Art Department October Showcase

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

Smoketown Elementary

Second graders have been learning about positive and negative space in artwork. Students collaborated with one another and created large pieces of artwork that show positive and negative space. Students used their cutting skills to make geometric and organic shapes that were then glued on a paper. The picture on the left is from the entire second grade population!

Students in Kindergarten have been learning about primary and secondary colors. Students used the three primary colors to explore the mixing process of them. Students were challenged to make the three secondary colors along with other color combinations.

Students in third grade took a look at famous artwork that created movement within a piece. More specifically, students were inspired by Alma Thomas and her mosaic style of artwork that created movement for the eye when viewing it. Students started to create paintings that had repetition of a design or shape. Students problem solved during the sketching process to ensure their lines were not too close together.

Students in fifth grade have been working on metal tooling which is a craft technique where you press, carve, and stretch thin sheets of metal to create art. Students first sketched an idea, traced it onto the metal, and then started the pressing process with a variety of tools.

Fifth graders then used colored sharpies to add color to their metal pieces. After they were finished they used beads and pipe cleaners to create a handle to hang it for display. They also learned about where metal tooling is popular in the world! Below are some finished projects!

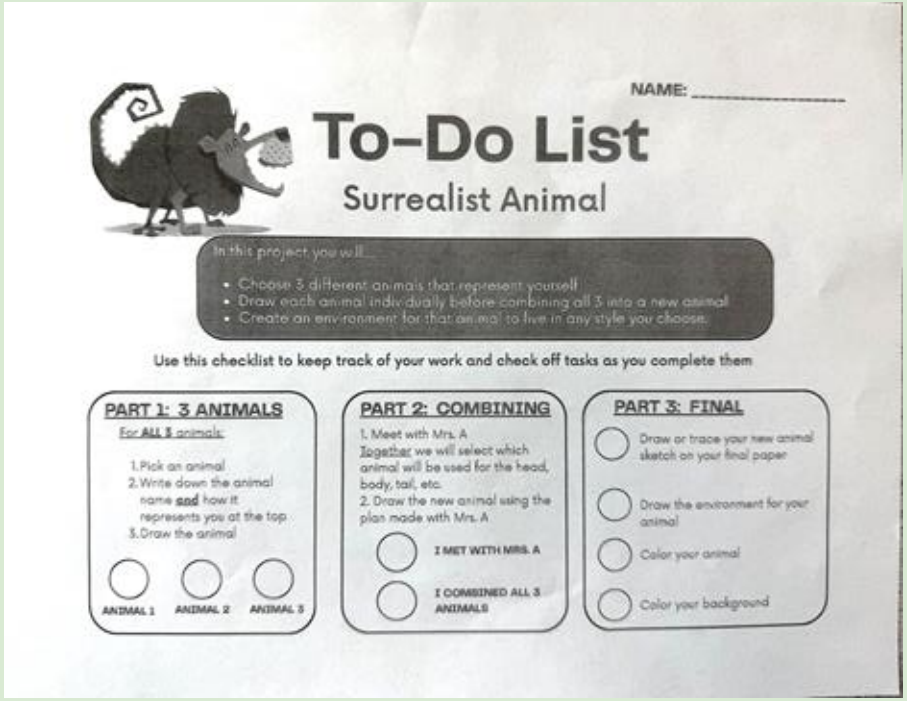
6th Grade - GHMS - Surrealist Hybrid Animals

Students created hybrid animals inspired by the Surrealism art movement. They chose 3 different animals that represented parts of their personality/identity before combining them into a new animal. The Elements of Art focused on in this project were Value (the light and dark of a color) and Texture.

In this lesson students…….

- Participated in a colored pencil workshop to learn foundational techniques
- Provided constructive, positive feedback to their peers
- Collaborated with peers in a texture activity
- Connected literacy to their art by writing a story about their animal for extra credit
- Connected to Science and Geography by creating environments/habitats

6th Grade- Hybrid Animal - Sketching and Planning



NAME: _____

To-Do List

Surrealist Animal

In this project you will:

- Choose 3 different animals that represent yourself
- Draw each animal individually before combining all 3 into a new animal
- Create an environment for that animal to live in any style you choose.

Use this checklist to keep track of your work and check off tasks as you complete them

PART 1: 3 ANIMALS

For ALL 3 animals:

1. Pick an animal
2. Write down the animal name **and** how it represents you at the top
3. Draw the animal

ANIMAL 1 ANIMAL 2 ANIMAL 3

PART 2: COMBINING

1. Meet with Mrs. A Together we will select which animal will be used for the head, body, tail, etc.
2. Draw the new animal using the plan made with Mrs. A

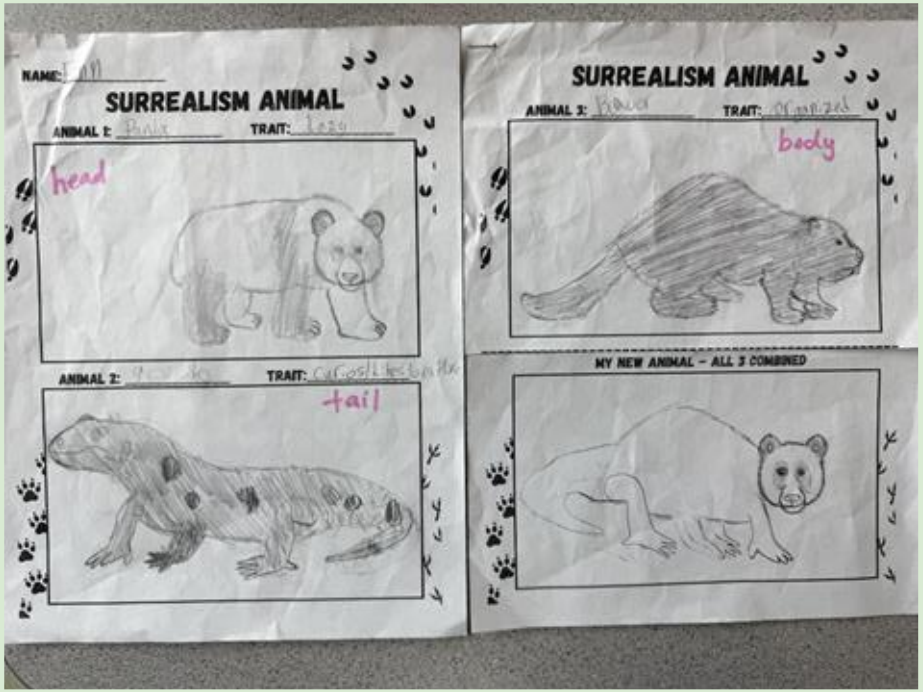
I MET WITH MRS. A

I COMBINED ALL 3 ANIMALS

PART 3: FINAL

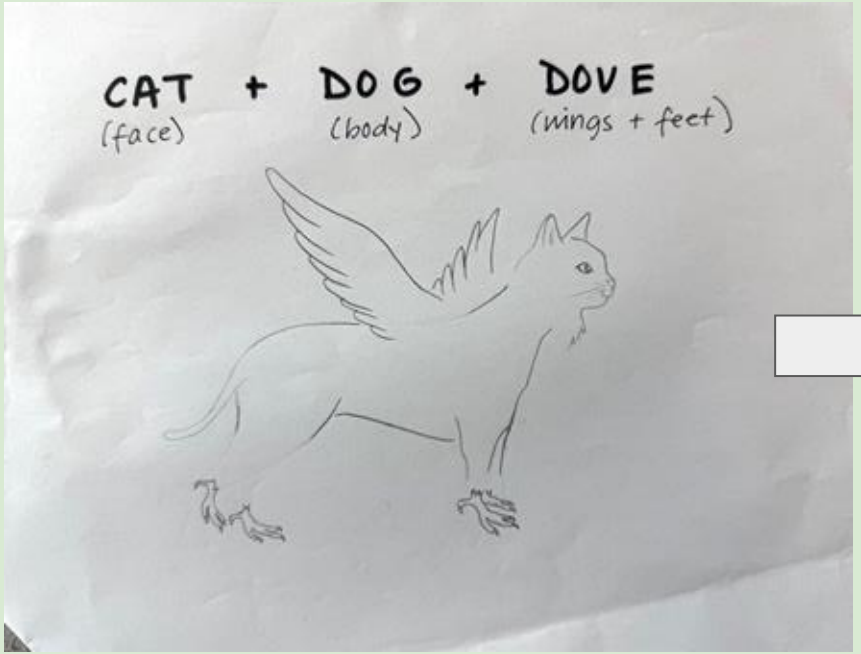
- Draw or trace your new animal sketch on your final paper
- Draw the environment for your animal
- Color your animal
- Color your background

Each student utilized a checklist to organize and track their progress throughout the project



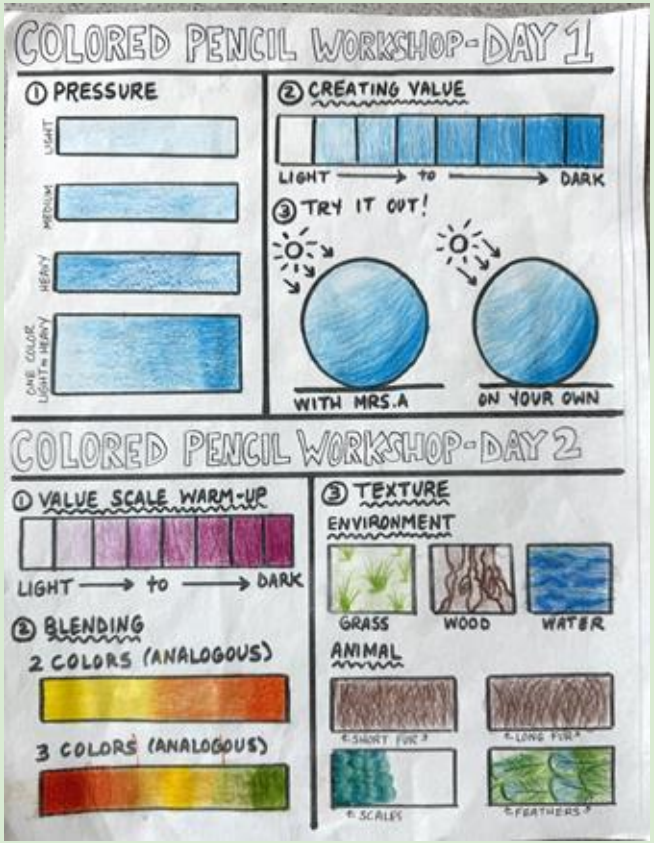
Each animal is drawn individually and labeled with the trait connecting them to the artist. After deciding which parts will be used, all 3 are combined

6th Grade- Hybrid Animal - Group Work

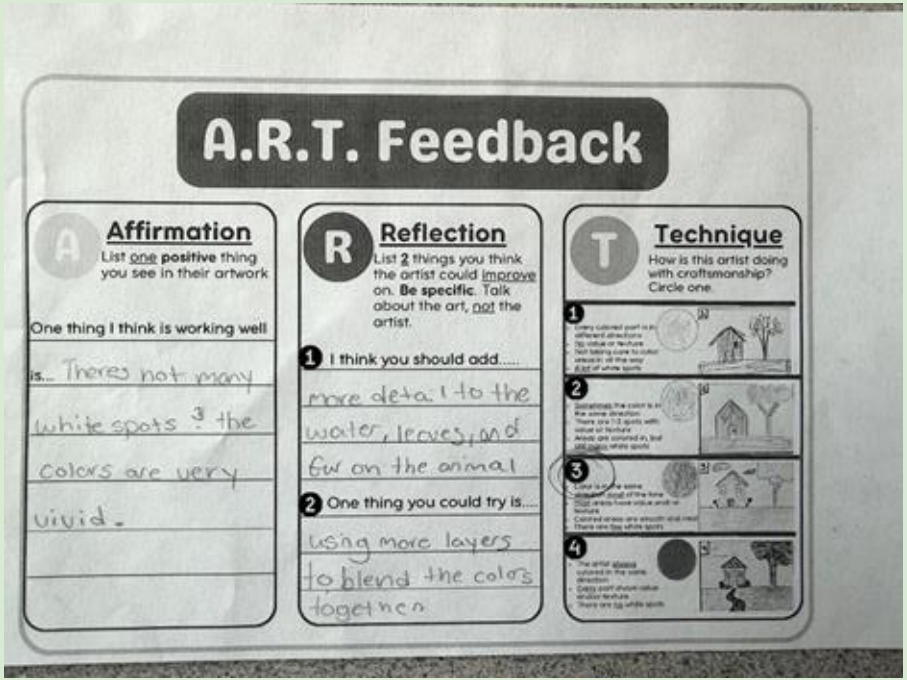


Students worked in groups to consider how texture and line could be used to connect different animals textures

6th Grade- Hybrid Animal - Workshop and Peer Feedback



Two-part guided colored pencil workshop on techniques to create value and texture



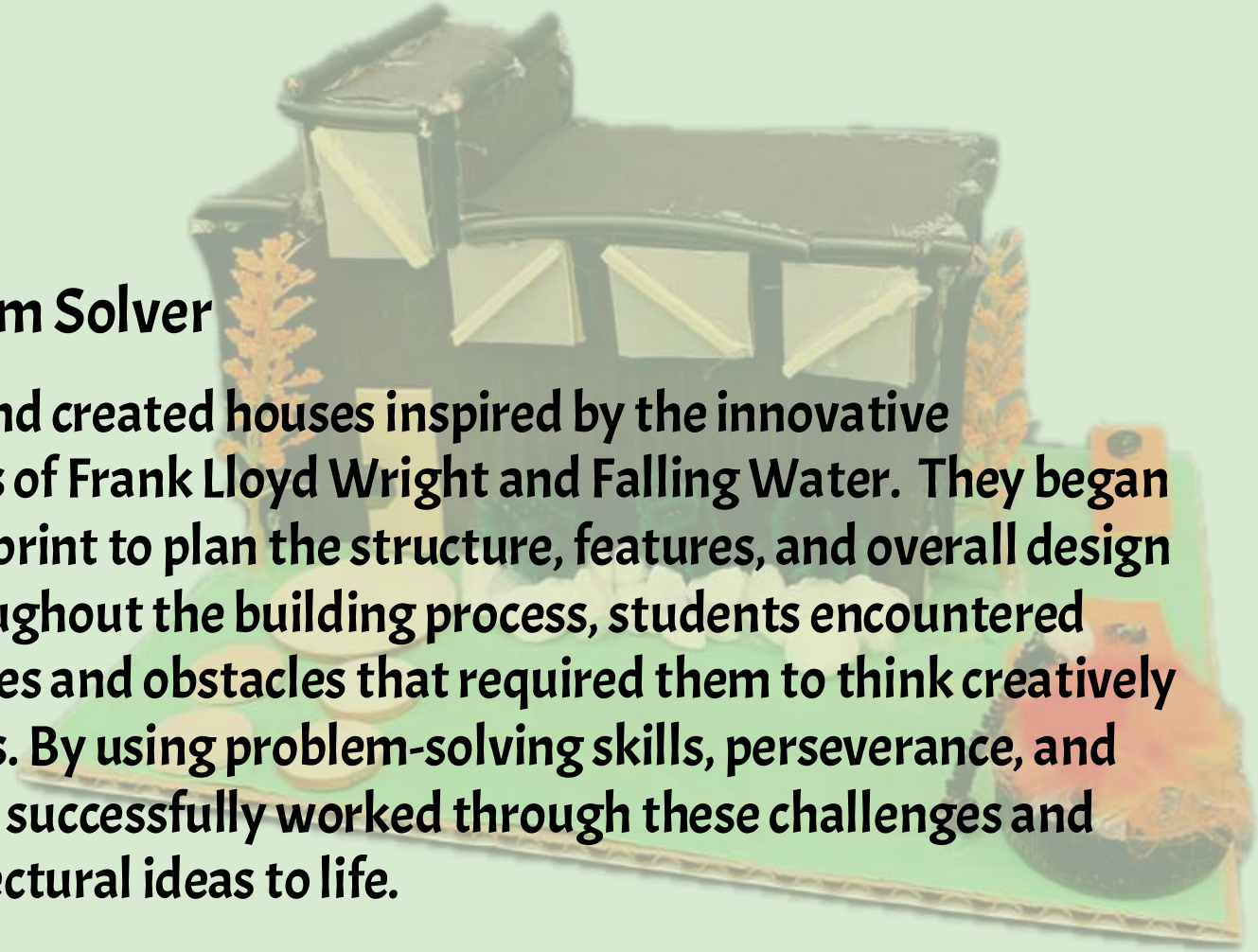
At the halfway point in their final, students provided constructive, positive feedback to another peer before applying the feedback they received to their own work

6th Grade - Hybrid Animal - Student Work

7th Grade
GHMS

Innovative Problem Solver

Students designed and created houses inspired by the innovative architectural designs of Frank Lloyd Wright and Falling Water. They began by developing a blueprint to plan the structure, features, and overall design of their homes. Throughout the building process, students encountered unexpected challenges and obstacles that required them to think creatively and adapt their plans. By using problem-solving skills, perseverance, and innovation, students successfully worked through these challenges and brought their architectural ideas to life.



MADDIE D.

PAISLEY A.

OSCAR R.

SARAH P.

ADDISON E.

BEN L.

MERON S.

NAOMI B.

PARKER H.

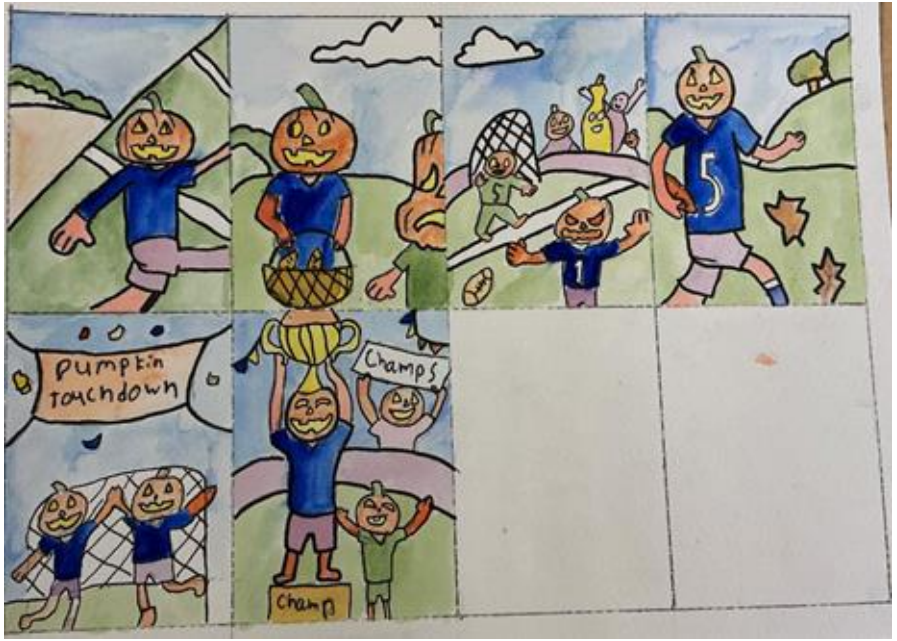
ANGEL M.

Watercolor 1 CVHS

Watercolor 1 students completed their series paintings in the form of Artist Trading Cards. Highlighting their role as art community members, students illustrated a theme of their choice using the skills and techniques developed throughout the marking period. Once they are finished, they will cut them out and trade with the other students in their class and in other courses completing the same assignment!

Ian Kremer

Katyarina Nofziger



Maddox Dentel

Olivia Dimaulo

Eliana Vasquez

Painting 1 CVHS

Painting 1 students completed their series paintings in the form of Artist Trading Cards. Highlighting their role as art community members, students illustrated a theme of their choice using the skills and techniques developed throughout the marking period. Once they are finished, they will cut them out and trade with the other students in their class and in other courses completing the same assignment!

Shyleen Le

Olivia Dimaulo

Kyra Bowman

Daktari Garcia

Kristel Drouet Mora

Community:

AP Art Students volunteered to paint faces for Leola Elementary School

A big thank you to our high school art students for helping with face painting!

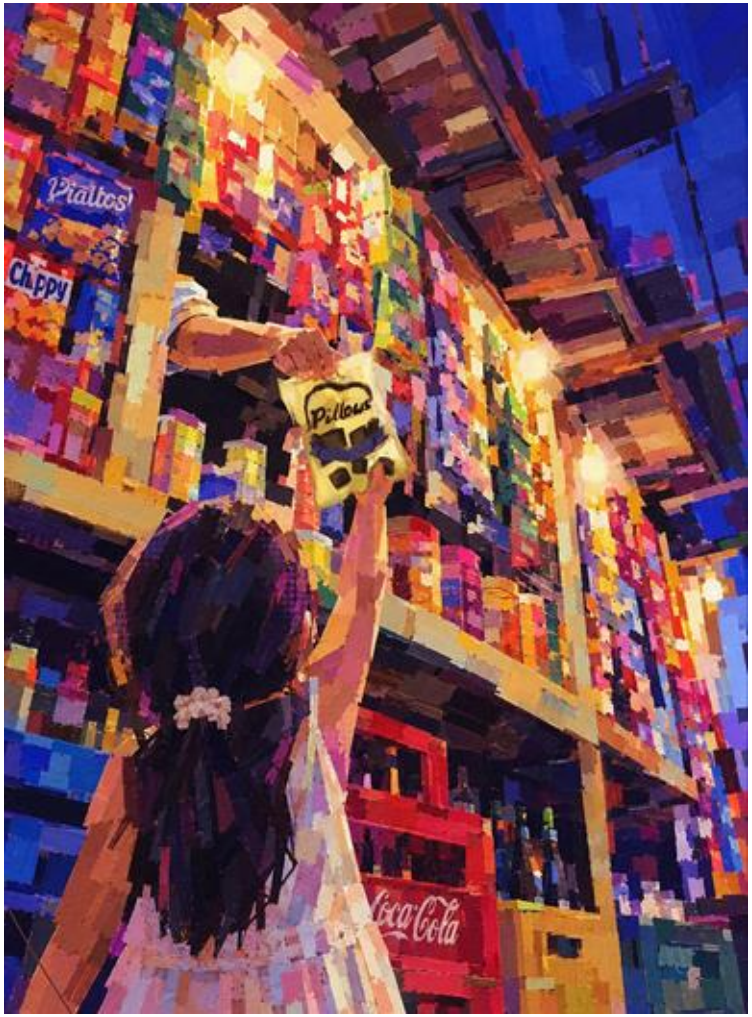
AP Concentration:

Monica Afaga - In what ways can I use my experiences across multiple homes to visually explore the process of growing up?

Communicators

Students communicate ideas, emotions, experiences, and perspectives through visual language. They also explain their artistic intentions and articulate how formal choices contribute to meaning.

Evidence of learning: Visual storytelling, artist statements, portfolio writing, peer critiques, and presentations explaining artistic decisions.



AP Concentration

Ariyah Rondon - How can I combine contrasting visual styles to explore the relationship between the natural world and the imagined?

Collaborators

Although the concentration is individually driven, students benefit from sharing ideas, giving and receiving constructive criticism, and participating in a studio community where peers help one another develop stronger work.

Evidence of learning: Peer critiques, feedback exchanges, group discussions, and the thoughtful application of suggestions to individual artwork.

Drawing 2: observational drawings in two-point perspective

EQ: How can artists use systems of perspective to communicate three-dimensional space on a two-dimensional surface?

***CV Learner – Learner-Driven Design & Rigorous & Engaging Learning Experiences*:** Students apply the principles of two-point perspective to independently construct a believable three-dimensional drawing of the room in Adobe Fresco. Through digital tools, revision, and intentional compositional decisions, students use a creative *problem-solving* process to develop and refine their visual solution.

You can watch the revisions as they occur in the time-lapse videos of the drawing process

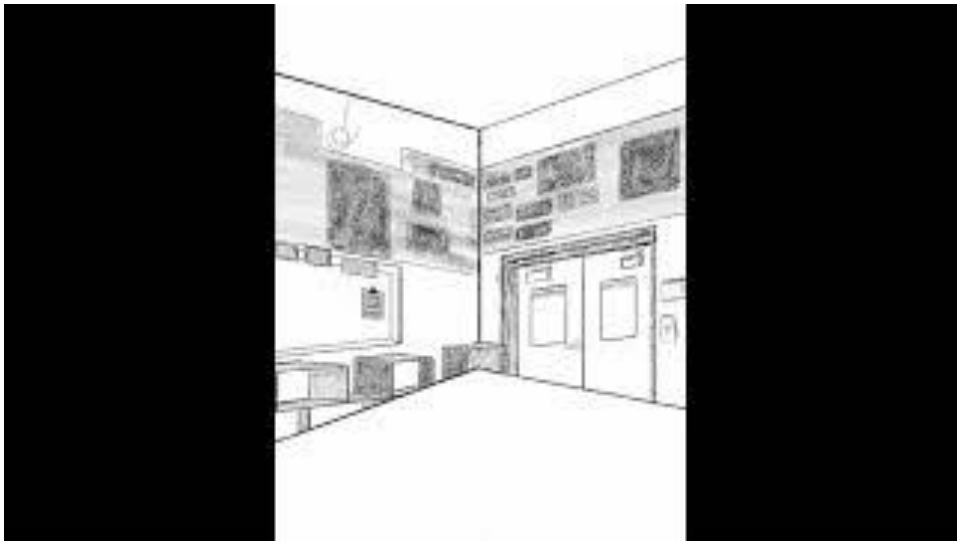
Drawing 2: two-point-perspective

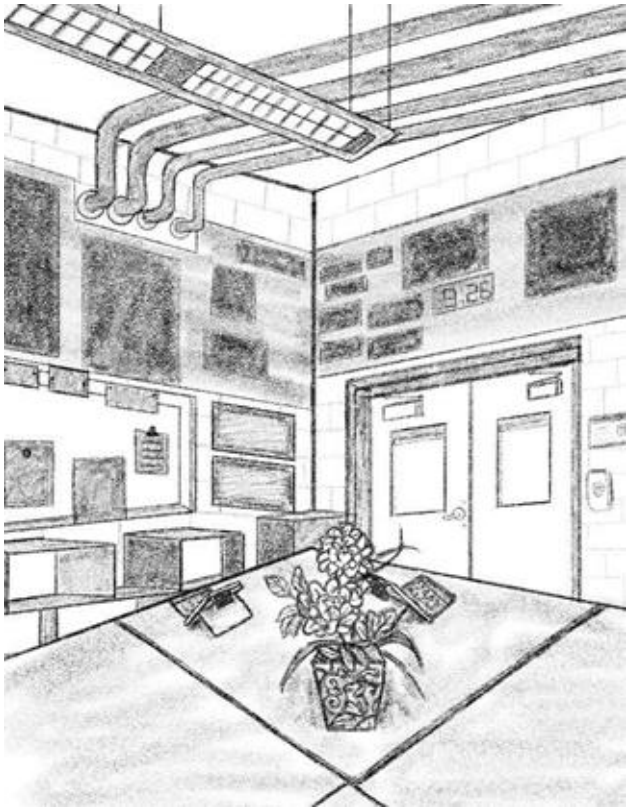
Artist: Shane Nash
Media: Fresco Drawing
Title: “This Room”

Drawing 2: two-point-perspective

Artist: Cayden Lonie
Media: Fresco Drawing
Title: Cayden’s corner

Drawing 2: two-point-perspective





Artist: Shrima Panta
Media: Fresco Drawing
Title: “Corner”

Drawing 2: two-point-perspective

Artist: Sophia Heller
Media: Fresco
Title: “art books”

Drawing 1:

Essential question:

How can an artist translate the experience of observing a three-dimensional form into a convincing two-dimensional drawing?

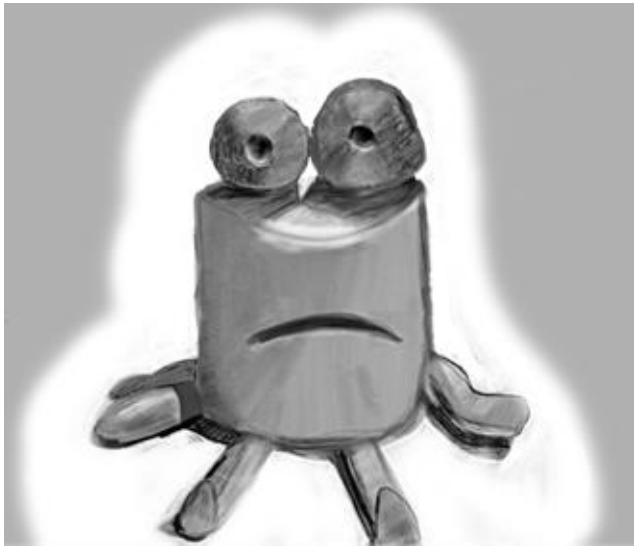
How to artists use maquettes to view their characters in the round?

PCVL: Through the creative process, student learn valuable problem solving skills that apply to problems in and out of the studio.

Construct → Observe → Experiment → Translate → Refine → Reflect

Drawing 1: Isabella Meyer

Drawing 1: Hailey Beiler



Drawing 1: Joanna Chen

Brownstown Elementary

First grade artists at Brownstown learned about the quiltmakers of Gee's Bend, Alabama. Students learned that these artists practice problem solving skills by using recycled materials. We discussed that "family" is an important theme in their community and that often families collaborate to create their quilted artworks. First graders discussed what they like to do with their families and what makes their families unique. They practiced being problem solvers and communicators as they created a "quilt inspired" family portrait using shapes.

Clara

Brownstown Elementary

Conor

Caden

Brownstown Elementary

Elinor

Emmeline