

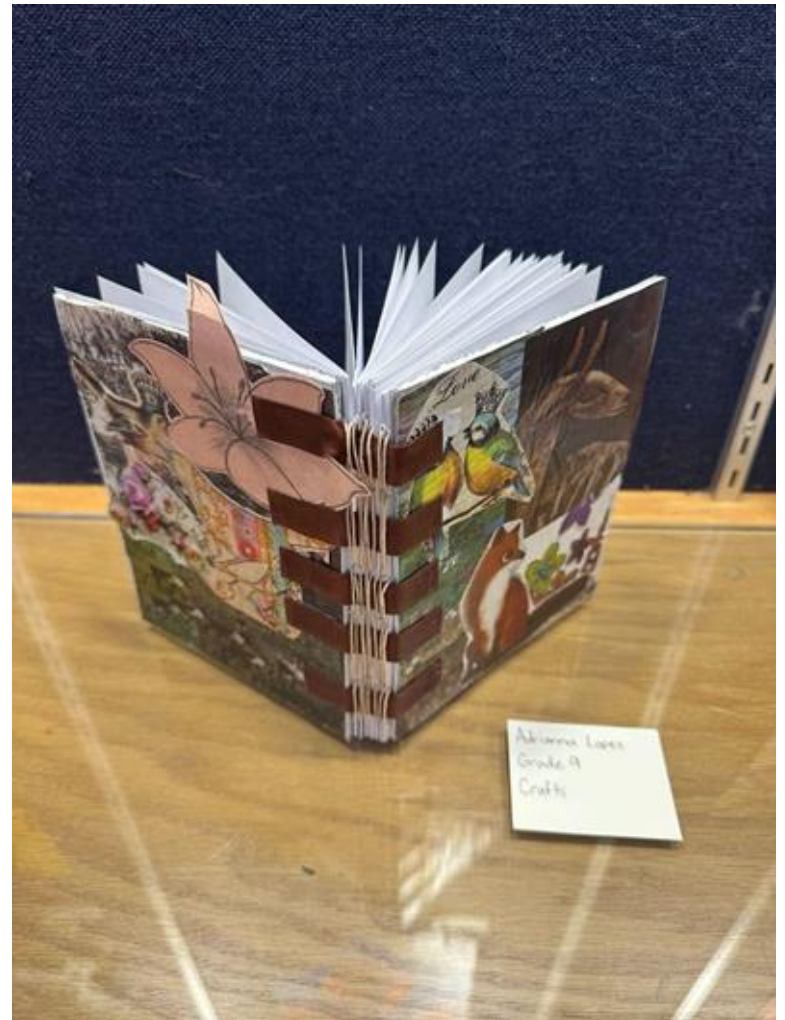
May Art Department Showcase

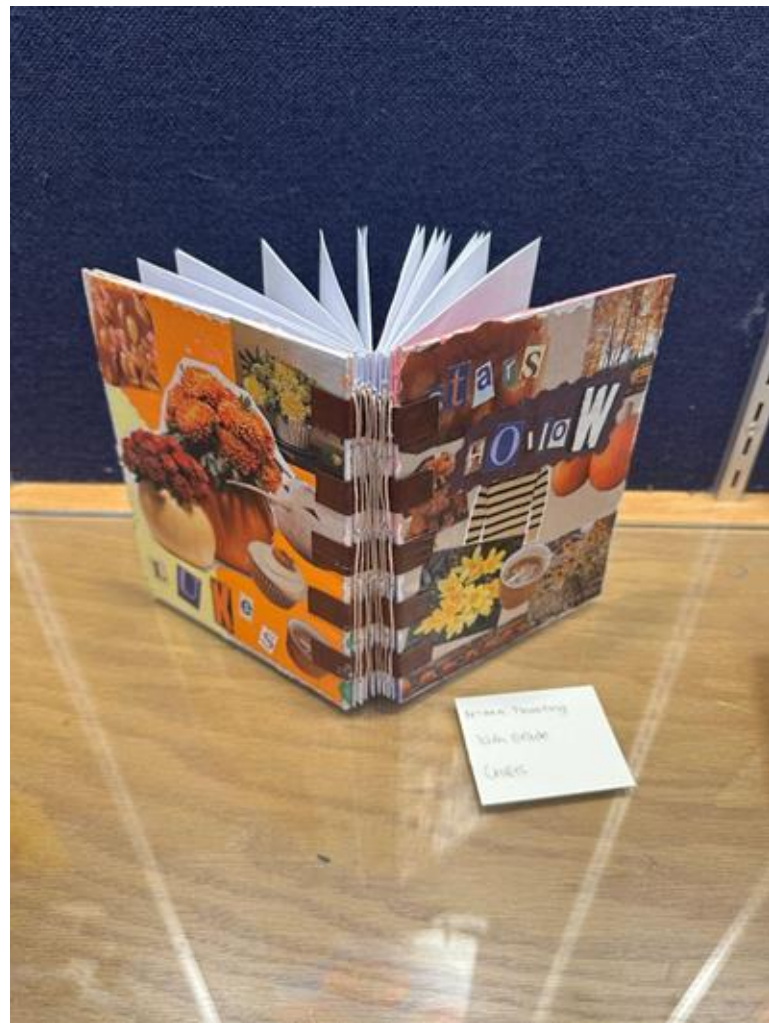
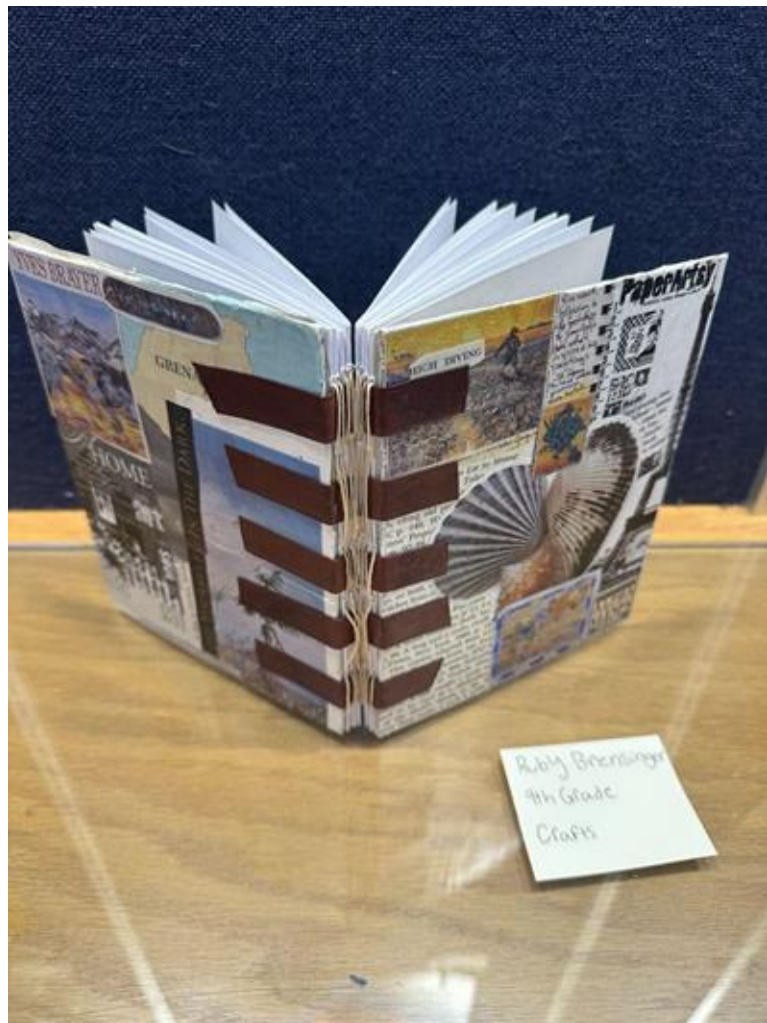
Evidence that the
Conestoga Valley Art
Department intentionally
addresses and supports
all five domains of the CV
Learner Profile

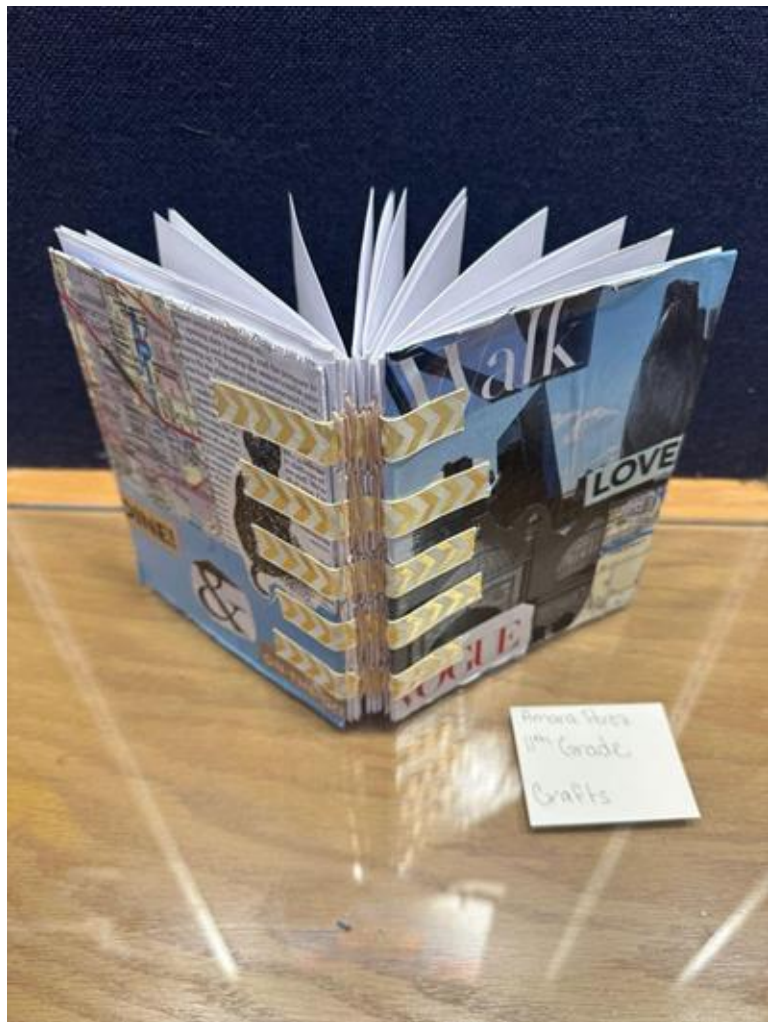
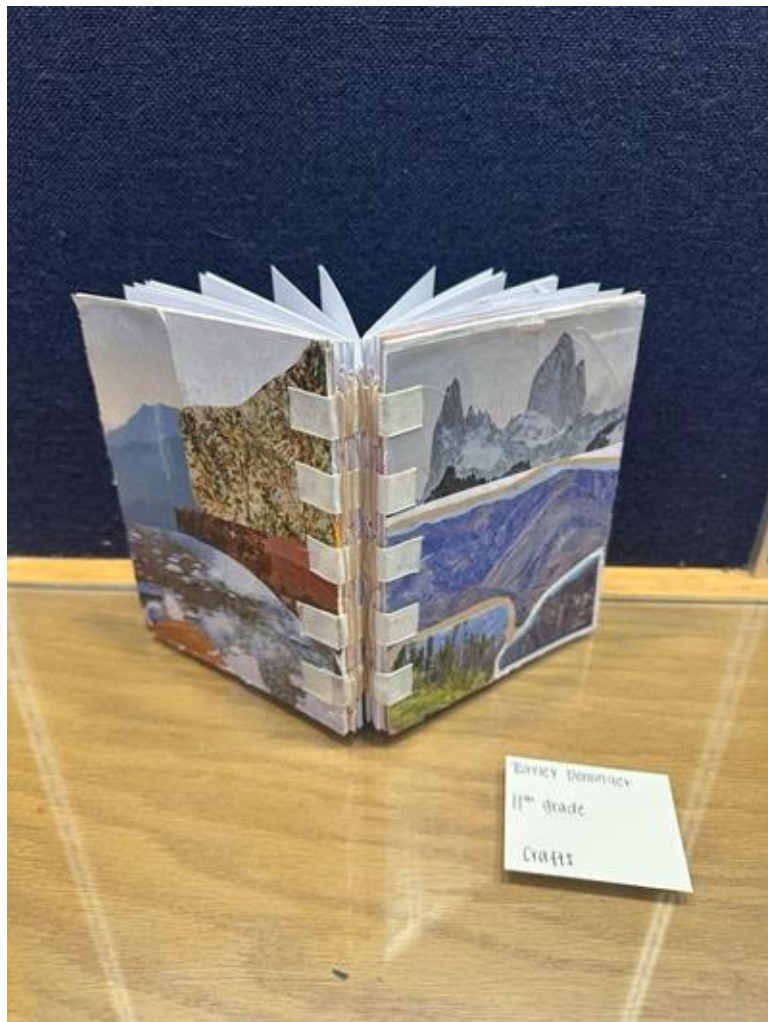


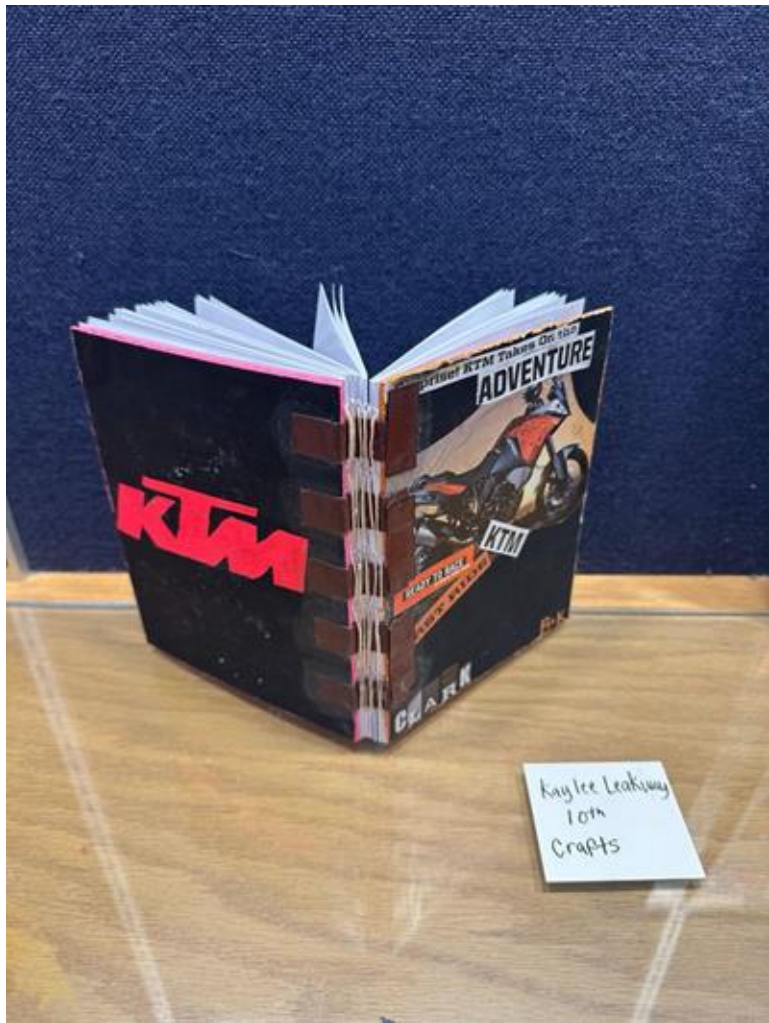
Crafts

Students in Crafts class challenged themselves to create books from start to finish! Collaged covers, sewn pages and bounded spines were all small parts of one big functional piece of art!

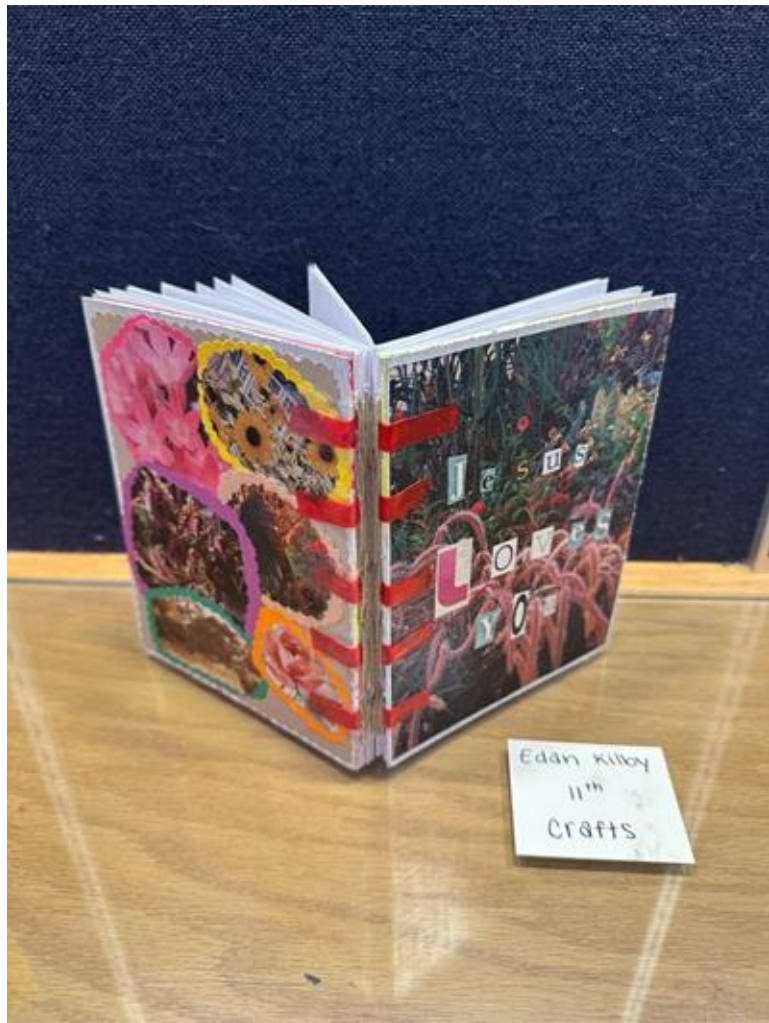








Kaylee Leaking
10th
Crafts



Edan Kilby
11th
Crafts

Fritz Elementary Art

As innovative problem solvers, 5th grade art students at Fritz Elementary applied their knowledge and skills through creative, adaptable, and original problem-solving methods to create Pop Art Self Portraits. Students learned about the master artists Roy Lichtenstein and Andy Warhol and Pop art style. Pop art is a 1950s–1960s art movement that emerged in Britain and America, characterized by incorporating popular culture, consumerism, and mass media imagery—like advertisements, comic books, and celebrity portraits—into fine art. It used vibrant colors and repetitive, bold, or "found" imagery to blur the lines between high and low culture. Inspired by this style of art, students painted their own Pop art self-portrait.



Fritz Elementary Art



Fritz Elementary Art



Fritz Elementary Art



Fritz Elementary Art



Fritz Elementary Art



GHMS - 7th Grade

Students created Keith Haring-inspired cubes. Each cube was designed around a theme. Themes were student choice as some chose space, seasons, and sports. The themes often related to student interest and real life experiences.





Evaliese Torres



Yasmileen Bencosme



Hector Vazquez



MJ. O'Dell



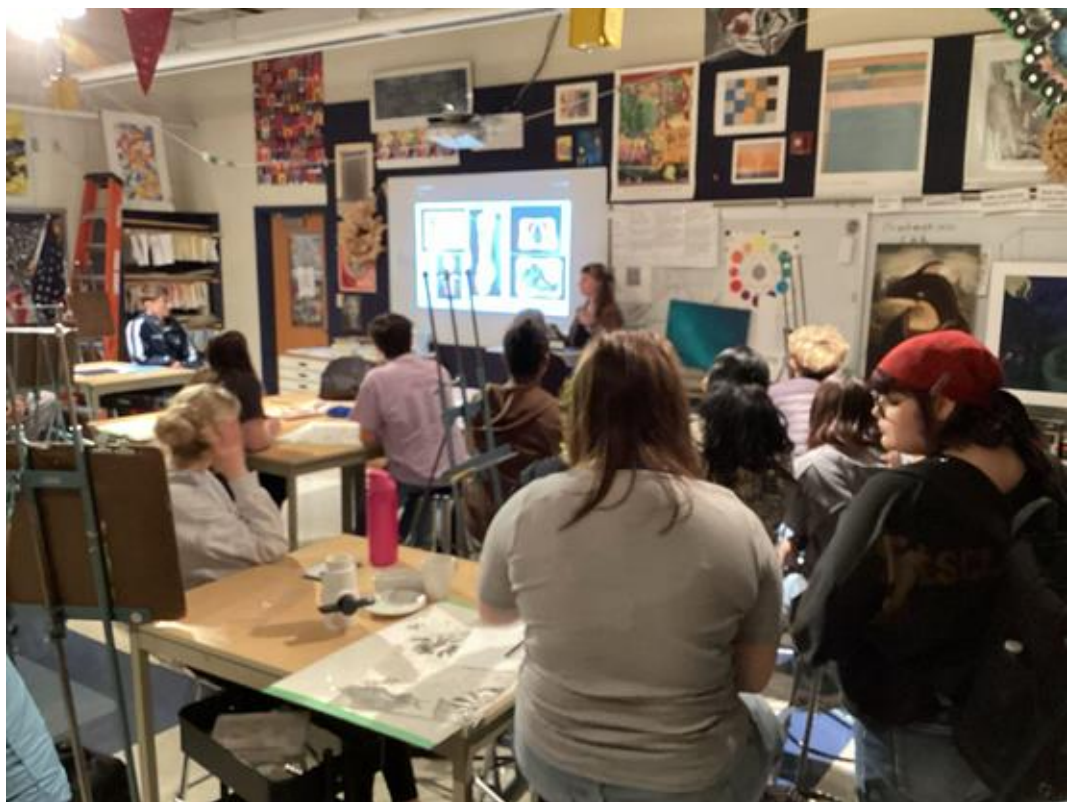
Lily Lu



Anberlin Zarate

High School: Guest artist Sam Younger visited CVHS to share both her artistic journey and her work. Students remained highly engaged throughout the session, asking thoughtful, insightful questions for the full hour. Sam spoke candidly about her path, including her decision to leave college and pursue her passion for becoming a tattoo artist.





Final wrap design for the CV Freight Farm: AP students collaborated with CV graduate and graphic designer Delanie Dugan to develop visual assets for a cohesive and collaborative design that communicates the story of the CV Freight Farm.



Drawing 1

Critical Thinker

Students applied spatial reasoning and problem-solving to construct a believable three-dimensional space on a two-dimensional surface.

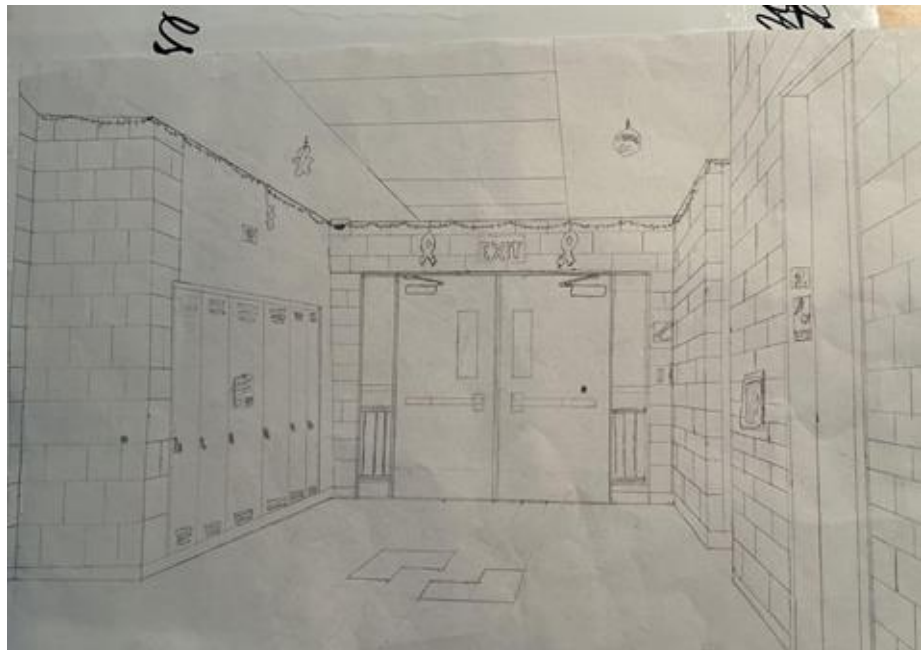
- Use of **vanishing point, horizon line, and converging lines**
- Troubleshooting alignment, proportion, and depth
- Analyzing errors (e.g., why a door or ceiling line “looks off”) and revising

Classroom Framing:

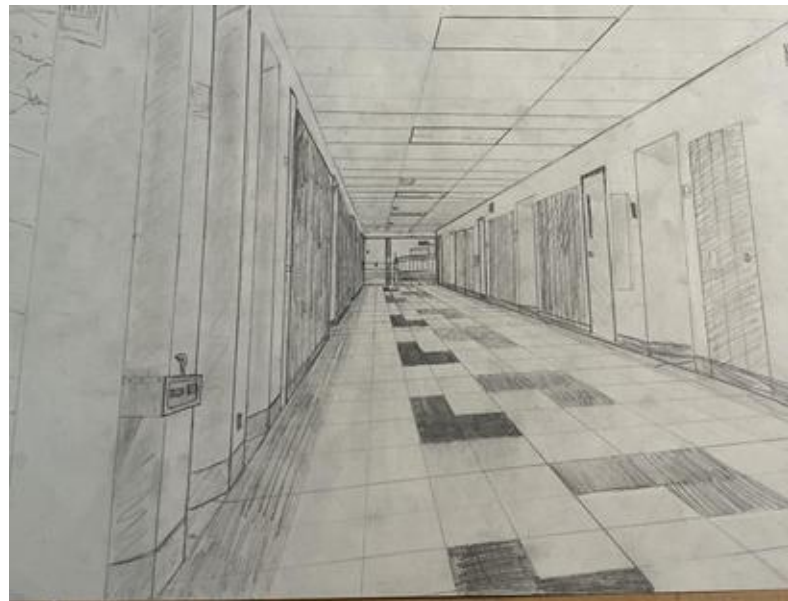
Students must think sequentially and logically—each line depends on the accuracy of the previous step.



Aria



Imanni



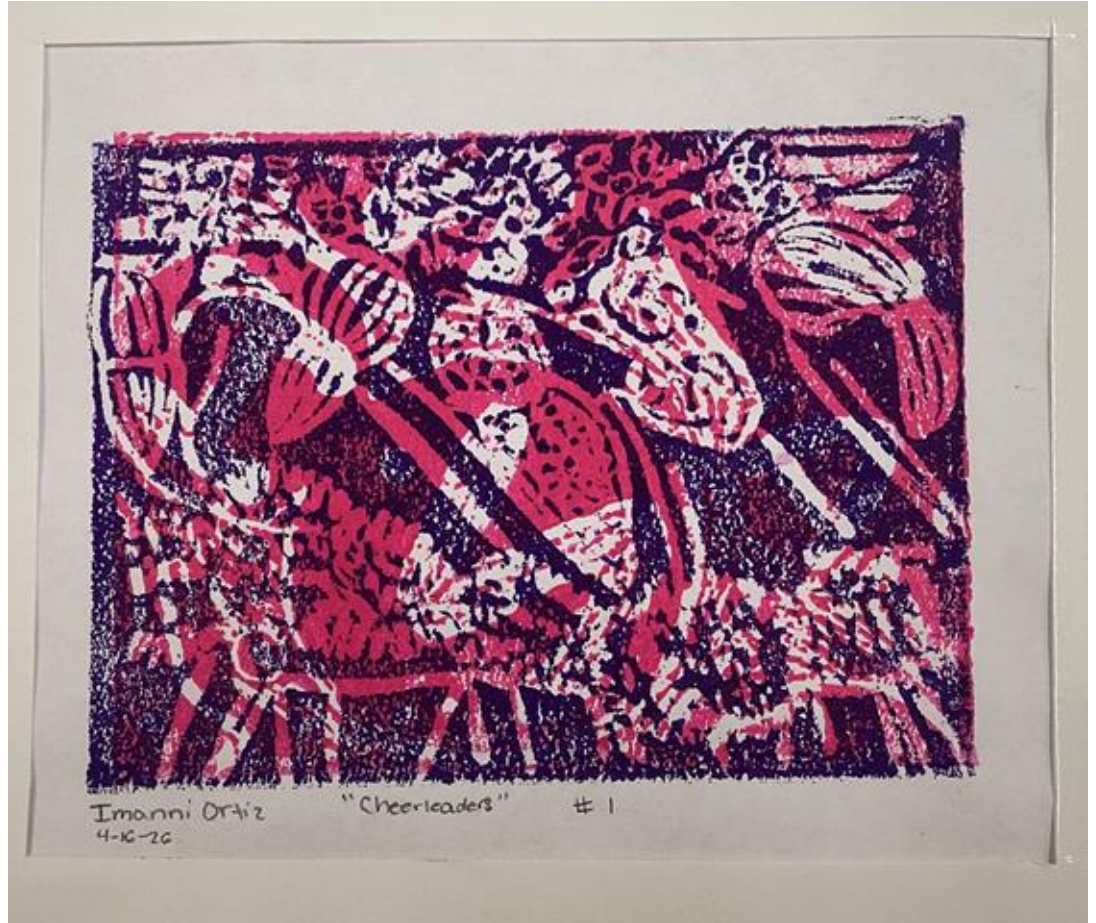
Caden

Printmaking: Immanni

Critical Thinker

Printmaking requires students to plan *in reverse*, anticipate outcomes, and problem-solve through process.

- Students must think through **mirror imaging**, sequencing, and registration
- They analyze why a print failed (pressure, ink, plate prep) and adjust
- Iteration builds *cause-and-effect reasoning*



Printmaking



Makai



Anton

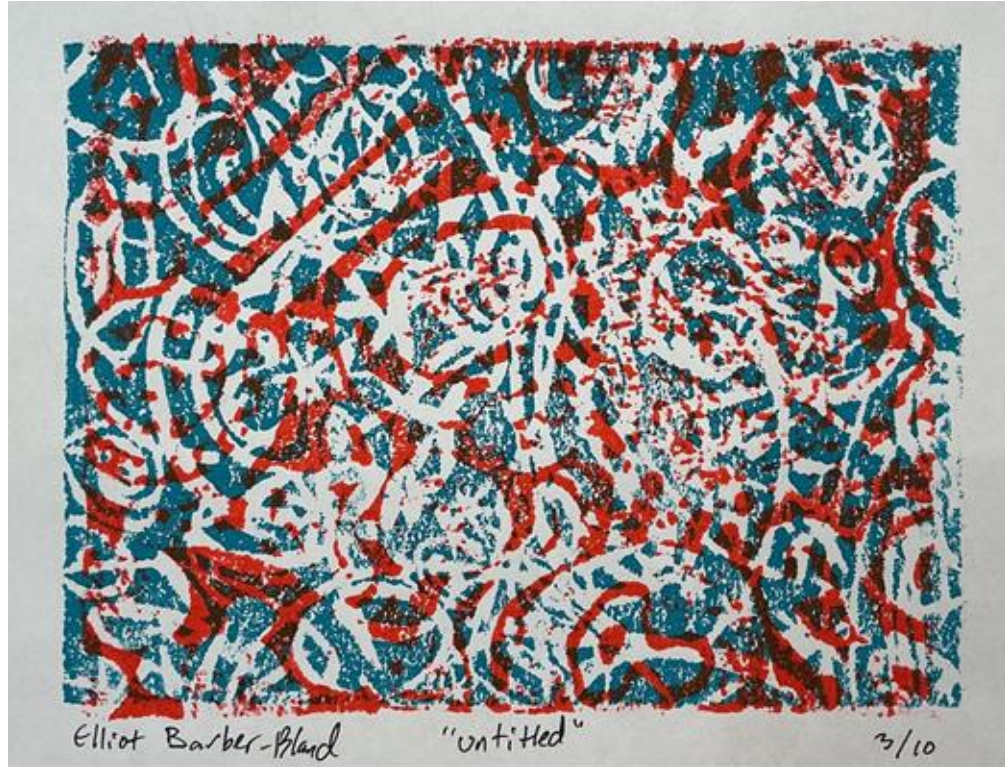
Printmaking

Elliot

Creative & Innovative Thinker

This is where printmaking shines.

- Students explore **visual symbolism, abstraction, and composition**
- They experiment with materials (linoleum, foam, found textures, monoprint)
- Risk-taking is built into the process—unexpected results often lead to new ideas



Printmaking

Cailyn

Adaptable & Resilient Individual

Printmaking *teaches failure better than almost any medium.*

- Prints rarely come out perfectly the first time
- Students must revise, re-ink, re-carve, and try again
- They learn persistence and flexibility



6th Grade Art - GHMS "Identity Maps"

Students designed a map that explored different parts of their identity - hobbies, experiences, relationships, memories, interests, etc.

After staining and aging their papers, students created 10 landmarks to map out their identity.

This project focused on value, an element of art that uses the lightness or darkness of a color, tone, or shade to define form, create the illusion of three-dimensional depth, and establishes contrast.

Whimsical Identity Maps

Identity is your sense of self. It encompasses values, traits, memories, experiences, relationships and values.

Name of Land:
My identity:

You will need **at least 10 different** landmarks for your map. You may use man-made places that are special to you (Ex: Bethany Beach house). A standard formula for naming your landmarks/features is an adjective (describing word) + geographic term; for example: Creativity Castle

My 10 features are.....

Adjective / Describing Phrase	Geographic Term / Landmark
Hilary	Valley ✓
Yorkshire terrier	Forest ✓
drawing	Sea / Ocean ✓
written	White-Farb ✓
Plushie	River
Funk	Beach ✓
Friends	Island ✓
car	Desert ✓
Singing	Basin ✓
Sushi	bay ✓
Waltz	Canyon ✓



6th Grade Art - GHMS "Identity Maps"



6th Grade Art - GHMS "Identity Maps"



6th Grade Art - GHMS "Identity Maps"



6th Grade Art - GHMS “Dreams Collage”

Students considered their dreams for their future - future careers, where they would like to live, what hobbies or activities they might do, etc.

Our principle of design for this project was Unity.

Each student chose a color to represent the feeling of their future life - green for peaceful and calm, black for bold and powerful, etc.) which would be used to unify their collage.



6th Grade Art - GHMS "Dreams Collage"



6th Grade Art - GHMS “Anything But Regular Ceramic Mugs”

Students created a functional piece of pottery through handbuilding a mug.

Our principle of design for this project was emphasis. This was demonstrated through their creation of a nontraditional handle.

The subject matter of the handle, and design of the mug was entirely up to the student often showcasing their interests.



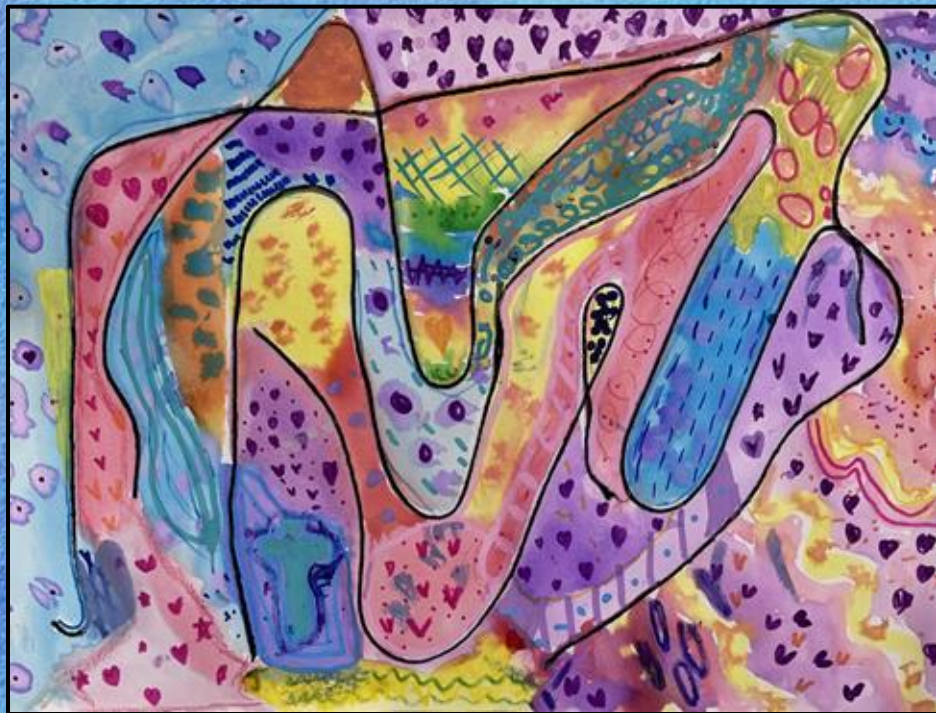
6th Grade Art - GHMS “Anything But Regular Ceramic Mugs”



Smoketown Elementary

Students in fourth grade learned about Hans Arp and discussed what it meant to follow your intuition when it comes to the process of making art and not needing a reason for choosing a specific subject. Students took strands of yarn, soaked it in a glue and water mixture, and then dropped the strands randomly on their paper. In the following classes, students used a variety of materials to create different artwork within the pockets of space creating an abstract piece.





Students in third grade learned about how to create movement in their artwork using figures.

Students took pictures of themselves posing in the classroom and turned them into stencils. Students then used a variety of materials to develop positive and negative spaces within their piece. Students were challenged with the patience that this project required, which is why they collaborated with their peers and assisted one another to hold their stencils down.





Students in kindergarten used sticky foam pieces and arranged beads on them. Glitter glue was applied to the pieces to ensure that all beads were intact. After drying, magnets were placed on the back for students to take home. Students were challenged with arranging the beads flat and neatly.



Brownstown Elementary

As their final art piece related to the theme “place,” 4th grade artists were challenged to be innovative problem solvers as they created 3-D depictions of a favorite place. We called these creations our “Place Plates.”







Brownstown Elementary

As a final work related to the theme “heroes,” 5th grade artists imagined they could play a game of “tic tac toe” with their hero. They practiced being innovative problem solvers and communicators as they designed an original ceramic game to play with their hero.







Brownstown Elementary

5th grade students practiced life long learning skills on their recent trip to Camp Swatara. During one of their rotations, students were asked to find inspiration from the natural world around them. They created these landscape paintings from their careful observations of nature.

