

January Art Department showcase

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





Tina researched the work of Jenny Saville

Throughout history, artists have engaged in dialogue with one another—borrowing, challenging, reinterpreting, and paying homage. For this assignment, students researched an artist whose work resonated deeply with them. They immersed themselves in their aesthetic approaches, techniques, working methods, conceptual concerns, or recurring themes.



Tina at work



Jenny Saville



Jocelyn is inspired by Cindy Sherman

Then, students created a self-portrait that appropriates, responds to, or extends one or more elements of this artist's practice. Portraits were expected to reveal something essential about a student's own identity, experience, or perspective while clearly demonstrating the influence of the chosen artist. The connection did not need to be literal imitation; it could be interpretive, critical, subversive, or celebratory—as long as the influence was intentional and legible.



Cindy Sherman



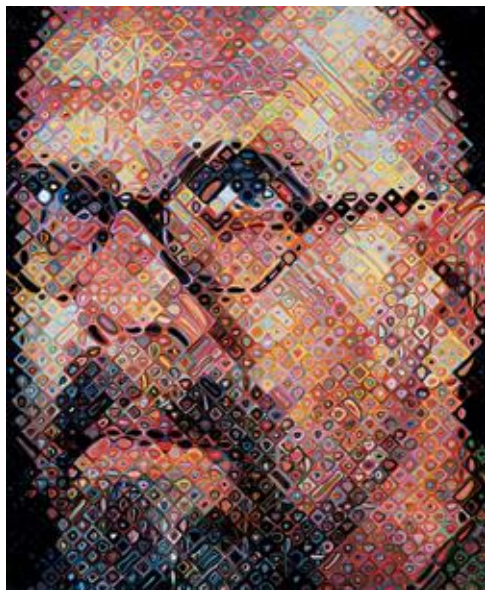
Jocelyn



Cami is interested in the work of Chuck Close



Cami at work



Chuck Close

Great artists are lifelong learners. They notice what excites them, research it thoroughly, and then apply what they've discovered in their own work. This cycle—identify interest, dig deeper, apply what you've learned—is at the heart of creative growth and exactly what students practice in this assignment.



Holly researched Rembrandt



Rembrandt



Holly at work



Drawing 1 visual gray and observational still-life drawings

Observational drawing sharpens perceptual skills beyond art: By training the eye to see accurately (proportions, negative space, light and shadow), students override symbolic or stereotypical ways of seeing (e.g., drawing a generic "hand" instead of the unique one in front of them). This deeper looking transfers to other areas—improving attention in science observations, critical thinking, or even appreciating everyday surroundings. We learn to experience the phenomenon rather than the placing the experience into a category.



Painting 1

Students in painting 1 have worked very hard on their portrait paintings! Using a grid technique to help draw accurate proportions and features aides in a student's journey to develop skills with painting techniques while allow a student to focus on the painting process and not just accuracy.



Ruby Brensinger



Trinity Pineyro



Jackson Mohn



Alison Hoang



Elizabeth Steele-Janison

Watercolor 1

Students in watercolor 1 worked very hard on their portrait paintings! Also using the grid method, watercolor students were challenged to make their artworks look more like a painting using various watercolor techniques.



Elizabeth Harner



Jamie Velozquez



Cailyn Denlinger



Kiana Weaver



Mia Rodriguez

Smoketown Elementary School



Vannyda

Students in fifth grade have continued talking about heroes. They made comic strips and created an original hero. We talked about what principles of designs could help make a hero in their comic stand out and looked at the famous artist, Roy Lichtenstein. Students were problem solvers and helped each other's imagination while creating their comic strip stories.



Alex



Evie



Elizabeth

Students in fourth grade learned about what upcycling is. They looked at and discussed many artist works that have used materials that are typically discarded. Last year, a newsletter was sent home to households of students at Smoketown asking for donations for their unwanted materials. An abundance of materials still gets brought in, and the fourth graders use those items to create their abstract upcycling sculptures. The pictures on the next slide are the sculptures in progress. Students have the option to have theirs spray painted or be able to hand paint it themselves. After planning their projects in their sketchbook, students had to problem solve and were challenged on how they could get their sculptures to balance!



Fritz Elementary Art

Inspired by the Master Artist Jackson Pollock, Fritz third grade art students created an abstract work of art. Using a splatter technique or as “Action Jackson” called “Dancing” around his artwork, students had fun dripping, flinging, twirling paint onto their monochromatic value scale background. Prior to this work of art, students learned about the color wheel and color mixing, and then incorporated this knowledge into their design.





Fritz Elementary Art



Fritz Elementary Art



GHMS
7th Grade

Students created collages based on Henri Matisse. Students arranged their collages keeping proximity, repetition, and unity in mind.

Ari Stoltzfus



Macklyn
Edwards



Johnny
Revceron



Jack
Waltermyer



Brownstown Elementary School

At Brownstown, students practice their collaboration and communication skills in our “Buddy Program.” Students in regular education classes are paired up with “buddies” in Autistic support classes. Buddies celebrated the holidays together in a special “buddy art class” by creating artwork, playing games, and sharing a lot of laughs together.



Brownstown Elementary School



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GHMS - 6th Grade Art - Collaborative Geometric Sculpture

As the semester comes to a close, students have been finishing up quite a few projects. First, a collaborative geometric paper sculpture. This project focused on using contrast to create focal points, and working collaboratively to create a unified piece of art.



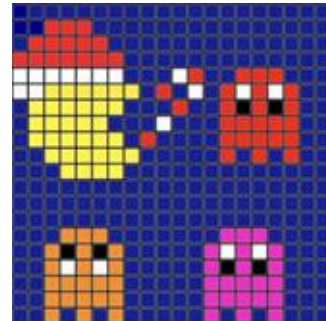
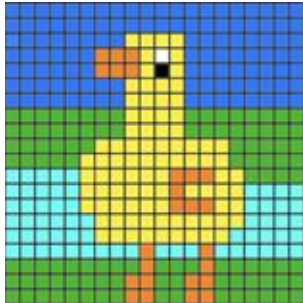
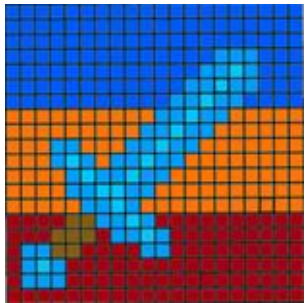
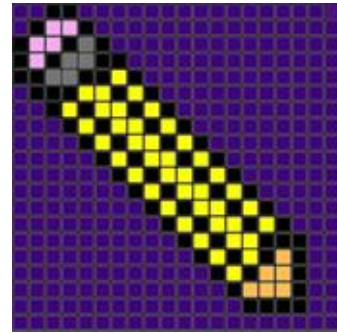
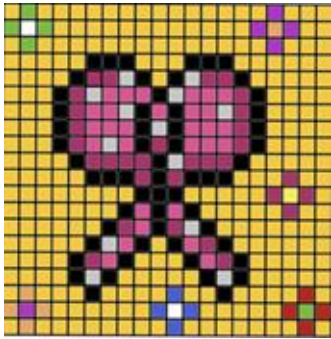
GHMS - 6th Grade - Ceramics - Mugs with Nontraditional Handles

6th Grade explored emphasis through their ceramics project. Students created slab mugs that showed emphasis through a nontraditional handle, and glaze choices.



GHMS - 6th Grade Art - Digital Pixel Art

While their ceramics projects were drying and firing, 6th grade art students created a piece of digital pixel art. This project expanded on using emphasis through size, line, or color. Students experimented with using a grid to plan and design a piece of art before using an online tool to create. This work will be on display through a virtual gallery accessed by a QR code throughout the middle school.



Ceramics 1 and Ceramics 2 - CVHS

It is the culmination of the marking period with evidence of the mastery, knowledge and creative exploration the students learned over the course of the class. Ceramics 1 centered on developing handbuilding skills and exploring surface finishes, whereas Ceramics 2 advanced to the potter's wheel and integrated techniques to create intentional aesthetic effects.











