

Art Department September Showcase

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



Drawing 2 — From General to Specific

An Academic Approach to Portrait Drawing

Essential Question:

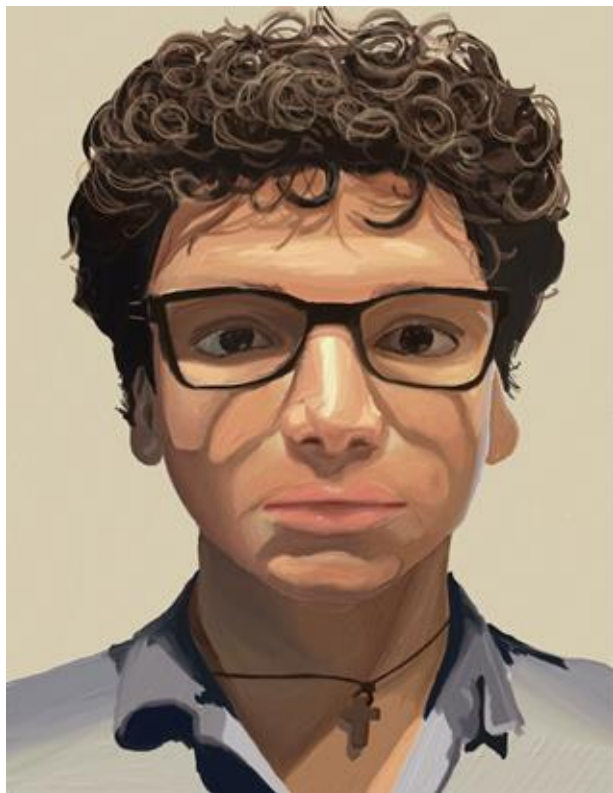
How can I build a convincing portrait by working from general shapes and relationships toward specific details?

Work by Shane Joseph Nash



Problem Solver: Students approach observational drawing as a complex visual problem rather than a task of simply copying what they see. Through the academic drawing process, students learn to break a complex problem into manageable stages, beginning with general proportions and relationships before progressing toward specific details. Students analyze, make decisions, evaluate their progress, and revise their solutions throughout the drawing process. This develops a transferable **problem-solving strategy** that can be applied beyond the art classroom.

Life-Long Learner: Students develop transferable strategies for learning and improving a complex skill. Through the academic drawing process, students learn to approach drawing as a process of observation, analysis, practice, reflection, and refinement. Rather than relying on perceived artistic "talent," students learn that proficiency develops through intentional practice and the application of learned strategies. Students can carry this approach into future artistic and academic challenges.



Nadia Campbell



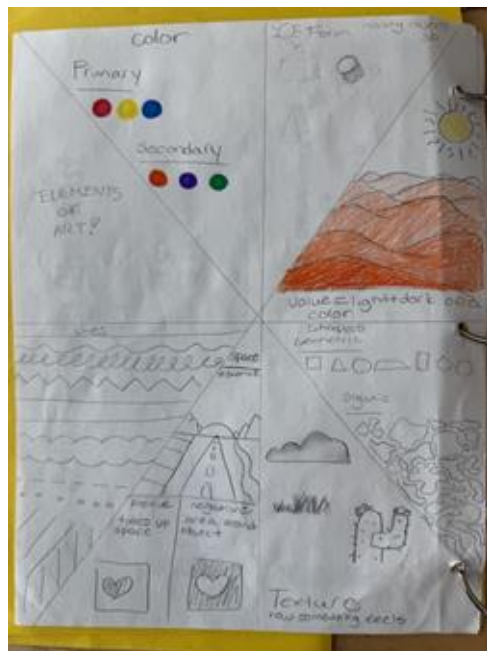
Talia Westwood



Sophia Heller

GHMS - 6th Grade

Students began the year reviewing the 7 Elements of Art



Their first project focused on the element Color. To start, we broke down some of the different color relationships.

Color Wheel Relationships			
Color Family	Definition	Colors	Draw Example
Primary	used to create all other colors		
Secondary	mixing 2 primary colors		
Tertiary	1 primary + 1 secondary		
Complementary	opposite on color wheel		
Analogous	3 or more colors next to each other		
Warm	light, energy, heat		
Cool	relaxation, calm, water		

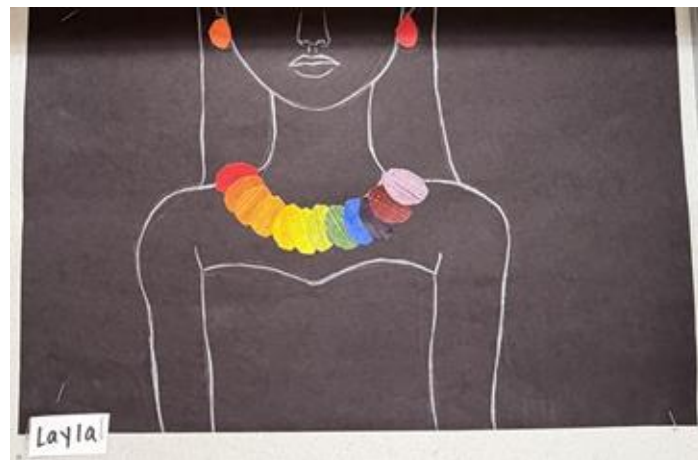
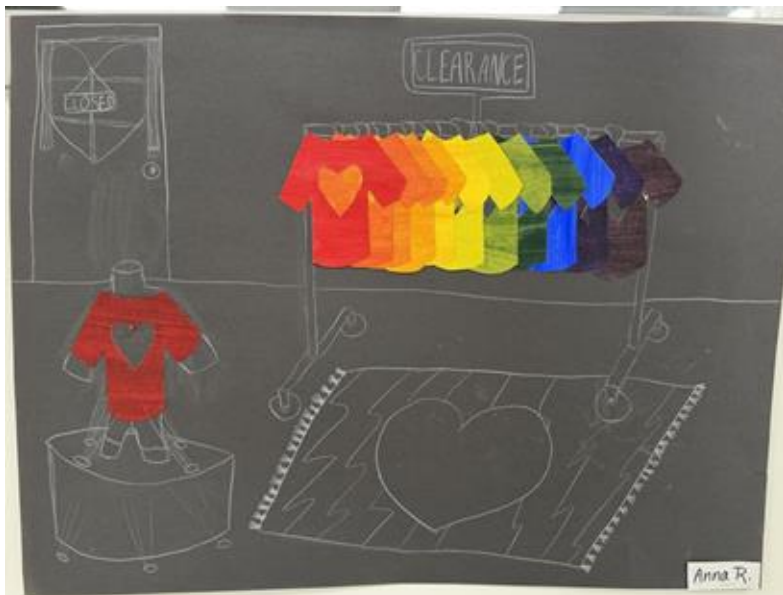
Stencils

Using only the 3 primary colors (Red, Blue, and Yellow) students mixed the 3 secondary colors, and 6 tertiary colors. Then, they designed their own stencil to trace and cut out of all 12 paint samples.

Students created a meaningful composition that considered the stencil shape.





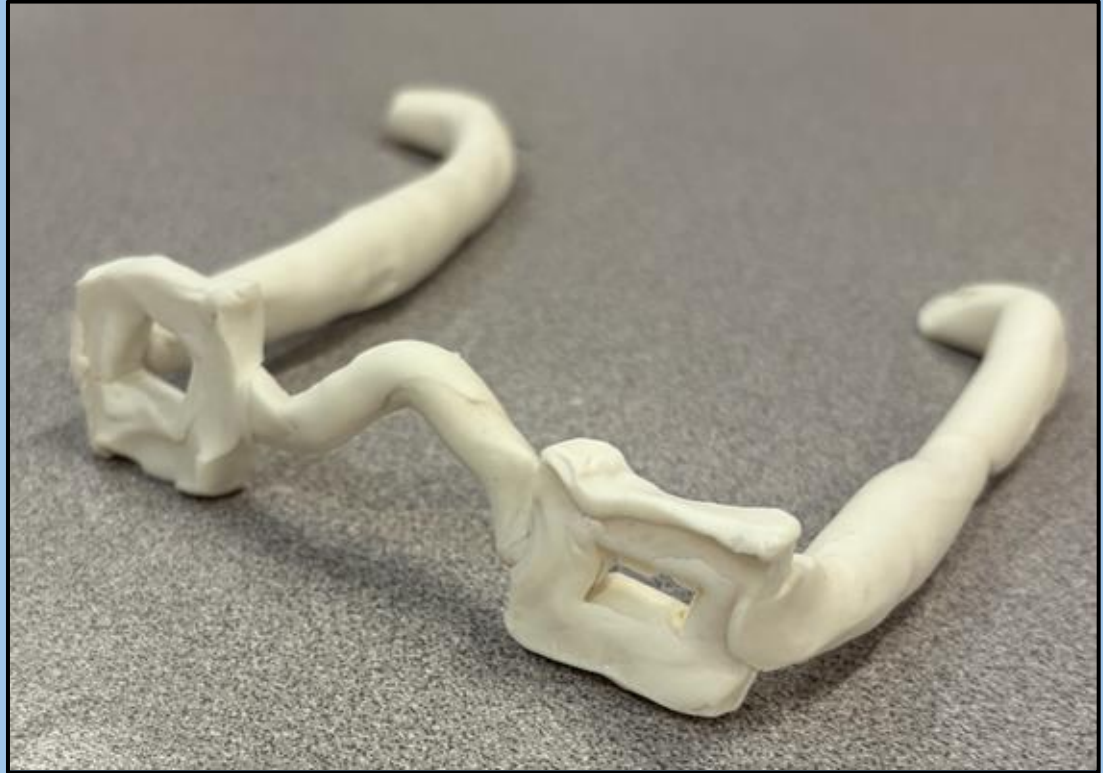


Smoketown Elementary



Students in third grade learned about how modeling clay is used! They learned about stop-motion animation and got to experiment with modeling clay! They were given a word with a double meaning. The word that they were given was “cool.” The picture on the left shows a student creating a snowflake. Students communicated with their peers around them for those who had a more challenging time thinking of an idea. Students were also given feedback to improve their work along with different tools to add detail to their work which supports the idea of a lifelong learner.

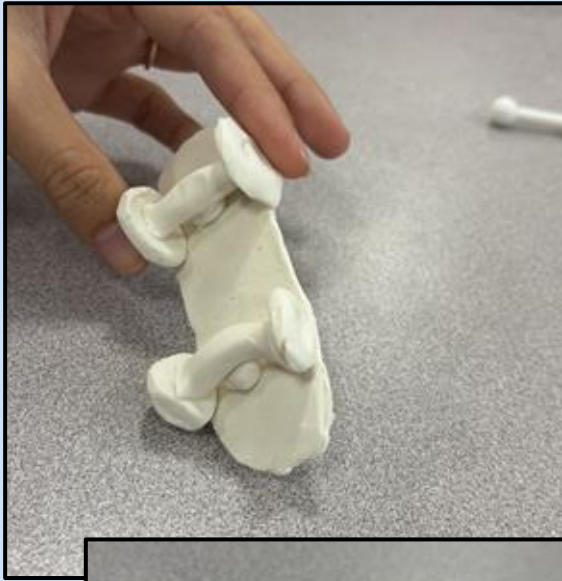
“Cool” pair of glasses





The sculpture on the right shows great attention to detail. This student described her sculpture as a snowy scene!





This student also had great attention to detail as they chose to create a “cool” person riding a skateboard!



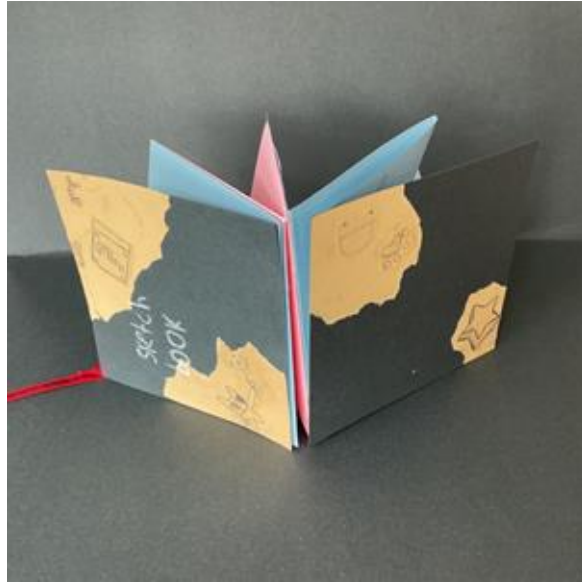
Brownstown Elementary

Artists in 3rd-5th grades have been learning that artists use sketchbooks to observe the world, innovate, and communicate ideas. Students began the year by creating their own sketchbooks. Students chose from a variety of media for their unique covers. Artists in each grade level collaborated to generate a list of drawing prompts to use later in their sketchbooks.





Brownstown Elementary



Brownstown Elementary

At “Back to School Night”, families collaborated to create this patterned popsicle stick wall hanging. Students enjoyed creating with each other and showing family members around the art room.

