

# Art Department Showcase

Due October 17th

## 2025 Trip to Philadelphia Art Museum



How does the Art Department teach the domains of the CV Learner?

# CVHS

## AP 2 Concentration

AP Concentration students develop a central design question to guide their creative process. Each artwork serves as a response to this question, reflecting their exploration and intent.

*Art is a timeless and borderless conversation, transcending geographic and political boundaries. When we create art, we engage in this dialogue, building upon the legacy of artists from the caves of Lascaux to the halls of revered museums and institutions. Art serves as a universal language, connecting us across time and space - John Myers.*

# Lily Splain

“How can i use 2d design & still lives to explore objects with personal meaning? “

“I took this reference picture during my last therapist session which I was taken out of unexpectedly. Going had become a routine and she had helped me get back to a mental state that i had been missing for a long time. I chose to draw the chair that she would sit in every session with the elephant i loved to look at.” - Lily Splain

"Art is the most universal and freest form of communication." – John Dewey



# Philip Le

“How can I use 2D design to reinvent folklore from various cultures?” (Global Citizenship)

During critical dialogue with the class, Philip explained that he wanted to reinterpret the Baba Yaga myth for our times. In the myth, if children don't behave, the Baba Yaga will come for them. Philip reimaged Baba Yaga as a ghost car that comes for aggressive drivers.

"Art enables us to find ourselves and lose ourselves at the same time" - Thomas Merton



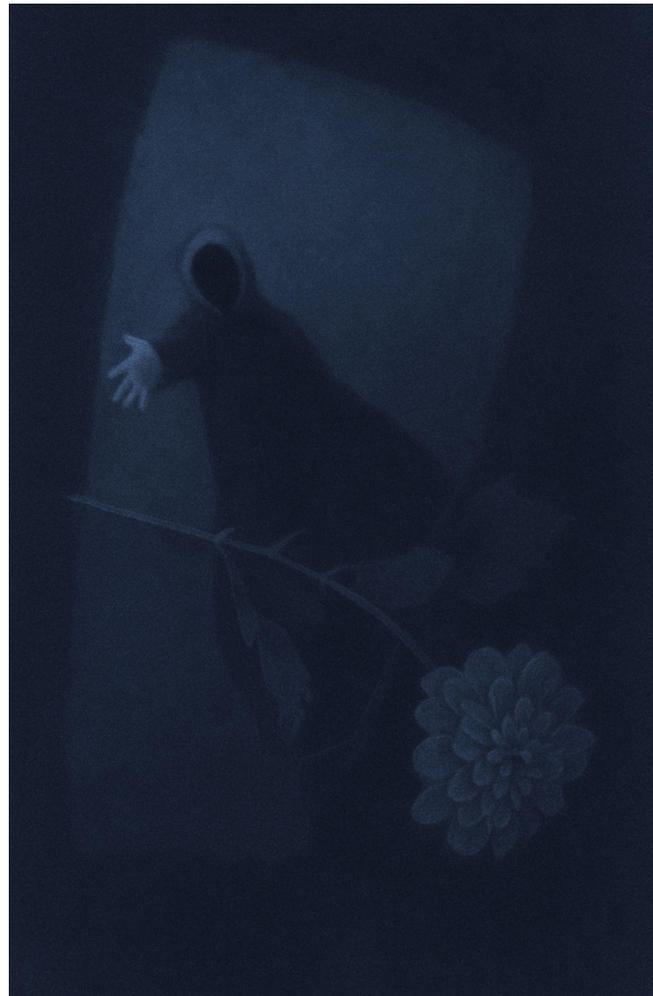
# Natalie Di Maggio

AP2 Independent Study

“How can I use 2D design to create narrative informed by my altered perceptions due to schizophrenia? (Life-Long Learner and problem solver)

The artwork explores the surrender to the experience of living with schizophrenia. The dark figure is a shadow figure that she experiences and the flower represents the acceptance of the haunting.

“Art Speaks Where Words Are Unable to Explain”—*artist Pam Holland*

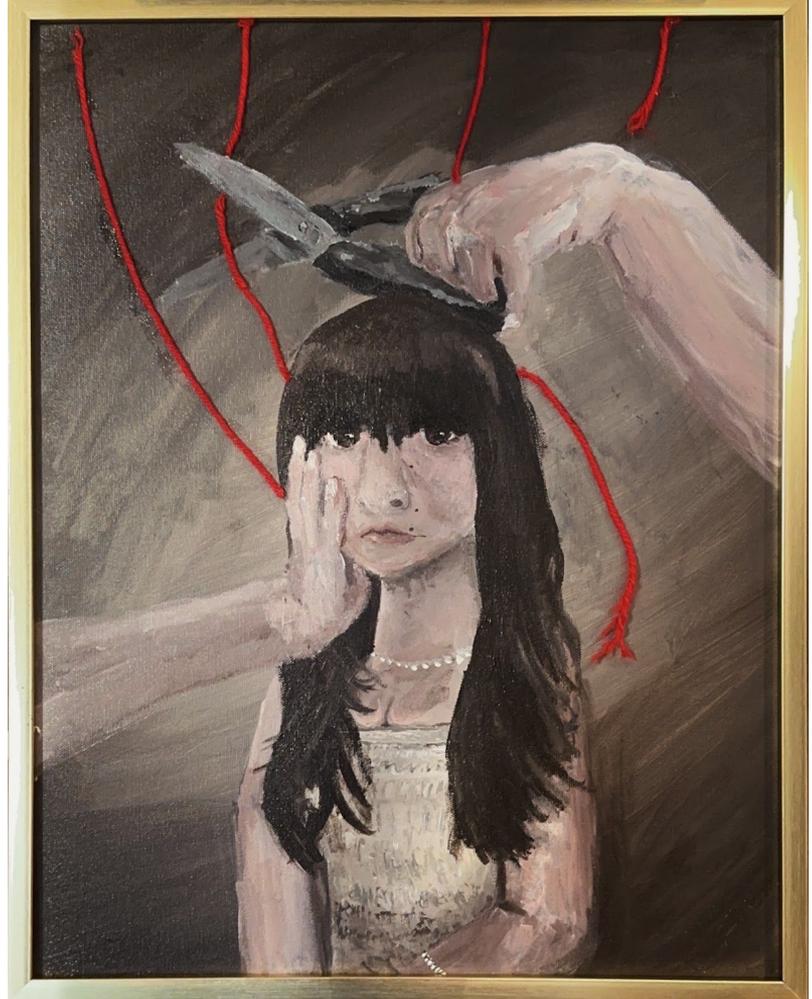


# Elizabeth Gomez AP2

## How can I use 2D Design to illustrate my internal narrative? (communicator / problem solver)

“Throughout my life, I've lost many connections with people I've known, all for random reasons. Whether it be people I only knew online, or people that I've met in person at school, it all just kind of happened without me ever even knowing. The red strings in this piece represent those connections that I've had.”

"The aim of art is to represent not the outward appearance of things, but their inward significance,"  
- Aristotle



# Arianna Norman

"How can 2D design principles and the motif of fish be used to convey broader narratives?"

(communicator / Problem solver)

The visual arts and the arts in general help us tap into this higher understanding of the human experience through the senses... Throughout history, visual artists have used universal human experiences, feelings, and emotions in their work... It helps them tap into these core experiences and they start to interpret these works within the framework of what they already know of the world." - Julie Midkiff



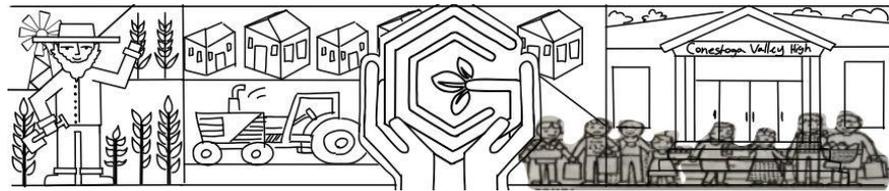
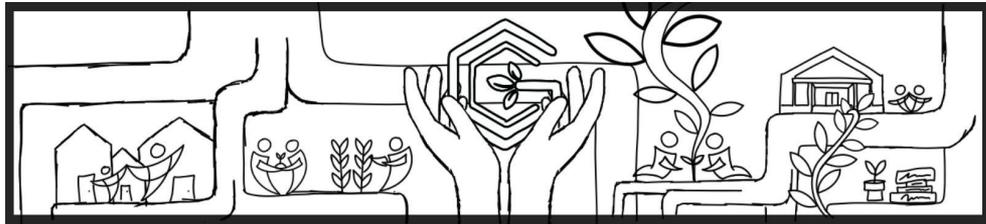
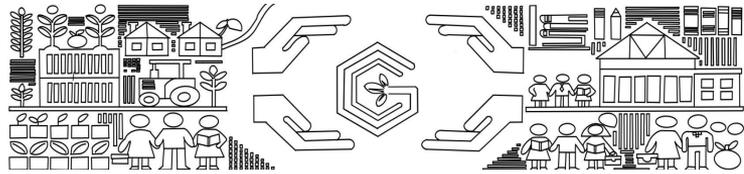
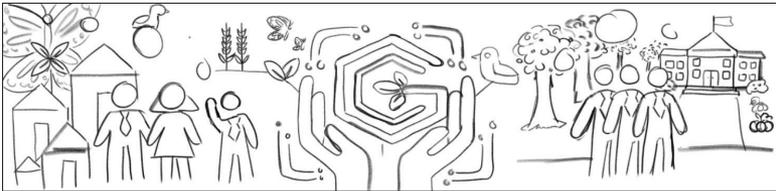
# Vaughn Smothers Independent Study

Vaughn completed AP1 and AP2. He is currently working on exploring design possibilities he identified in his concentration. Through research and production, Vaughn's goal is to find his artistic voice in his independent study.

"Art is solving problems that cannot be formulated before they have been solved. The shaping of the question is part of the answer."  
- Piet Hein



# 1st round of Vector designs for freight farm graphic



Students are collaborating with an experienced graphic designer to create a visual for the Campus Greenery. Acting as the client, Mr. Grisafi has challenged students to design a graphic that conveys how the school, the community, and the farm are “growing together.”

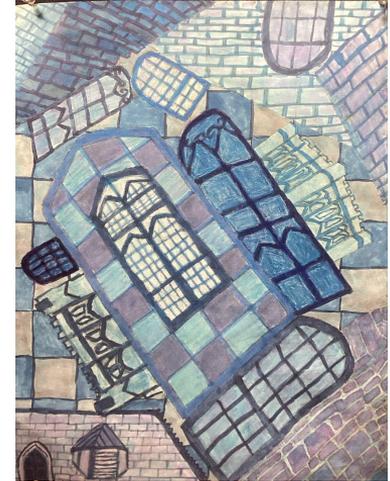
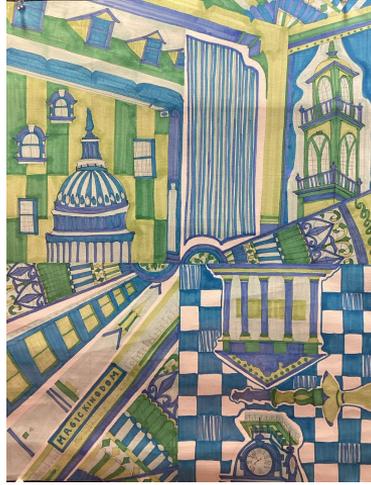


Drawing 2 portraits - Students follow the academic process and move from translating 2D images to working directly from the model.



# AP 1

Students investigated the concept of the grid through personal research, recognizing research as a critical skill for lifelong learning. They then photographed architectural elements and integrated these images with the grid concept to create visually compelling compositions.



# Painting 1

In this assignment, students will create an observational still life painting that demonstrates their ability to accurately represent form, value, color, and composition from direct observation. Using a still life arrangement set up in the classroom, students will apply foundational painting techniques such as layering, blending, and color mixing to capture realistic detail and depth. Throughout the process, students will act as innovative problem solvers—experimenting with composition, adjusting lighting, and making creative decisions to resolve challenges in proportion, perspective, and technique. Their work will reflect both technical skill and personal interpretation, showcasing their ability to think critically and creatively in the painting process.



Sarah Helsey

# Painting 1



Kiana Weaver



Abeliz Pelaez

# Painting 1



William Liz Aybar



Madelyn Lehman

# Painting 2

In this advanced painting assignment, students will create a **trompe l'oeil** painting that challenges viewers' perceptions by making objects appear three-dimensional and incredibly realistic. Students will focus on mastering precise techniques in perspective, lighting, texture, and detail to convincingly "trick the eye." Throughout the process, they engage as **life-long learners**, researching methods, experimenting with materials, and reflecting on the historical and contemporary practices of trompe l'oeil artists. This assignment encourages students to continually refine their skills, seek out new knowledge, and approach problem-solving with curiosity and persistence—habits that extend beyond the classroom.



Gianna Ortiz

# Painting 2



Brady Bowman



Marline Adly

# Painting 1



Lilly Splain



Maddy Poff

# Watercolor 1

In this assignment, students will create a watercolor painting of a carefully arranged still life, focusing on capturing color, texture, and form with sensitivity and precision. Beyond technical skills, students will use their paintings to tell a story or convey a message, making thoughtful choices about objects, composition, and color to express a personal or thematic narrative. Through this process, students act as communicators, using the visual language of still life to share ideas, emotions, and perspectives with their audience. Their work demonstrates how observation, creativity, and storytelling come together to create meaningful art.



Ava Swinton

# Watercolor 1



John Betteridge



Austin Cessna

# Watercolor 1



Kenzie Beaston



Mackenzie Piacentino

# Ceramics 1

Fresh out of the kiln and ready to be glazed are Ceramic 1 animal rattles! And yes, they are really a rattle! In this assignment, students created a closed form using the pinch technique then sculpted the form into an animal of their choice. Students learned about zoomorphic pottery and the Pre-Columbian cultures that used clay to create functional and sculptural ceramic work that made noise! Whistles, whistling pots, rattles and ocarinas were made by the Pre-Columbian people. Students pondered the question why artists would break or continue to follow traditional methods and themes when working in pottery. This assignment provided the opportunity for students to learn how to research their ideas, study their subject through drawing, plan how they will build their animal, explore ideas during instruction and work toward a final form.



# Ceramics 1



# Ceramics 1



# Smoketown Elementary

Students in first grade used paint to “dye” their white clay. They then rolled coils and assembled small coil pots. After they were dry, students decorated with patterns and painted with a clear gloss to make them shine. Students had to problem solve in order to make their coils not too thick and not too thin by trial and error.





Lydia

Second graders learned about positive and negative space in prior weeks. They have most recently learned about warm and cool colors and how they complement each other. Students painted paper with a variety of warm and cool colors and then cut them up to create a mosaic-like collage. Students were also able to see the positive and negative space come into play.

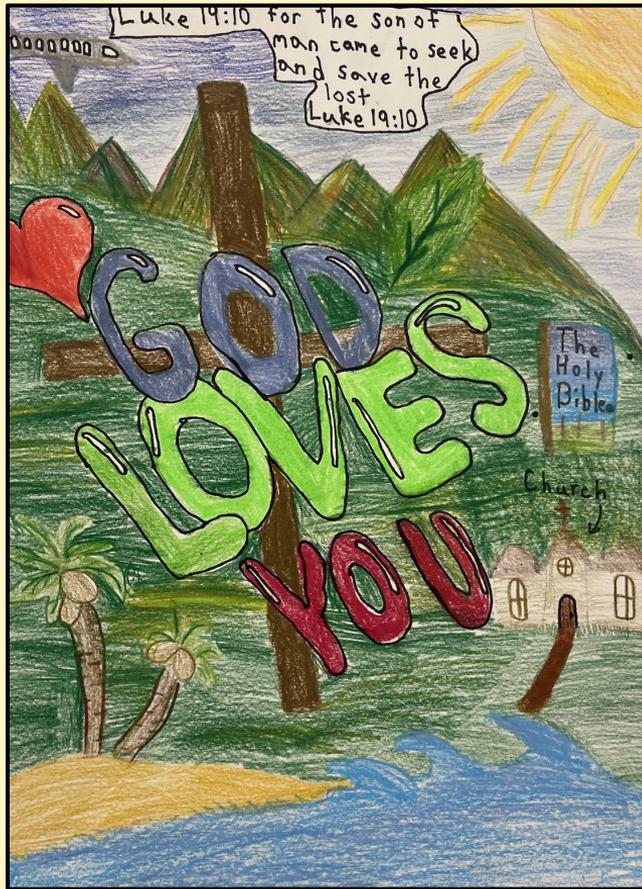


Cora



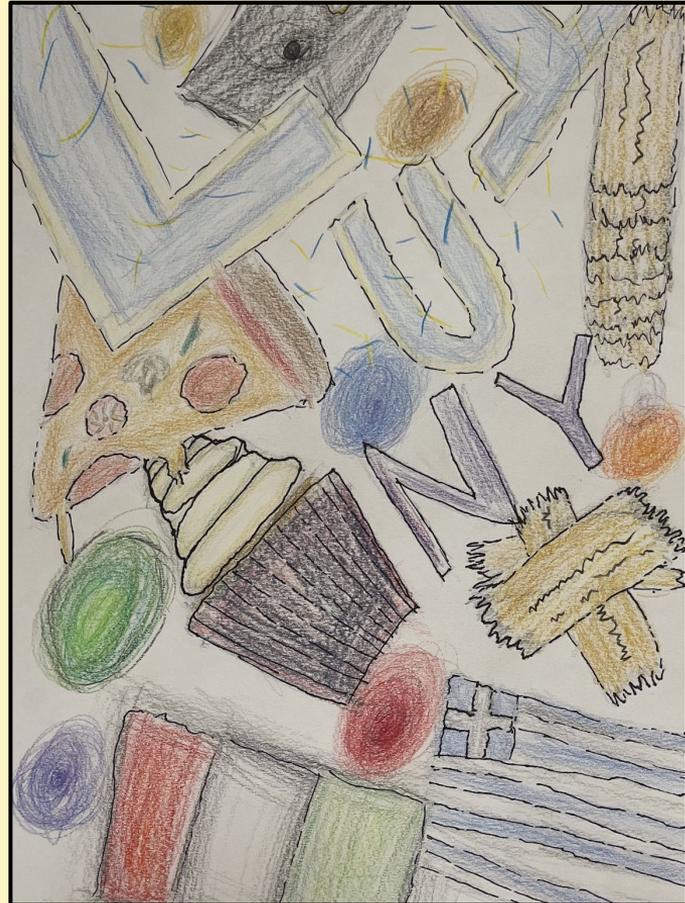
Grey





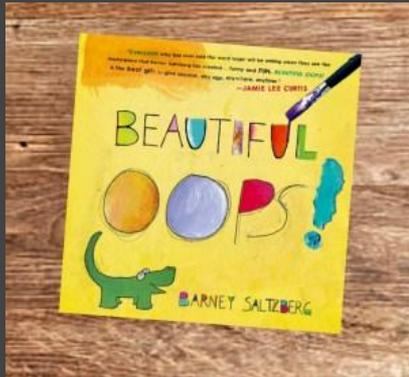
Caleb

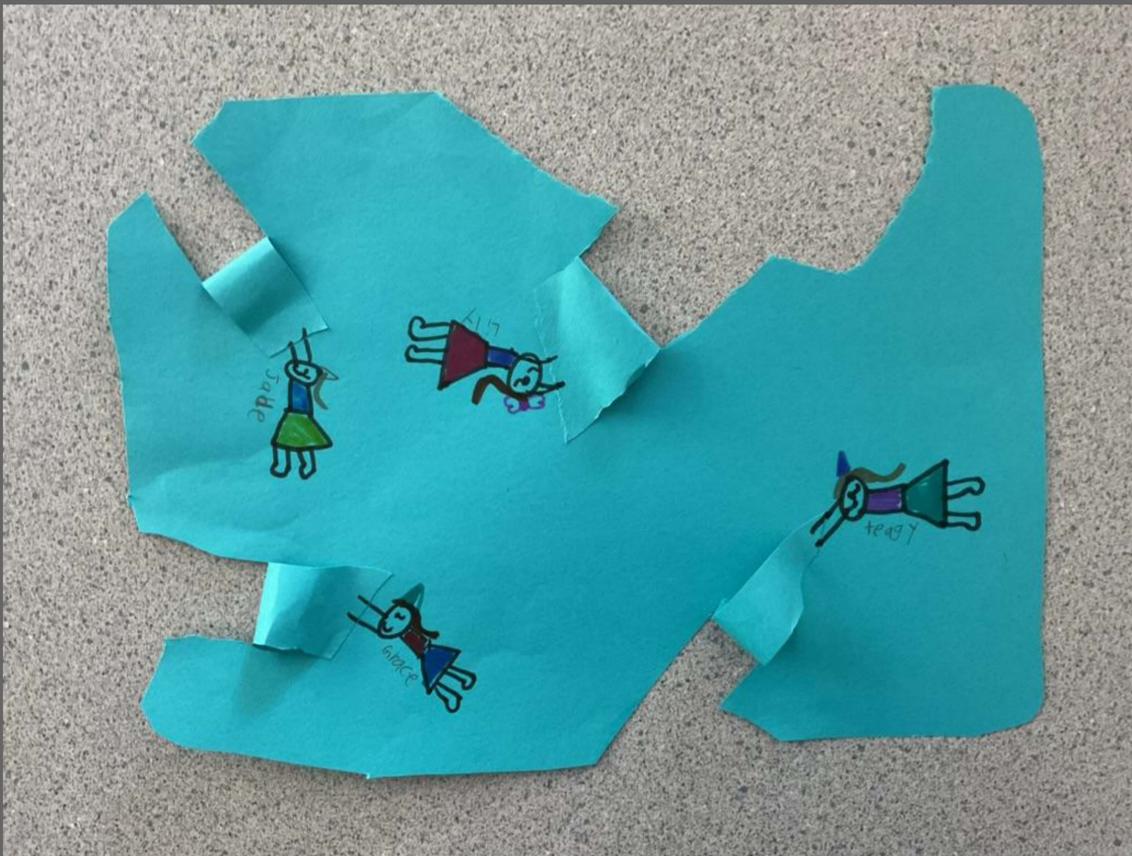
Amen

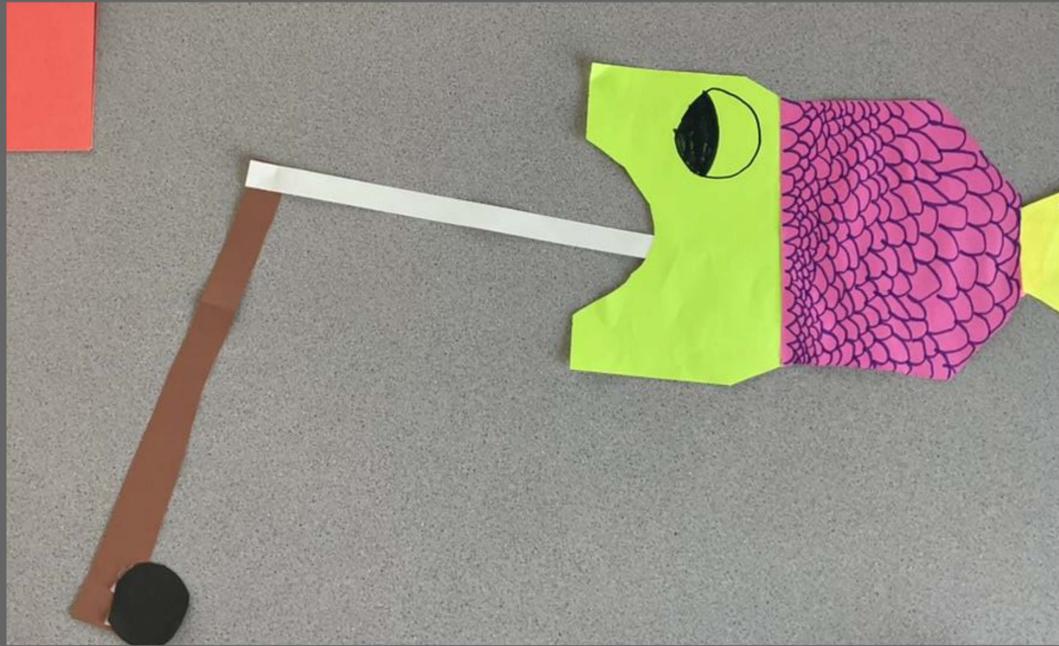


# Brownstown

After reading Barney Saltzberg's book "Beautiful Oops," 2nd and 3rd grade artists practiced being innovative problem solvers. They turned an "oops" (torn pieces of paper, splatters of paint) into a creative work of art!









# Brubaker: Fritz Elementary Art

**As innovative problem solvers, art students at Fritz Elementary are applying their knowledge and skills through creative, adaptable, and original problem-solving methods to create an accordion folded sketchbook. Students will use their sketchbooks throughout the year to explore new ideas and express their thinking. Students have a choice and may go to sketchbook town and draw items from observation, instruction, or draw from their own imagination in their sketchbooks.**



# Brubaker: Fritz Elementary Art



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