

December Art Department showcase

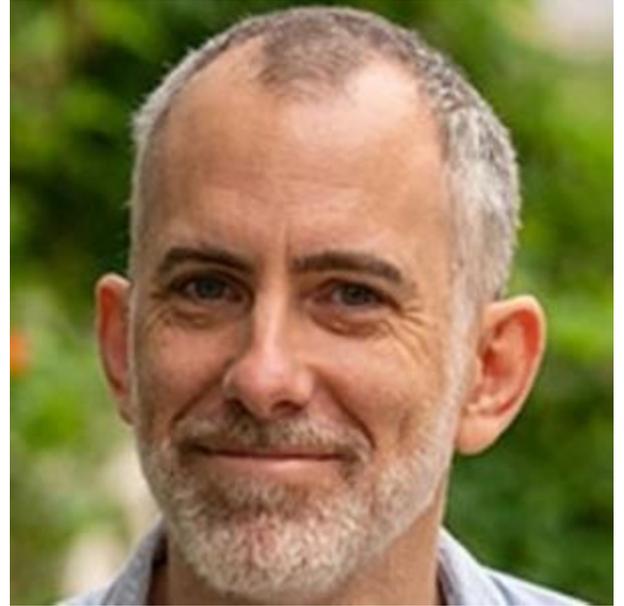
This is how the Art Department addresses the five domains of the CV learner profile.



Happy
Holidays!
Due on
Dec 5th



Students in AP Art are using artificial intelligence to generate source imagery for their narrative-driven artworks. Jeffery Mordan, an artist from Philadelphia, shared his practice and process with the class, offering a thoughtful perspective on A.I.'s role in contemporary art. He likened A.I. assistance to the historic role of apprentices in a master artist's workshop—serving as a collaborative aid that expands possibilities while remaining under the artist's direction and vision.

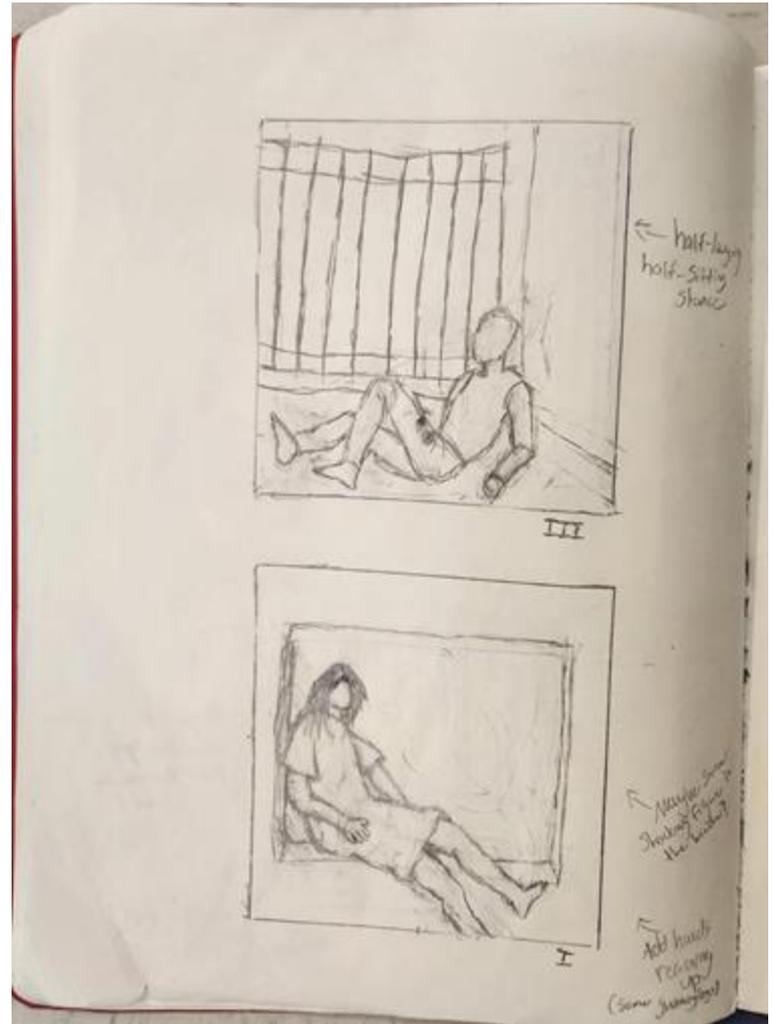


Jeffrey Mordan's artwork: hand drawing on the left and A.I. assisted completion on the right



Natalie Dimaggio

Reference photos were taken after thumbnails that explore composition and narrative. Any time you have a composition of two or more figures, you imply a narrative



Natalie Dimaggio's Prompt: Students wrote prompts to direct A.I. in the generation of their source images.

Role: Acting as my artistic assistant, I want you to aid me in the completion of this image. Audience: This is for the lover of Art, and anyone that likes paintings, drawings, and fine art images.

Format: Create an image in the format of a painting

Task: Your task is to...stay true to the drawing I have provided as the composition. I want you to finish this image as described without changing my arrangement of shapes.

Specifics: Incorporate the descriptions I give for lighting, emotional/tone, visual, and color.

Avoid: Altering any concepts from the sketch description or the placement of subjects, shapes, and pose.

Sketch Description: The subject, sitting upon the window sill has a hand pressed to the glass of the window, longing for the outside world as he is confined within the isolated hospital room. His long black hair rests a little further than shoulder length. His hair is styled into a wolf cut and his blue eyes are somewhat visible around his curtain bangs. The hands just below the window sill are reaching and grabbing his legs in an attempt to pull him down from the window sill. The hands are in the frame with some of their forearms. He remains sitting in the window, feeling comfort in the confinement as he doesn't want to get down. The window is higher in the room so the hands are really reaching up for him.

Lighting Desc (from painting: "The Gross Clinic" by Thomas Eakins): The lighting should have a strong contrast between light and shadow (chiaroscuro). The illumination spotlights the main subject, while the surrounding atmosphere is shrouded in deep shadow. The lighting is sharp and theatrical, pouring from above to create intense contrasts.

Emotional/Tone Desc (Negative: Like the tension in the painting: "Interior" by Edger Degas): The emotional tone is tense and unsettling. The dim, uneven lighting and cramped space create a feeling of confinement and unease. The subject appears distant and disconnected, their body language heavy with discomfort and silence. Shadows dominate the room, amplifying the sense of suspicion, vulnerability, and emotional isolation. The hands reaching up at the subject look as if they want to yank the subject down and away from the window, but the subject is defiant. The subject isn't comfortable with the hands, or their situation, but finds refuge in the window sill.

Natalie Dimaggio

A.I.
Generated
Reference
image



Final
digital
drawing

Eva Bandy
Acrylic on board
“The last two”



Molli Twigg



Molli Twigg



Small
Study in
preparation
for the
larger
painting



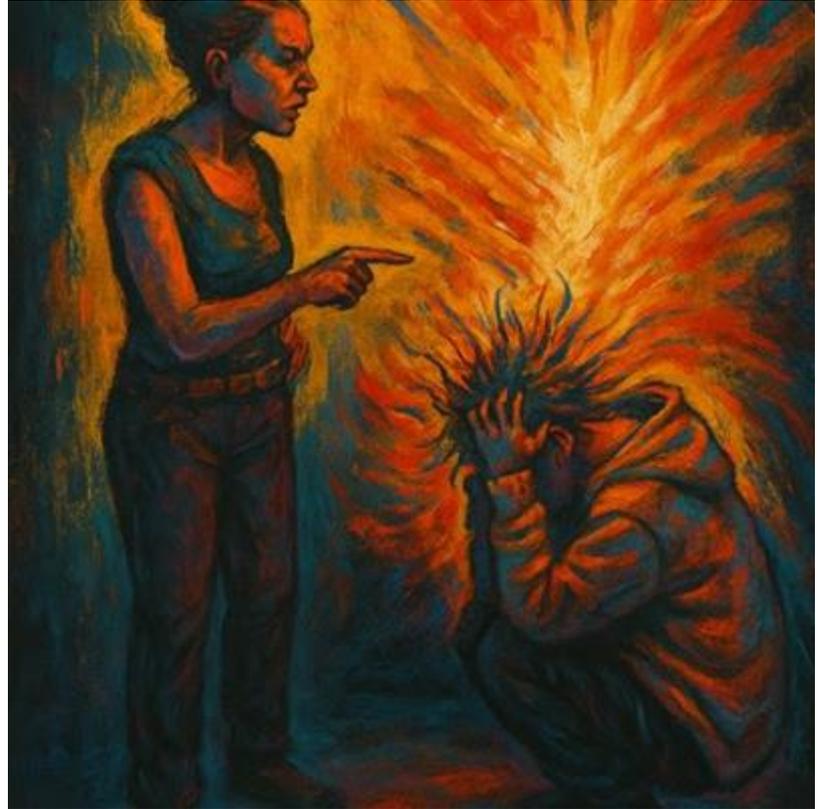
Monica Afaga



Tina Nguyen

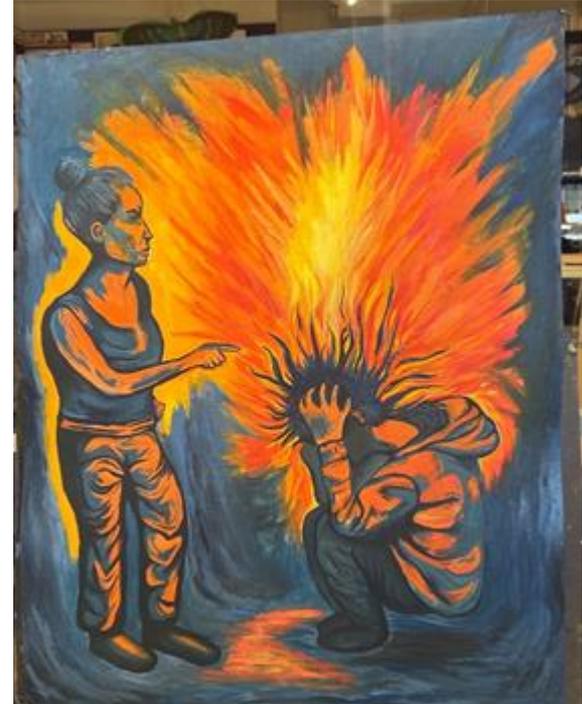


Left: Sketch used to prompt and generate the A.I. source image.
Right: Source image from A.I. negotiation



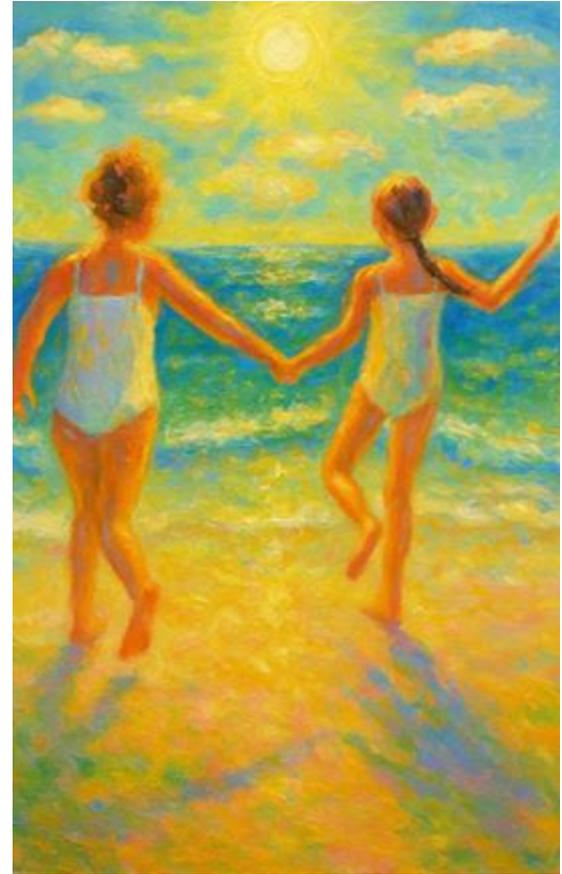
Tina Nguyen

Images of painting process



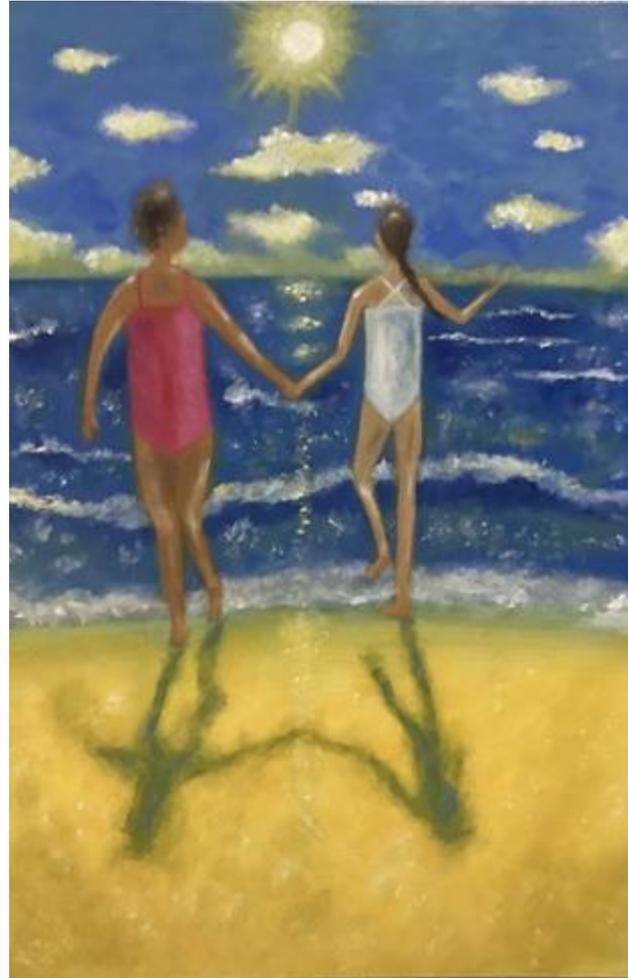
Holly Nasados

Thumbnail sketches and A.I. image



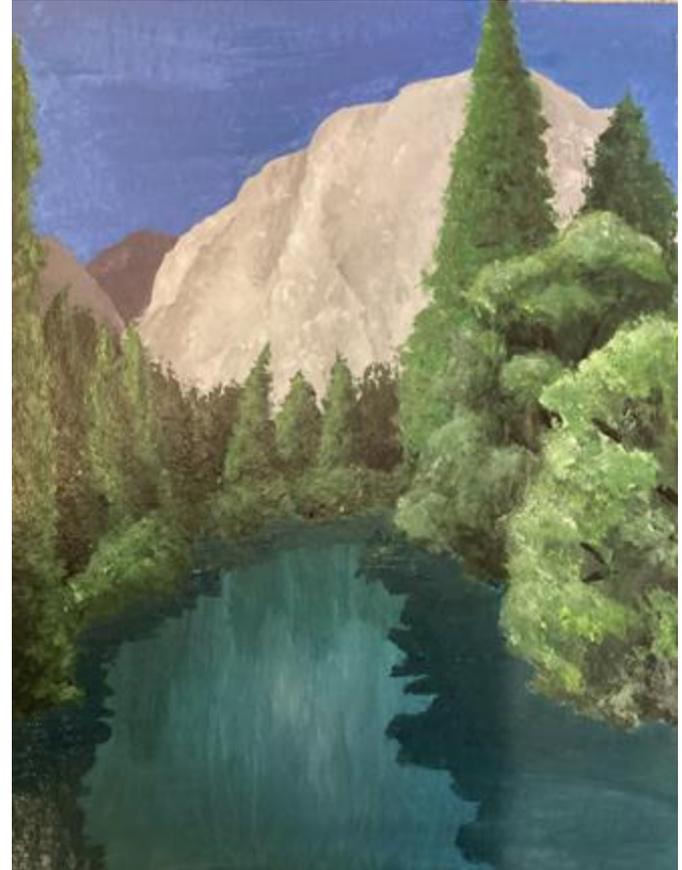
Holly Nasados Oil on Canvas “My cousin and me”

Because students start the image generation with a drawing, the image stays their intellectual property. They only use them as an aid for fabricating and observing lighting, mood, and color. The final artwork is created in an analog medium.



Painting 1: Inventive Landscapes

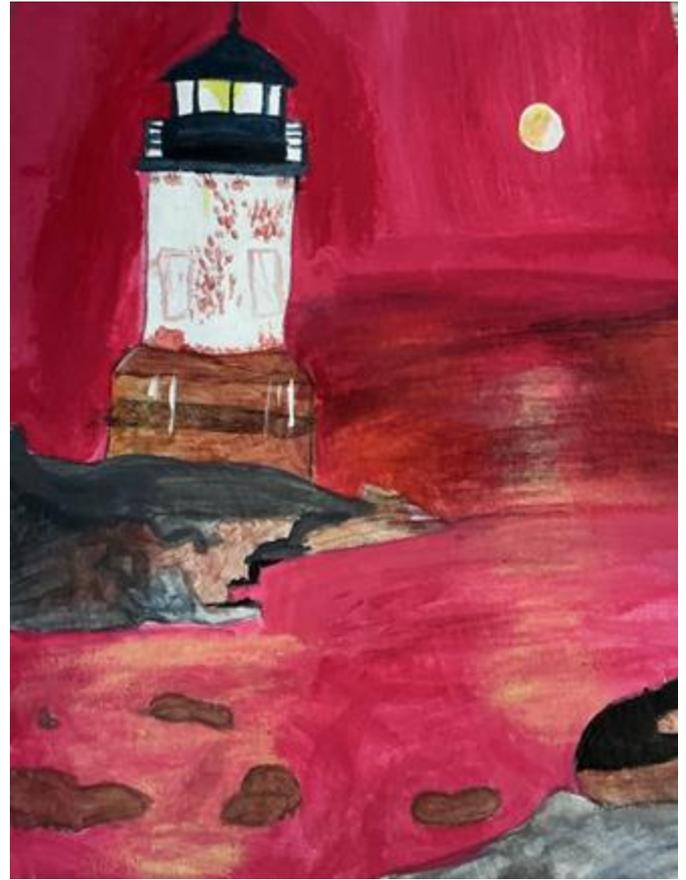
For this assignment, students had the opportunity to create their own landscapes using three photos they have taken. Their challenge was to reinvent the landscape by blending different pictures together. Students then pushed their imagination to use more inventive color and textures.



Riley Hershey



Trinity Pineyro



Riley Hargrove



Jackson Mohn



Bekram Tewolde

Watercolor 1: Inventive Landscapes

For this assignment, students had the opportunity to create their own landscapes using three photos they have taken. Their challenge was to reinvent the landscape by blending different pictures together. Students then pushed their imagination to use more inventive color and textures.



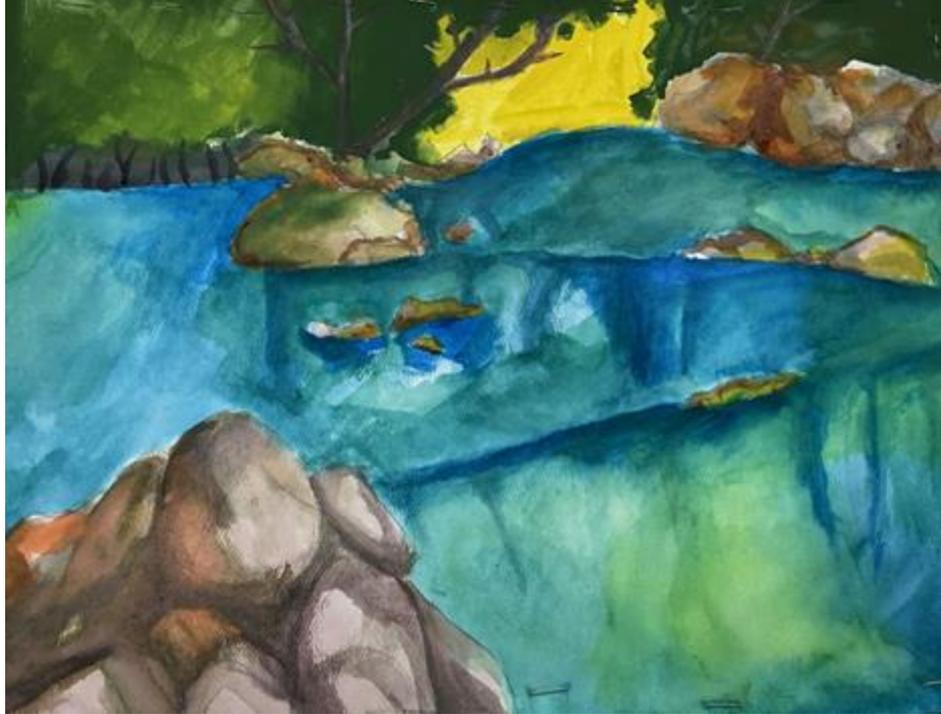
Cailyn Denlinger



Jamie Velasquez



Onyx Quinn



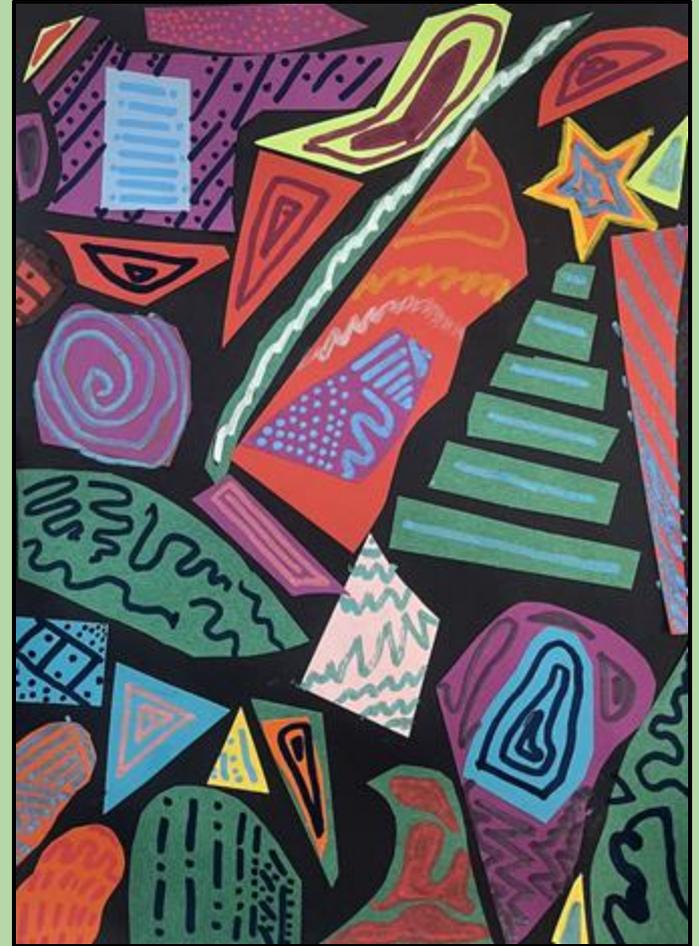
Allison Hoang



Hannah Gensel

Smoketown Elementary

Students in third grade have learned about the famous abstract artist, Reggie Laurent, while also learning about geometric and organic shapes. Students created collages inspired by Reggie Laurent's artwork using different colored paper of their choice and Posca markers to add patterns and designs. Students were engaged during this process by trying to add as much as possible while still leaving negative space.



Roan



Claire



Bennett



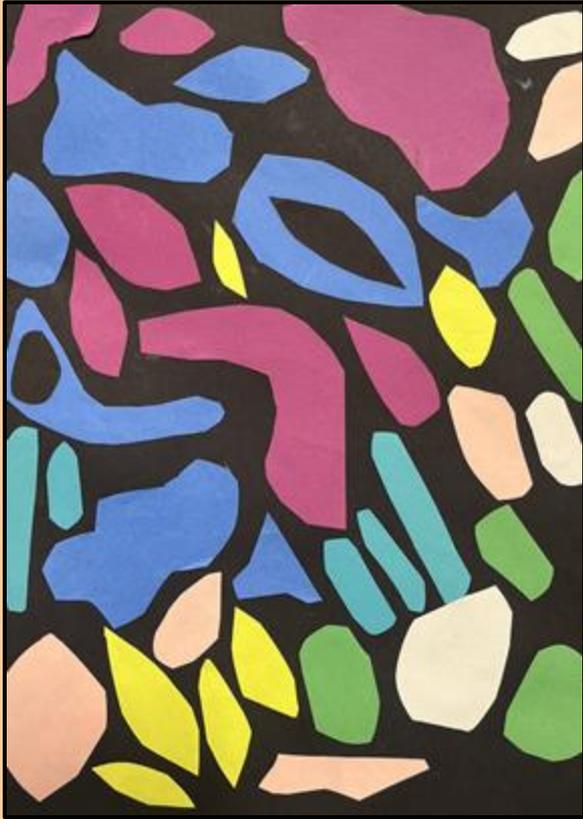
Aleshka chose to make a more abstract picture of makeup that was also inspired by Reggie Laurent!

Aleshka

Kristen
decided to
add bubble
letters to her
collage!



Kristen



Hartlie - in progress



Avery