarlet- Kindergarten

Avalyn- Kindergarten





High School:
Advance Placement 2D Design students worked on possible themes for a focus in their work during their summer break. They must establish a guiding question that each design is attempting to answer.

Haley Prescott: How do I use 2D Design to communicate my experiences of growing up?

Emerald Shabb

How do I use 2D Design to illustrate my childhood experiences?





Arianna Rodriguez

How to I use fruit to
create compelling 2D
Designs?

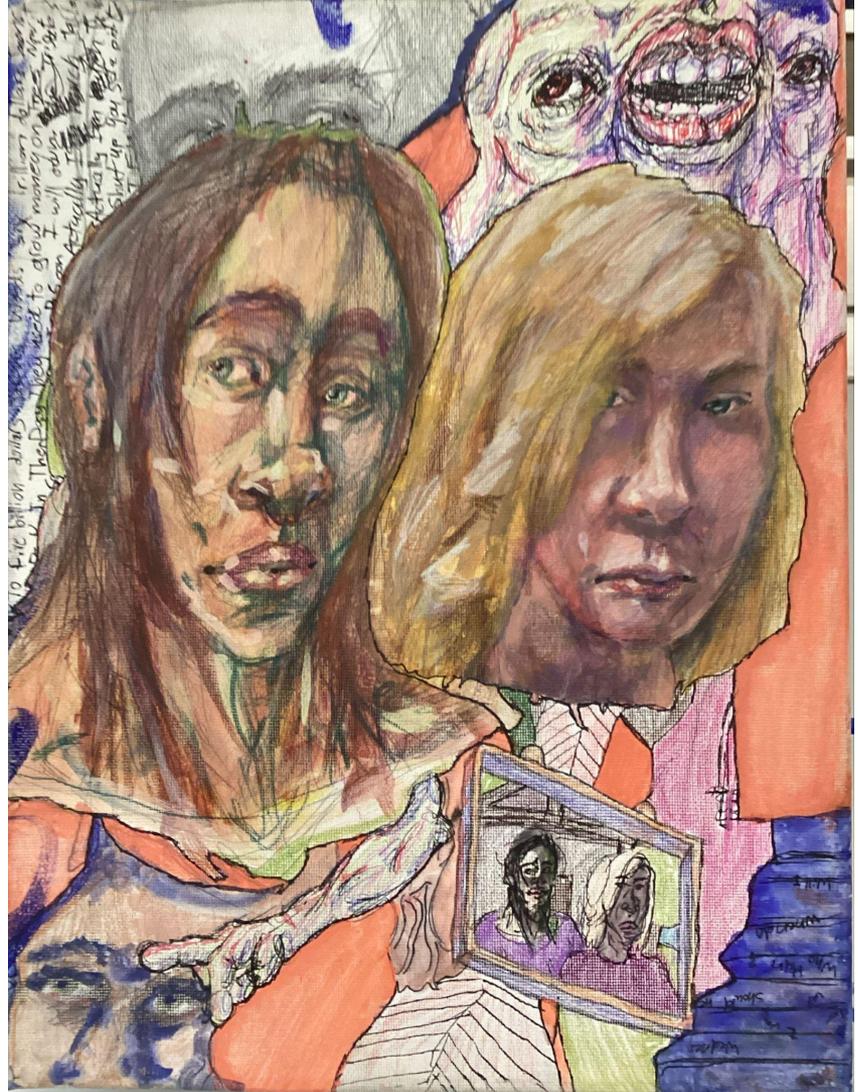


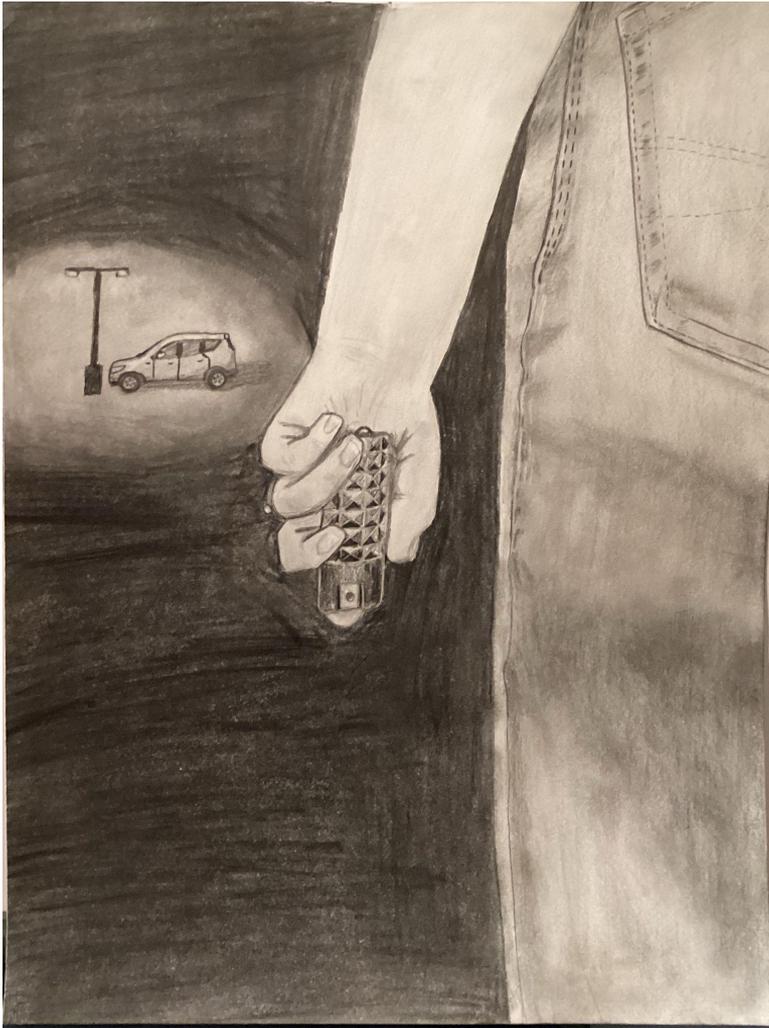
Sarah Harrold:

How do I explore
the theme of “things
forgotten” through
2D Design?

Vaughn Smuthers:

How do I discover my
artistic voice through 2D
design?





Samantha
Radwanski:

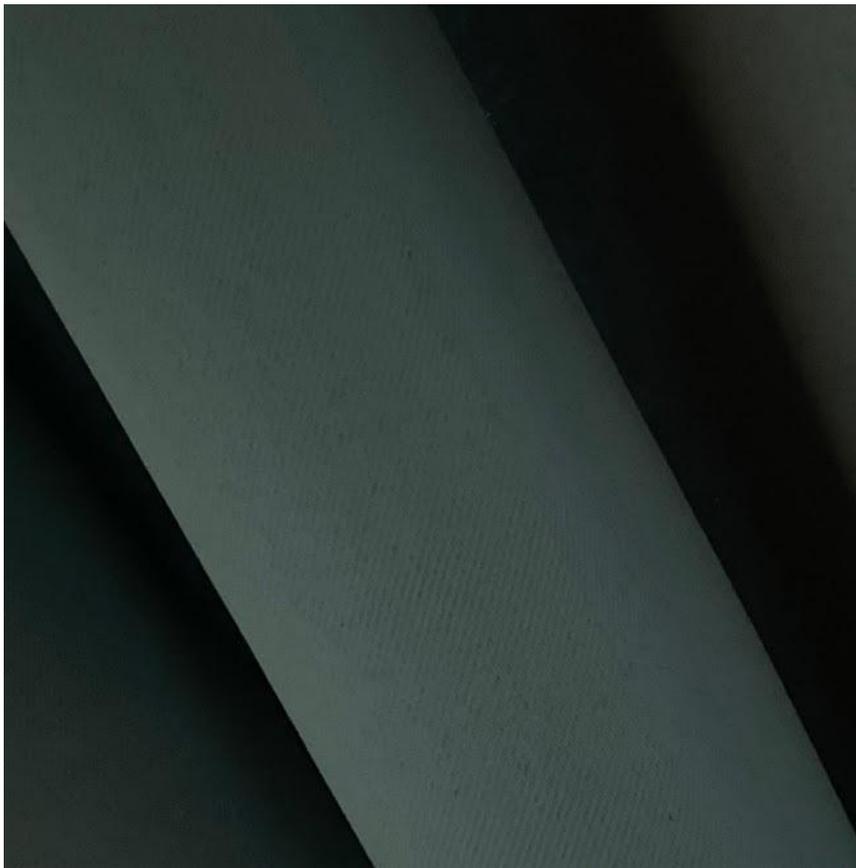
“How can 2D Design
illuminate and
illustrate situations
that make women
uncomfortable?”

Emma Guo

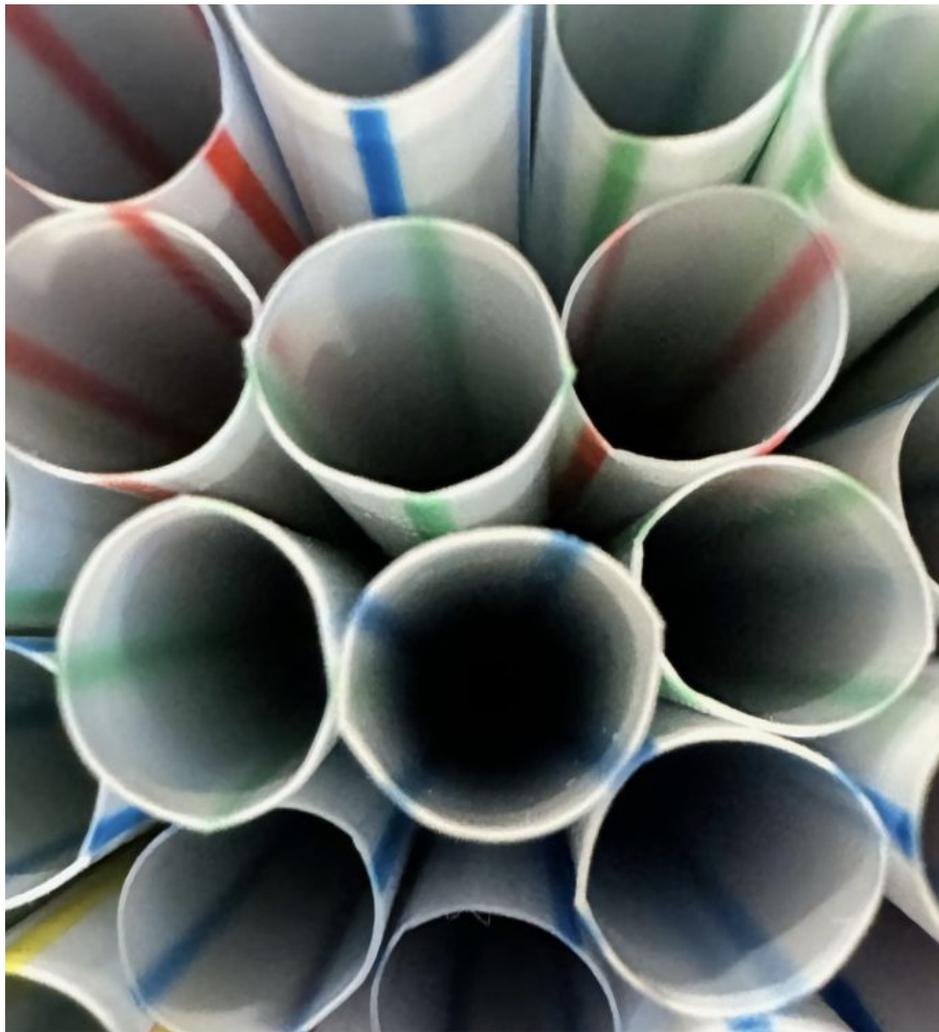
Breadth students learned about Alfred Stieglitz and the “Equivalent”. This is a series of abstract photographs that use cropping to focus on the formal elements of composition rather than the identity of a subject. Students use their iPads to frame compositions throughout their day in various places. Critique of these images helps students to conceptually understand and talk about their own work and the work of others.



Arianna Rodriguez



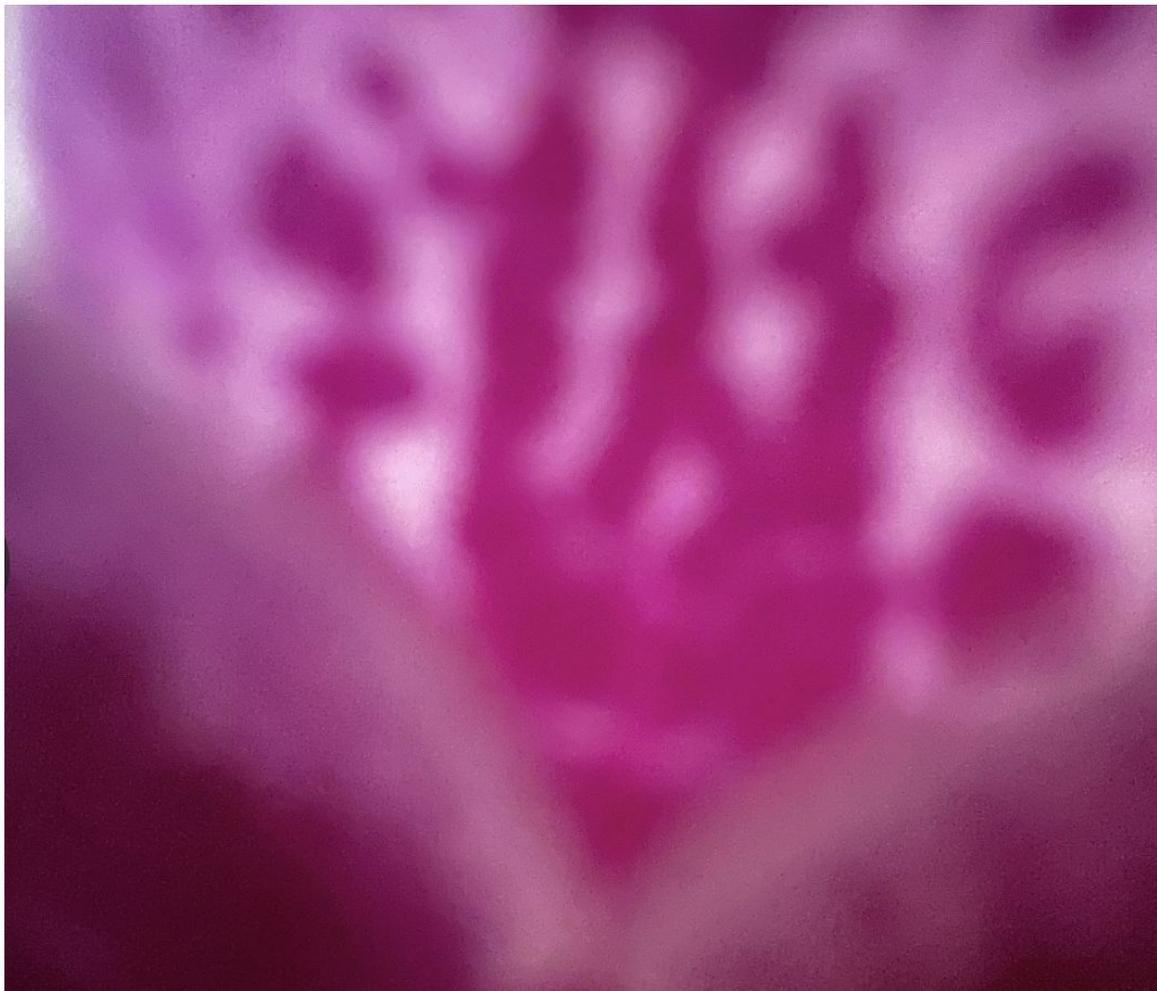
Elizabeth Gomez



Ari Norman



Lily Splain



Fritz Elementary Art Department

“Fritz Art ‘Little Hats Big Hearts’ Baby Hats” 2024

I would like to thank Gerald G. Huesken, Ed.D. Executive Director Conestoga Valley Education for giving Fritz Elementary Art Department a Grant last year. This gift provided Fritz students with a platform for a community service art project. Fifth Grade students were a part of the first “Fritz Art ‘Little Hats Big Hearts’ Baby Hats” project. Student knitted red baby hats on round looms purchased with grant moneys for the American Heart Association in connection with the Children’s Heart Foundation. The baby hats will be donated to mothers with newborn babies at participating hospital. As a global citizen Fritz art students demonstrated compassion, empathy, and respect for others in a diverse society and to think beyond themselves to help the local, state, national communities. Thank you for your support for the Arts!

Mrs. Julie Brubaker



“Fritz Art ‘Little Hats Big Hearts’ Baby Hats”



“Fritz Art ‘Little Hats Big Hearts’ Baby Hats”



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“Fritz Art ‘Little Hats Big Hearts’ Baby Hats”



“Fritz Art ‘Little Hats Big Hearts’ Baby Hats”



“Fritz Art ‘Little Hats Big Hearts’ Baby Hats”



Plants and plants “Oh my” -
Zaveta Diggs



Watercolor
Beatrice Hollister



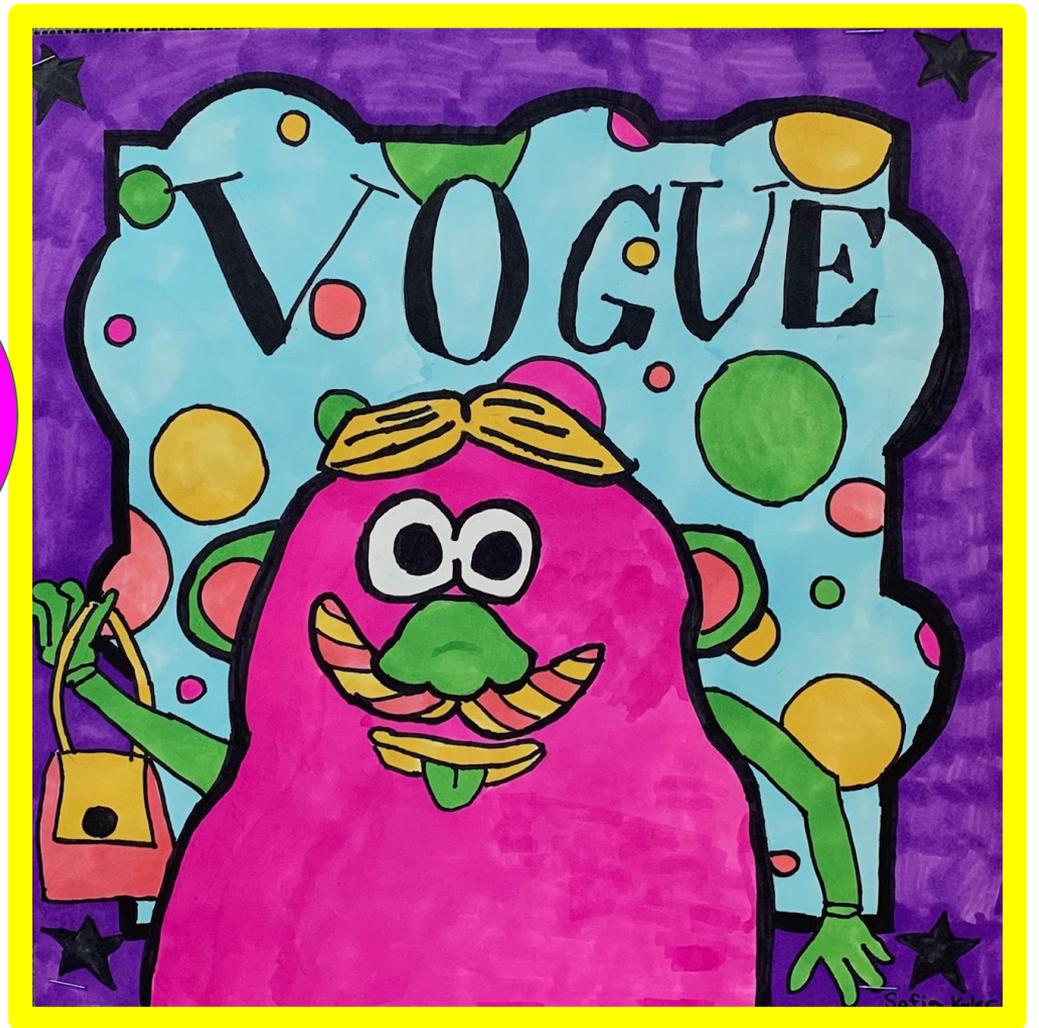
POP ART POTATOES 7TH GRADE

STUDENTS LEARNED ABOUT POP ART AND WERE CHARGED WITH TURNING THEIR OBSERVATIONAL POTATO HEAD DRAWINGS INTO THE STYLE OF POP ART ~ INSPIRED BY ANDY WARHOL

OMG!

WOW!

YES!



Sofia Kyler



Emily Tavalare



Liam Hengst



Kha'mi Reason



Heller Guo



Hope Dunbar



Isabelle Summers



Jordyn Shirey

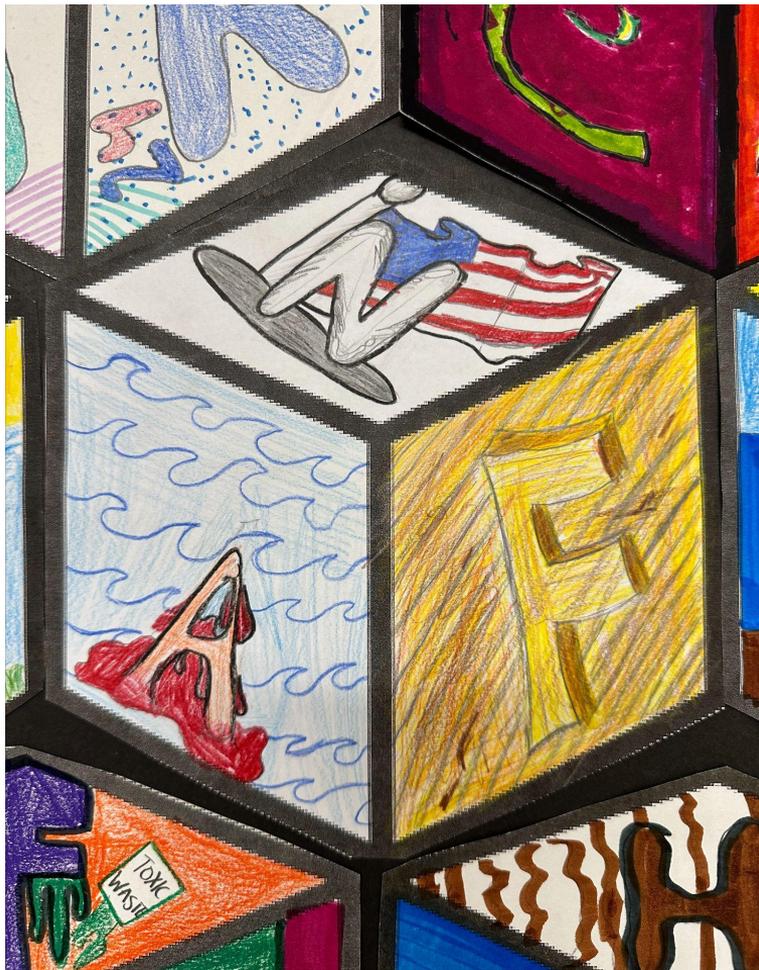


Lily Douangsouri

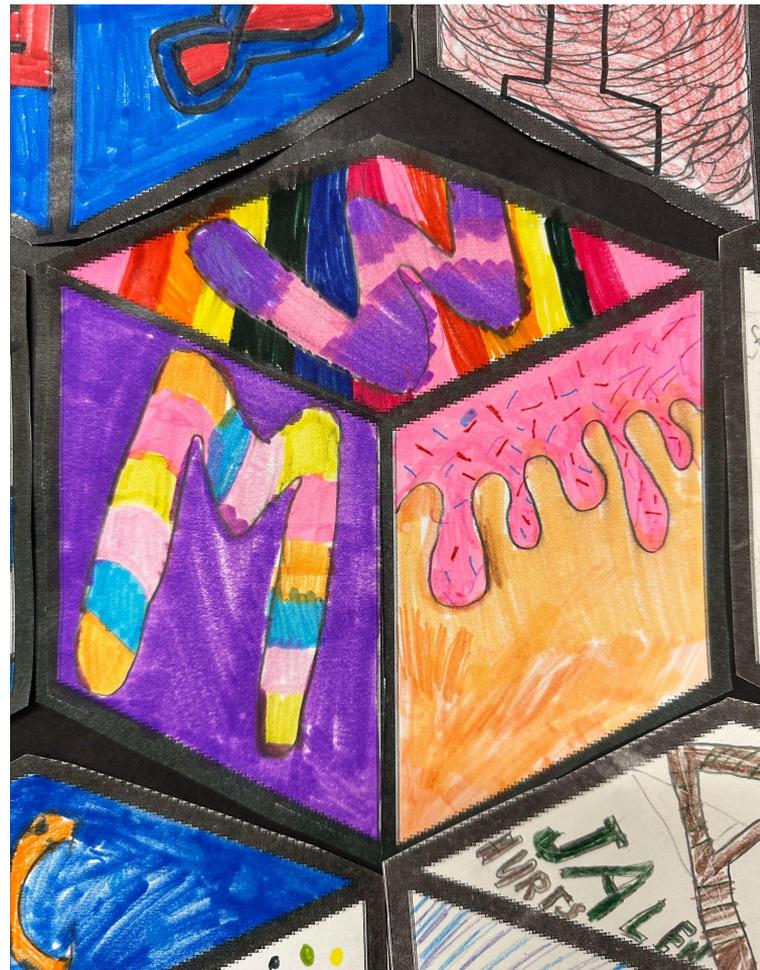
6th grade students illustrated their identity and combined their artwork to create a hallway mural! Each student was given a cube to help illustrate their identity. Initials, favorite colors, and interests were the unique ways students illustrated their uniqueness. When completed, we discussed how as artists, we are always trying to add to our community and have a responsibility to inspire others!



Outside of the 6th grade art room!



Nathaniel Frey



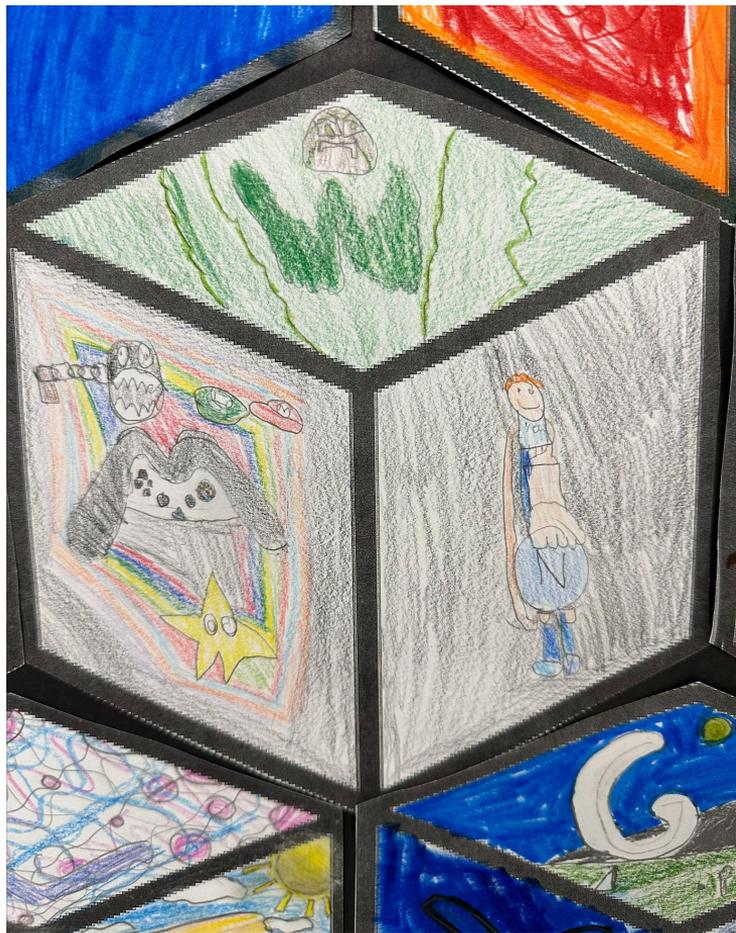
Meia Weitzel



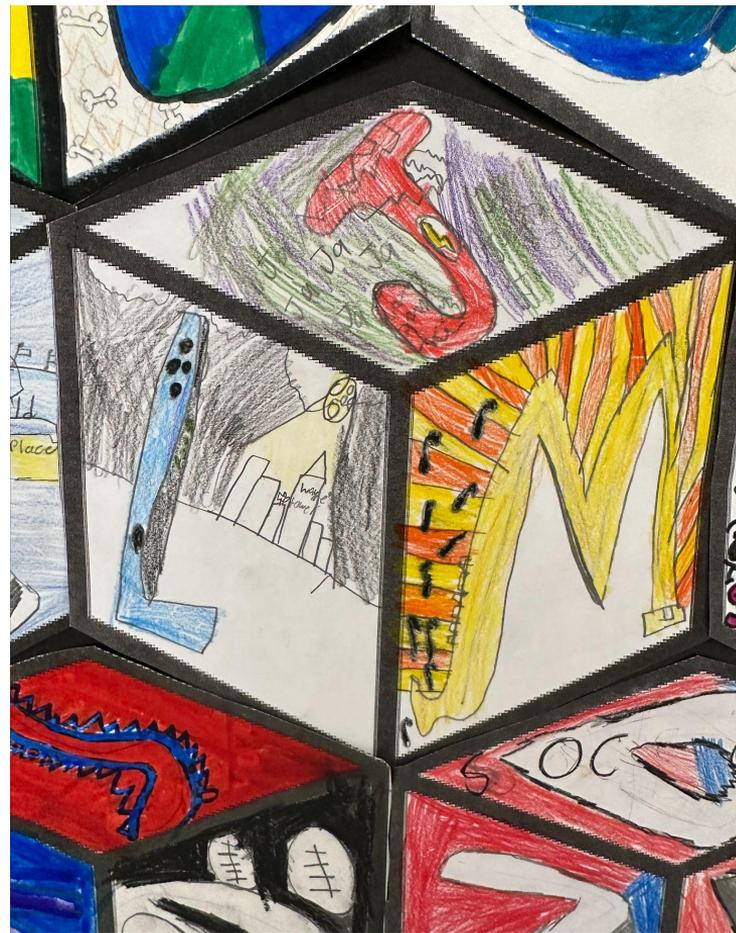
Hector Vazquez



Cameron Kirchner



Nicholas Wright



Lane Mccabe

Brownstown Elementary

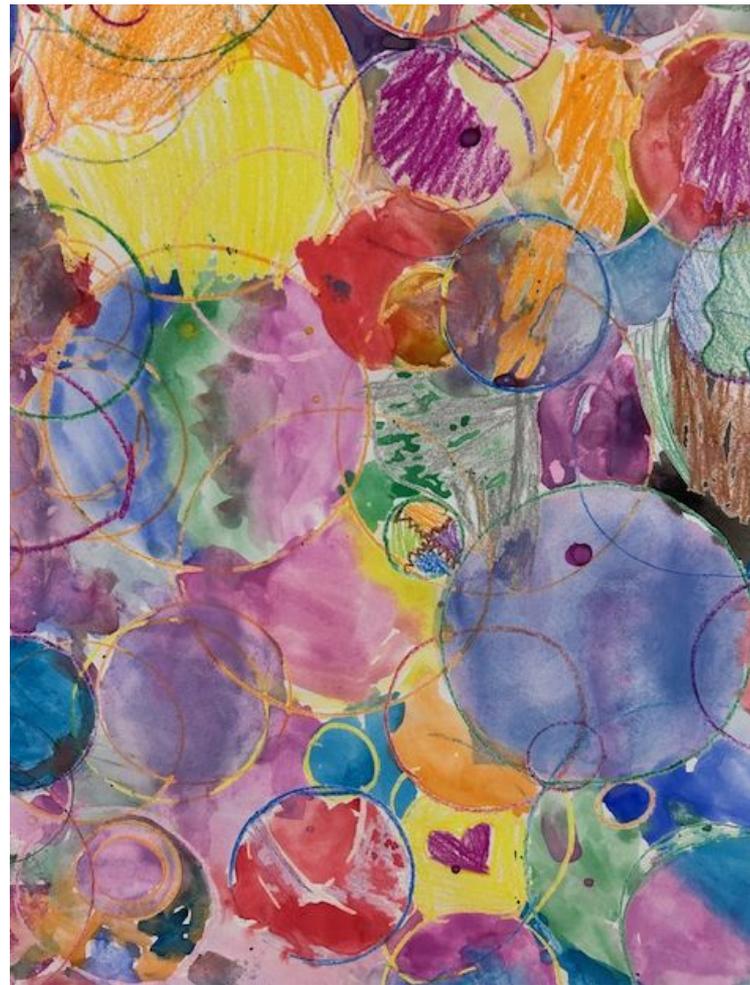
On their first two days of art class, 3rd- 5th grade artists collaborated on these unique artworks. Artists took turns building on circular designs. This was a chance for students to practice being respectful and responsible while creating with others.

Matthew and Blake (4)





Rylee and Asher (5)



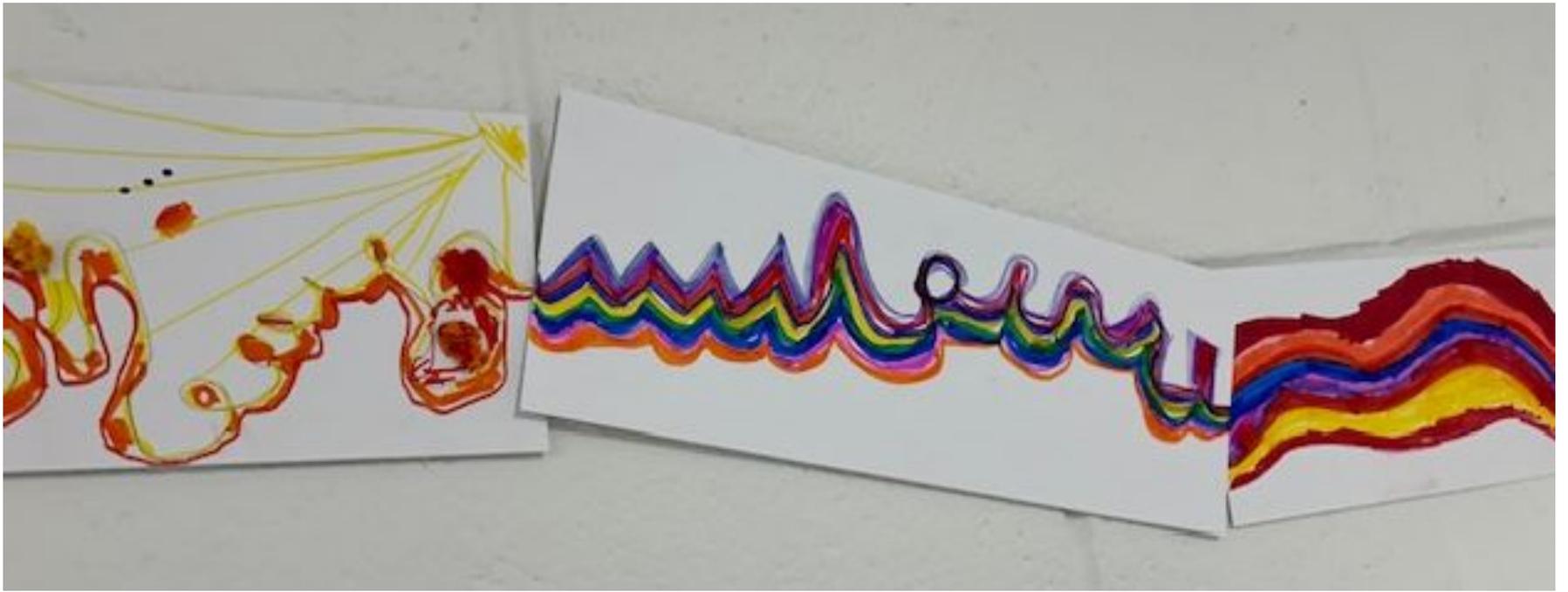
Mia, Sophia, Nolan, Beau (3)



Madelyn, Averlee, Daniel, Aaron (3)



Matteo, Owen, Violet, and Qadira (5)



After viewing images from Sol Lewitt's "Wall Drawing" exhibition, students in 1st and 2nd grade discussed where they could go to see works of art. They turned our hallway into an art gallery by creating a collaborative line artwork that stretches down the hall.

First graders continued their exploration of lines by creating “printed line compositions”. Students in Autistic support classes collaborated to explore line making with tape.

