

# November Art Department showcase

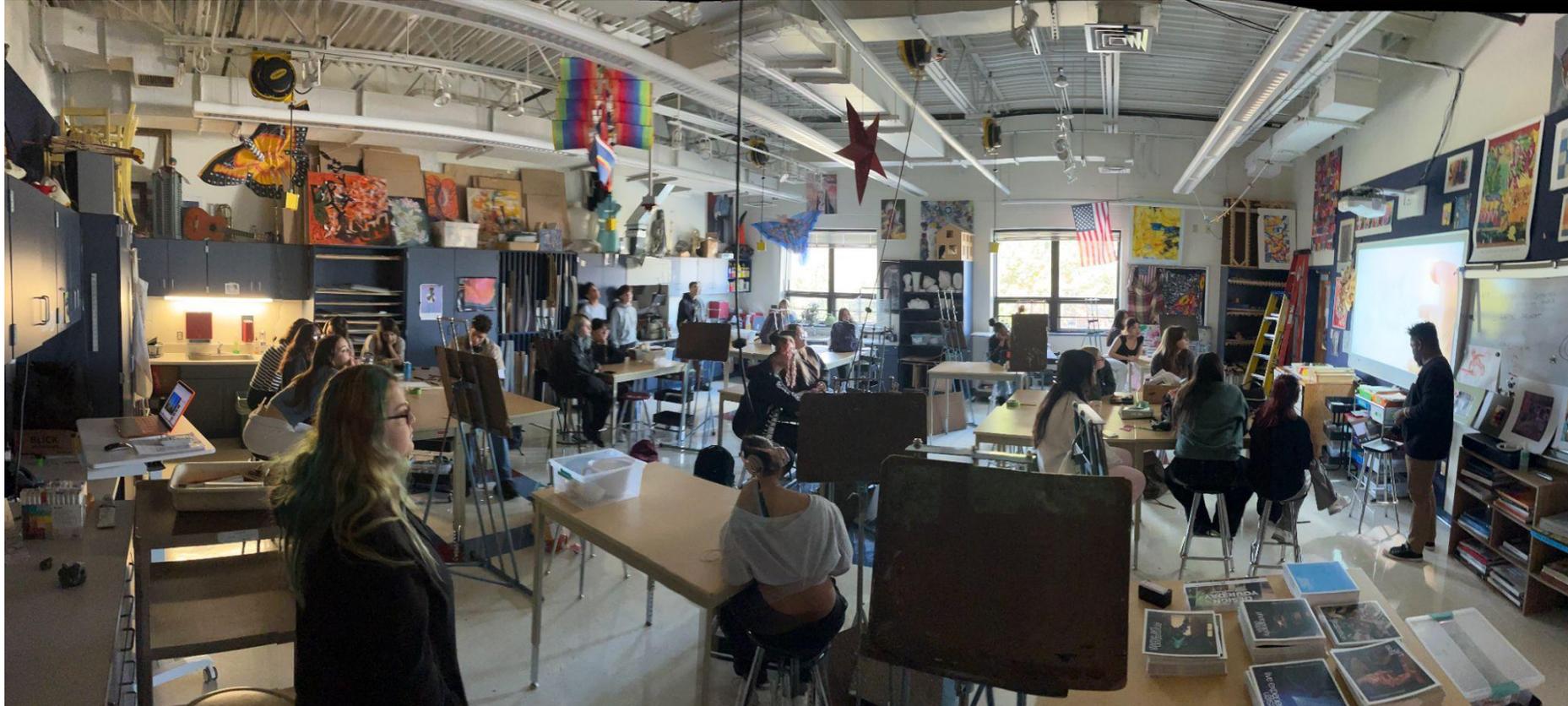
This is how the Art Department addresses the five domains of the CV learner profile.



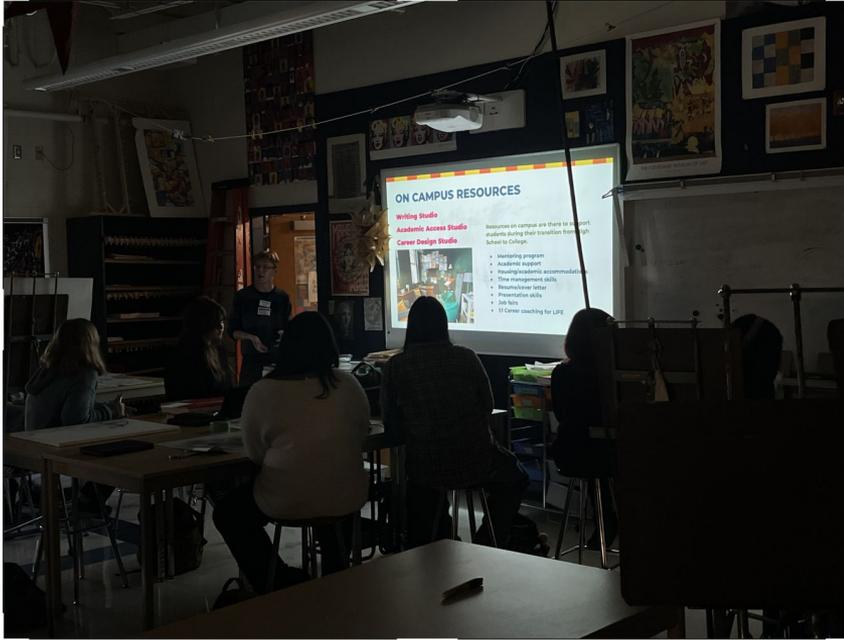
# Myers / Hansen - Drawing 1 display showing Mr. Hansen's first ever Art Display. Way to go Mr. Hansen. The drawings look great! Supporting the future of Art Education



# PCAD visit to the high school art department to inform students about post-secondary art education - lifelong learning



Montserrat College of Art: visited the AP classroom to inform students about Art school and their program. Lifelong learning.



# Painting 2

**Review of Painting 1 Processes:** The course begins with students reviewing techniques and methods they learned in *Painting 1*. As lifelong learners, we often revisit and relearn information and skills.

**Drawing Compositions:** Students start by **creating compositions through drawing**. This means they sketch or draw the layout and structure of their artwork on the canvas or surface.

**Tonal Underpainting:** Next, they paint their drawings using **tonal underpainting**.

- This is a monochromatic (usually grayscale) layer that establishes the **light, shadow, and form** (values) of the composition.
- It acts as a foundation for the colors that will come later.

**Glazing with Transparent Color:** After the underpainting dries, students apply **thin, transparent layers of color (glazes)** over it.

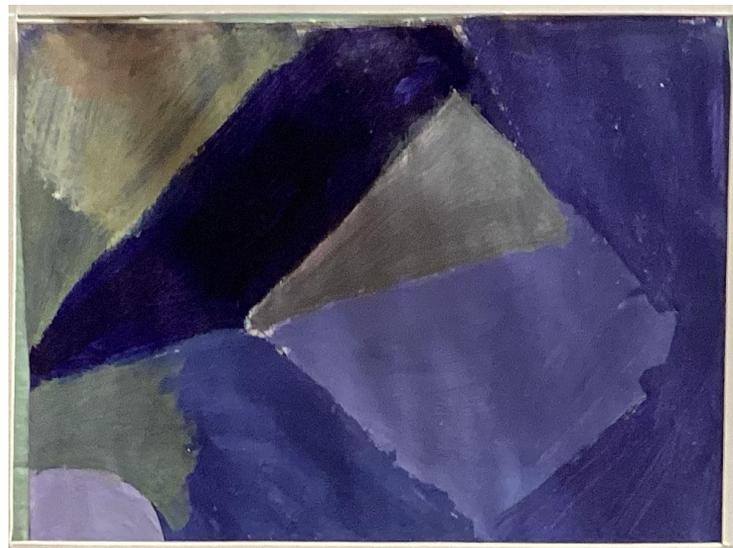
- Glazing builds rich, luminous color gradually without muddying the underlying tones.
- Each glaze subtly shifts the color and depth while letting the underpainting show through.

**Indirect Painting & Selective Revealing/Concealing:** Finally, students explore **indirect painting methods** using **unique or expressive color**.

- They are challenged to **intentionally conceal certain parts** of the underlying layers (e.g., by covering or obscuring them with opaque paint).
- At the same time, they **selectively reveal other areas** of the primary layers (underpainting or early glazes) to create contrast, depth, or visual interest.



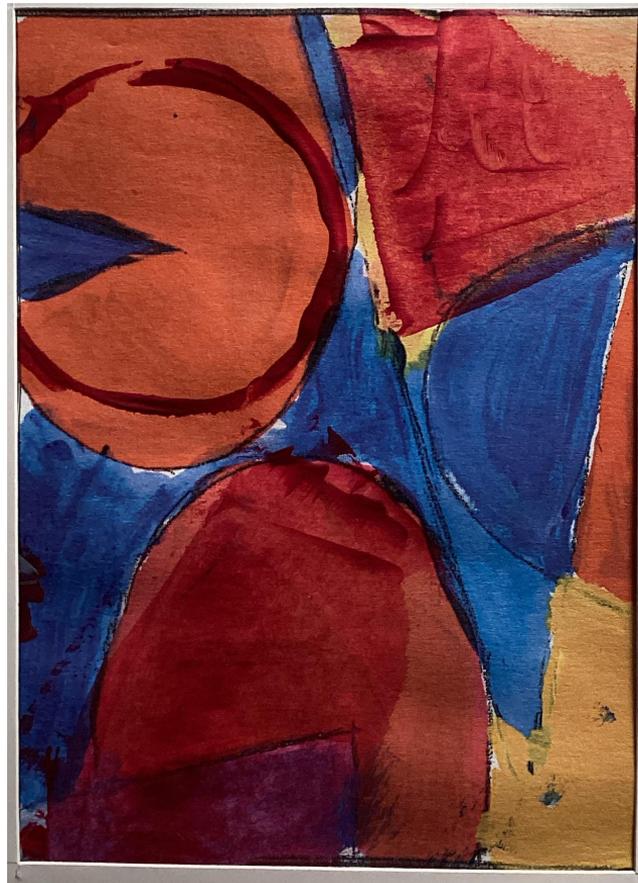
## Painting 2



# Painting 2



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# Painting 2



# Painting 1

Students in painting one have just wrapped up their non-representational paintings! Students dove into their paintings with the goal of illustrating an emotion while focusing on colors, shapes, and lines. Students also took this opportunity to develop their skills and knowledge in color mixing, blending, and texture.



Saliya Ahiskali

# Painting 1



Ruby Brensinger



Riley Hangrove

# Painting 1



Imanni Ortiz



Jayla Riehl

# Watercolor 1

Students in watercolor one have just wrapped up their non-representational paintings! Students dove into their paintings with the goal of illustrating an emotion while focusing on colors, shapes, and lines. Students also took this opportunity to develop their skills and knowledge in watercolor techniques and color exploration.



Monica Gloria Afaga

# Watercolor 1



Karla Batista Gracia



Yealeena Labarriere

# Watercolor 1



Michael Stoltzfoos



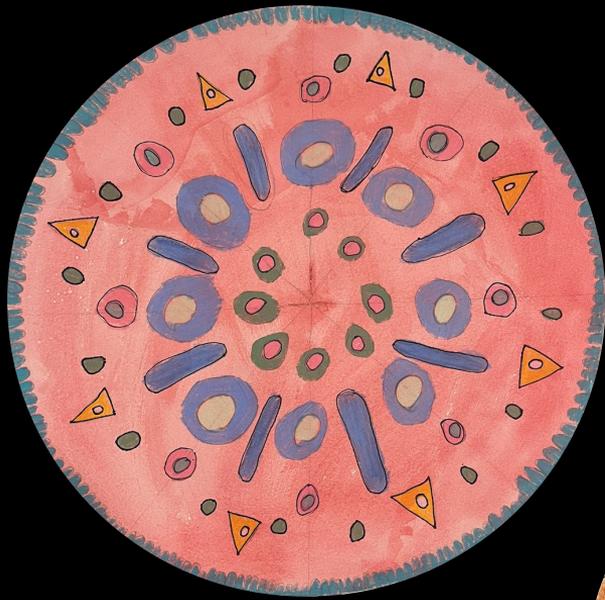
Jadiel Morales Leon

# Smoketown Elementary

Students in fourth grade learned about different kinds of symmetry. More specifically, they learned about radial symmetry. Students learned about mandalas and how they are created around the world, and in some cases, different cultures use them to practice meditation. Students measured out even sections, used watercolor to paint the background, and then added different designs and shapes with colored pencils and markers. Through learning about mandalas around the world and being challenged with measuring, students were able to problem solve and create unique pieces!

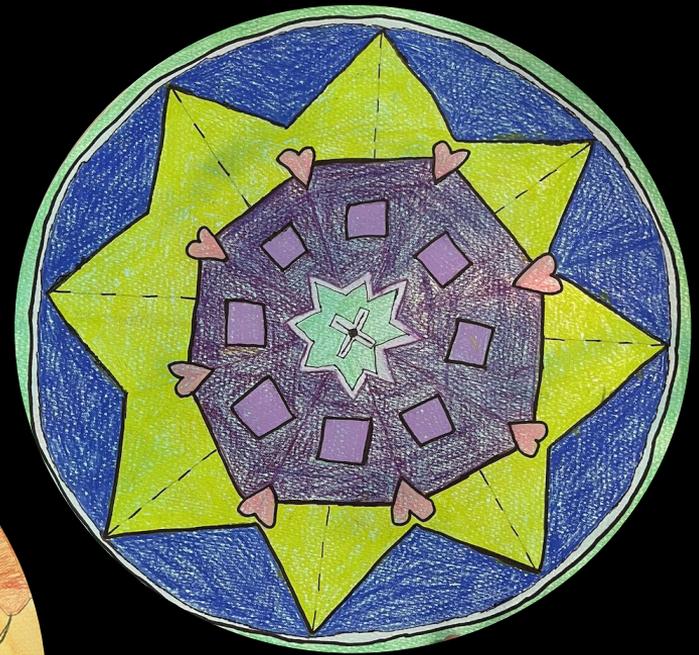


Gia



Josie

Landon - (in progress)



Serena



Various students from different grade levels participated in making decorations and artwork for the veterans that came to our school on Veterans Day. Students collaborated with one another to create inviting and patriotic artwork to welcome those who served!

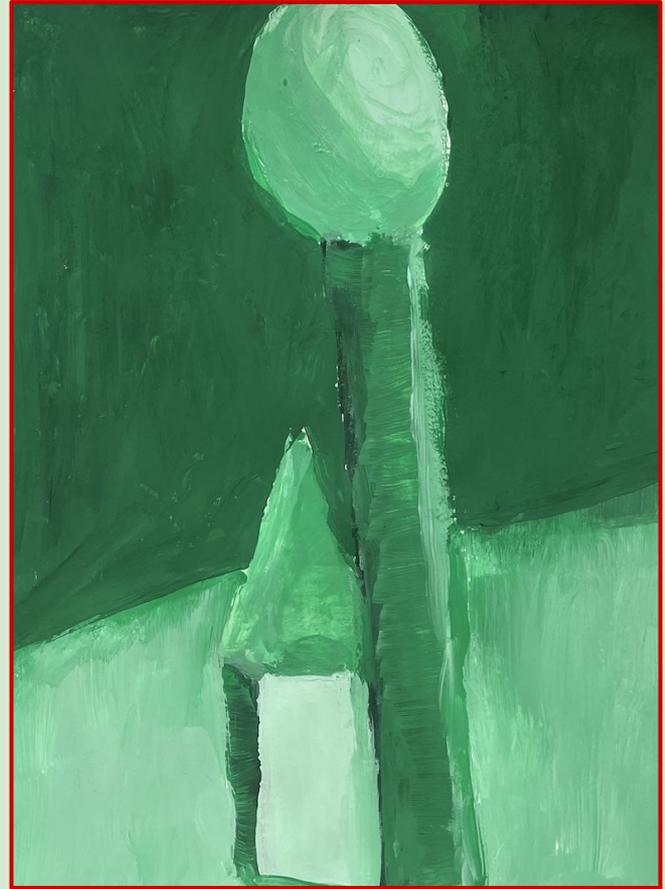
Students in fifth grade have been learning about value and how to bring that into paintings and drawings. Students started with painting a practice value scale using one color of paint, and then adding white and black to create shades and tints! After learning about that, students drew still lifes, took photos of their still lifes, changed the photo into black & white, and then painted them using a monochromatic color scheme of their choice. They applied what they learned with making tints and shades to their painting! Their next project is drawing from observation and adding value with just pencil.



**Maxwell**



Anna R.



Caleb



Anna L.



Charlotte

# 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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# Gerald Huesken Middle School - 6th Grade “Dreams Collage”

Students recently completed a collage project based on their dreams for their future lives. This project focused on creating unity through color, as well as using the three main paper collage techniques.



Students utilized a planning guide to outline their ideas, and plan for the images they would be looking for.

# Dreams Collage Plan

Name: _____		Period: _____	
What <u>job(s)</u> are you interested in having in the future?		Pictures to look for to represent this job	
In the future, you'll have a car, and your own money. What activities would you like to do? (Ex: Travel, Cook, Sky Dive, go to an NFL game or a concert)		Pictures to look for to represent these activities	
What <u>state or country</u> would you like to <u>live</u> in the future? What is the <u>environment</u> like?		Pictures to look for to represent this place	
What hobbies would you have in the future? What will you do in your free time?		Pictures to look for to represent these hobbies	
What do you want your life to <u>feel</u> like? (Calm, Happy, Exciting, Relaxing, Safe, Adventurous, etc.)		What color represents your future life?	



# GERALD HUESKEN MIDDLE SCHOOL

Ms. Stamm

Students used Keith Haring as their inspiration for "State of Mind" cubes. Students were tasked with creating a cube with themed images that possess a state of mind. Students used their problem solving skills to create Haring inspired figures in a specific state of mind.





ANNA



# SHOWCASE

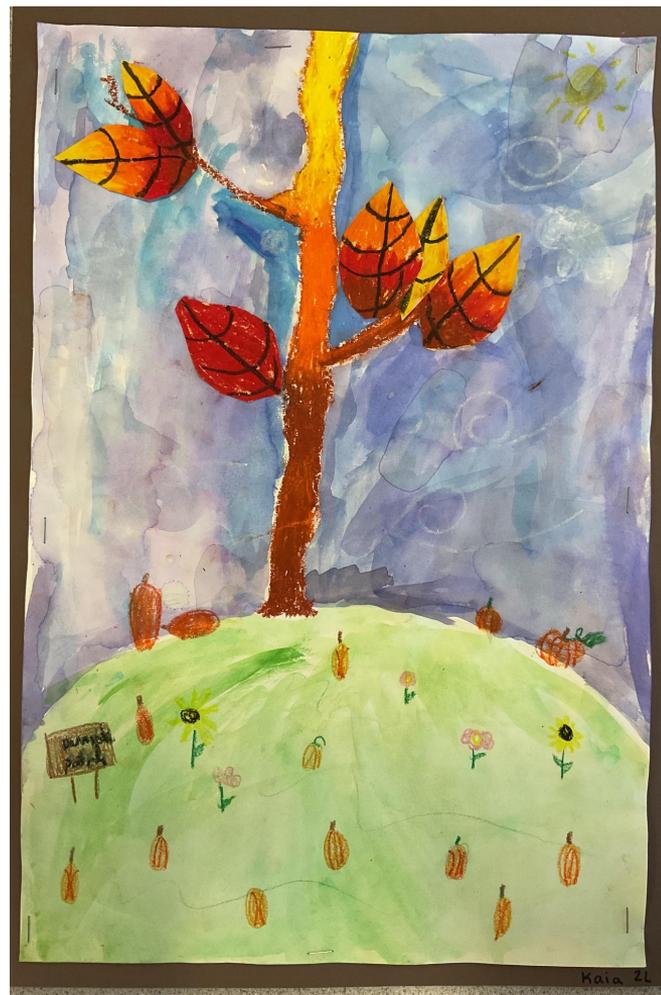
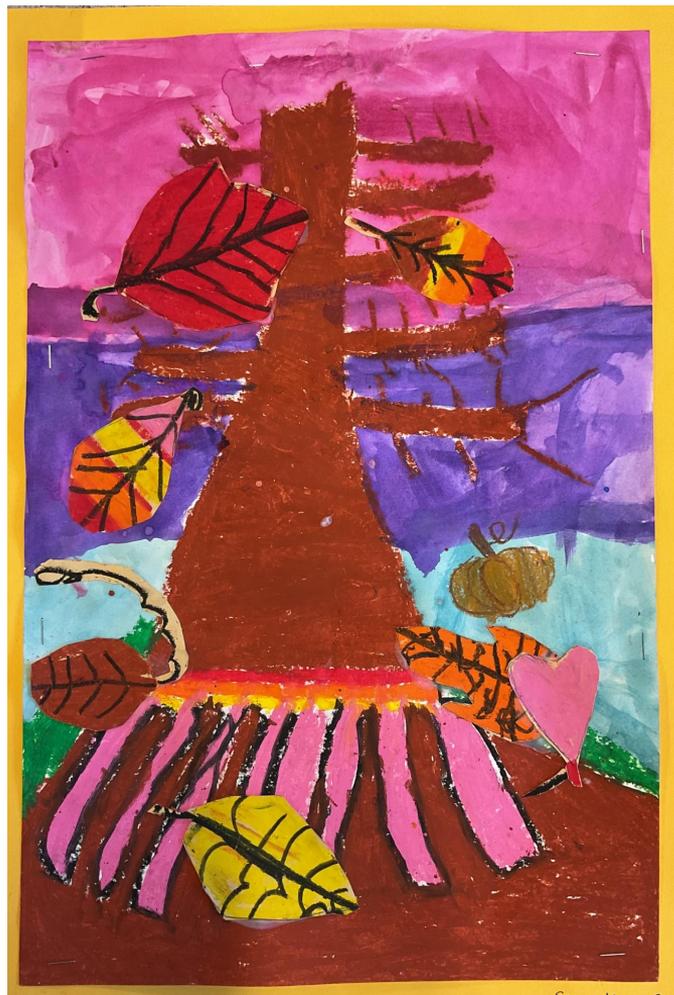


## Brownstown Elementary

Kindergarten through 2nd grade artists have been learning that artists use their senses to explore their environments. Students **communicated** their ideas about Autumn while creating these works of art. They thought about the sights, smells, sounds, textures, colors and feelings they associate with Autumn.



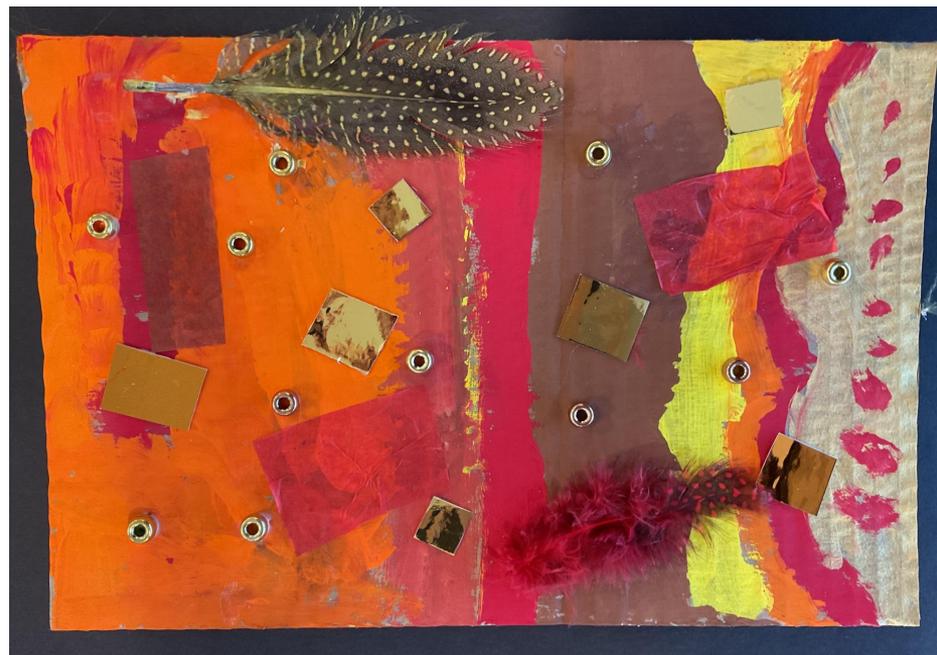
# Brownstown Elementary



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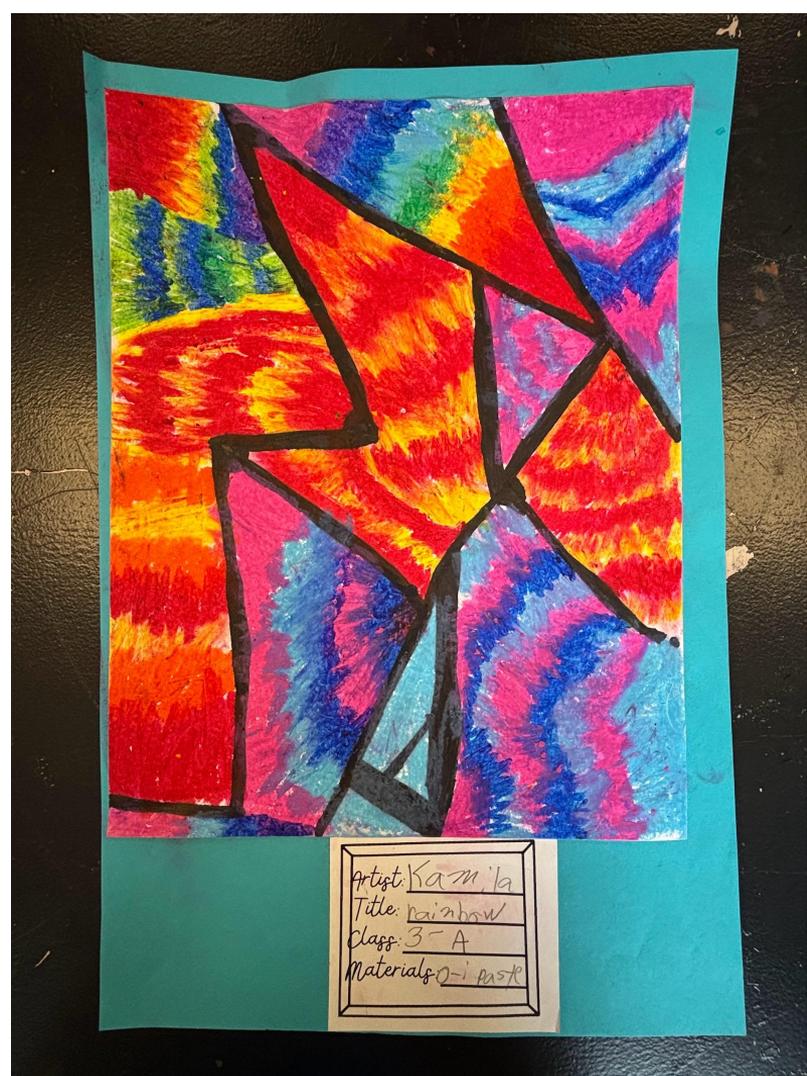


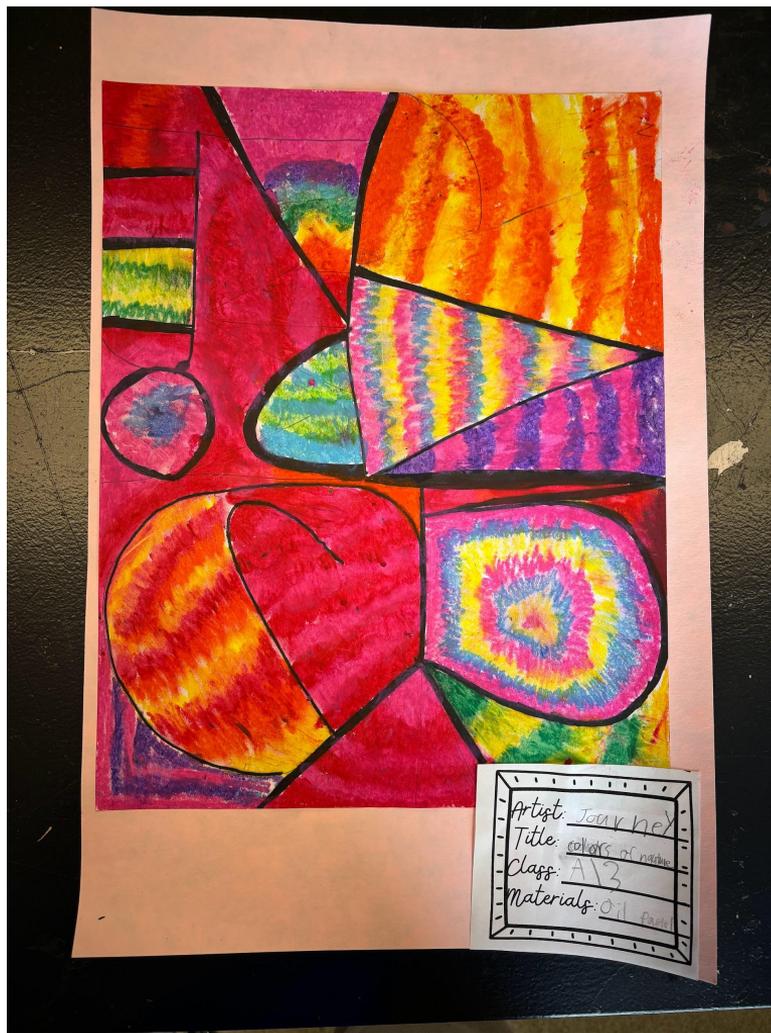
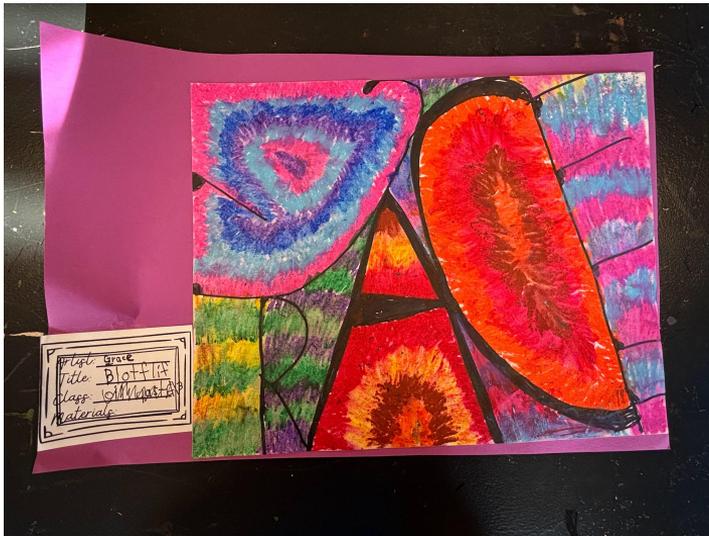
# Brownstown Elementary



# Leola Elementary

In this lesson, students explored abstract art by transforming the letters of their names into expressive designs. Using oil pastels and color blending techniques, they experiment with line, shape, and movement to reflect their individuality. Through this creative process, students practice self-awareness, creativity, and communication, key traits of the Conestoga Valley Learner Profile, as they express personal identity through color and composition.

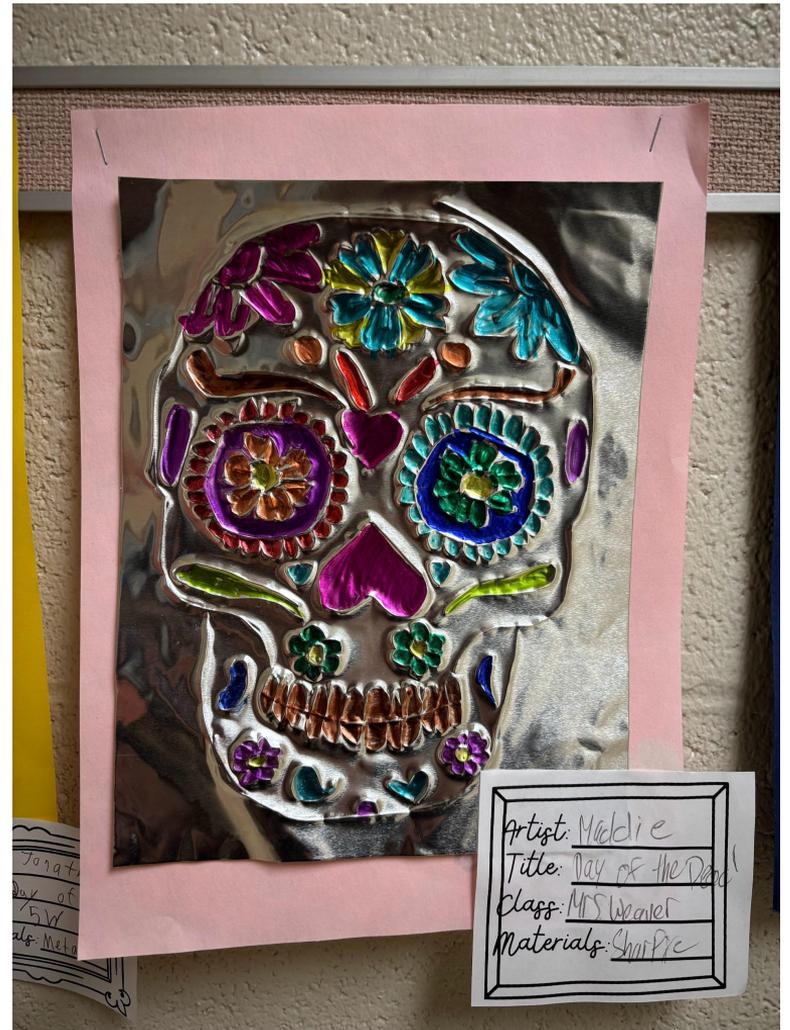


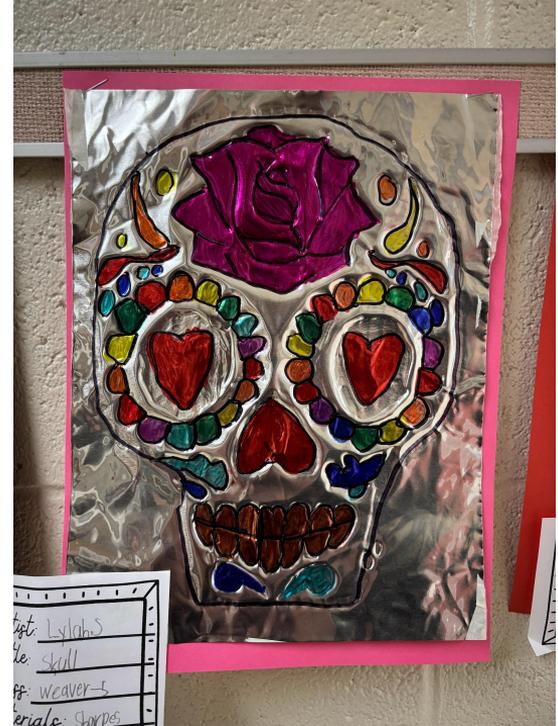
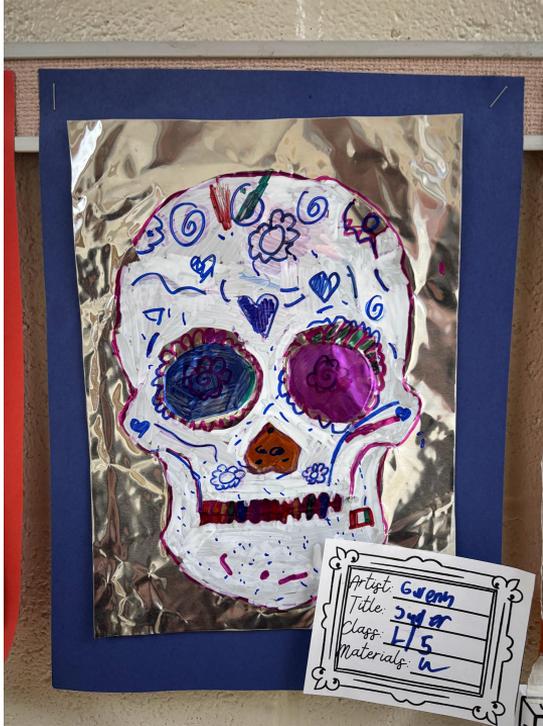


In this lesson, students studied the structure of skeletons to create detailed still life drawings. Using careful observation, they focused on proportion, contour, and shading to capture form and value. This exercise encouraged critical thinking, perseverance, and accuracy, traits reflected in the Conestoga Valley Learner Profile, as students connected artistic skill with scientific understanding and developed confidence in drawing from real life.



In this interdisciplinary lesson, 4th and 5th grade students explored the vibrant traditions of Día de los Muertos through art and music. After learning about the holiday's cultural origins and meaning, students designed and decorated colorful sugar skulls inspired by Mexican folk art. Listening to traditional music enhances their understanding of rhythm, symbolism, and celebration. Through this experience, students demonstrated cultural awareness, creativity, and empathy, key components of the Conestoga Valley Learner Profile, as they honored diversity and expressed respect for global traditions through artistic expression.





# Assemblage Sculpture - HS

## Students learn:

- the possibilities and limitations of sculpture materials.
- the process of combining ready-made and found objects to create sculpture is called Assemblage.
- materials and techniques may affect/control form.
- Artists translate ideas through a process beginning with visualization, use of a specific method and allowing for freedom, experimentation and flexibility during the sculpting process.

