

Michigan Arts Education Association

2020

Top 100 High School Show

Top 15 Middle School Show

Top 15 Elementary School Show

Governor's Traveling



Click on a Region or button
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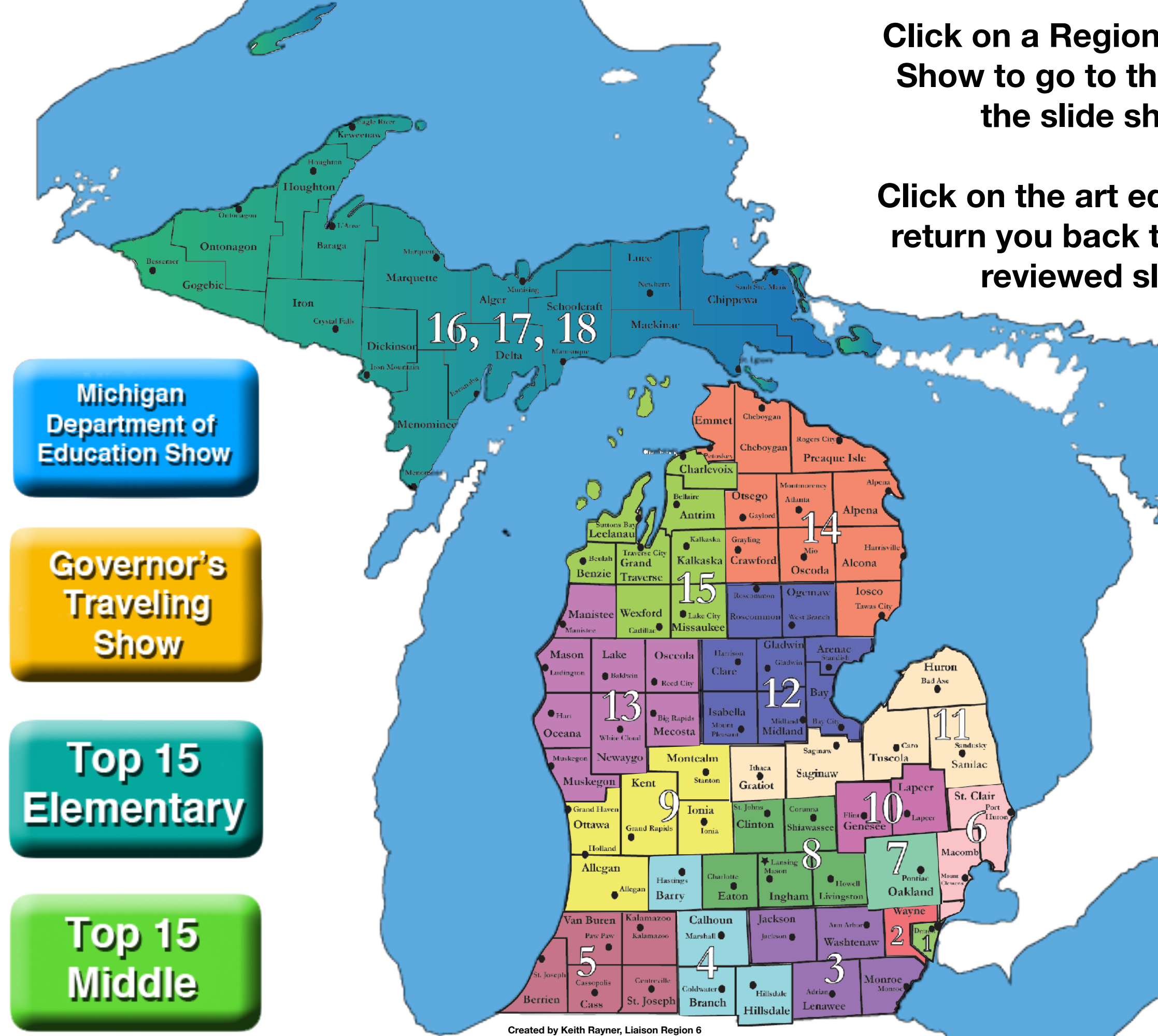
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Michigan
Department of
Education Show

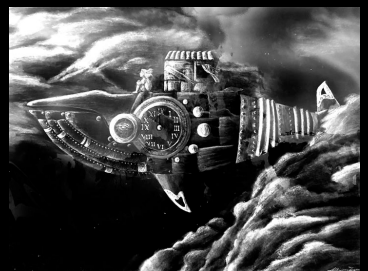
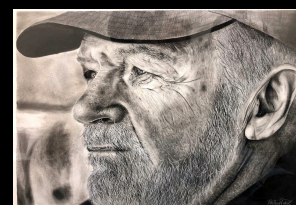
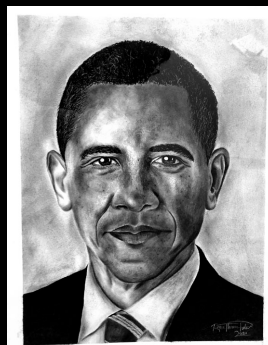
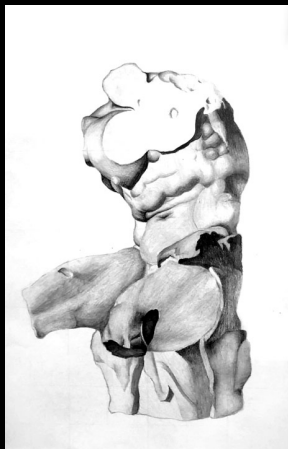
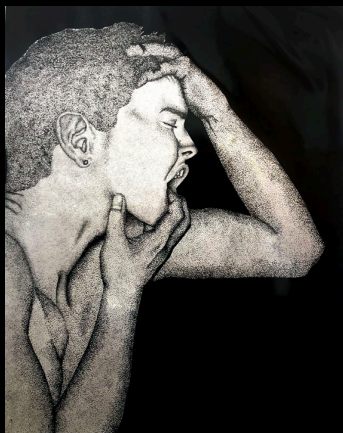
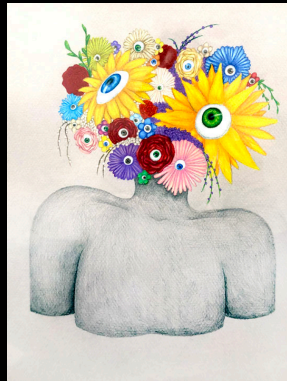
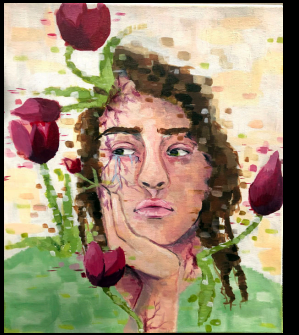
Governor's
Traveling
Show

Top 15
Elementary

Top 15
Middle



Governor's Traveling Top 18





High School



Title: Mayweather

Grade: 11

School: Detroit School of Arts

District: Detroit Public Schools Community District

Art Teacher: Kim Hildebrandt-Hall

Learning Statement:

This piece is about my favorite boxer, Floyd Mayweather. I chose to make this piece because he is an African American male icon who "made it". He is someone to aspire to be, and through making this piece I learned more about the human body and proportions.





Tyler Russell

Title: Ponder

Grade: 11

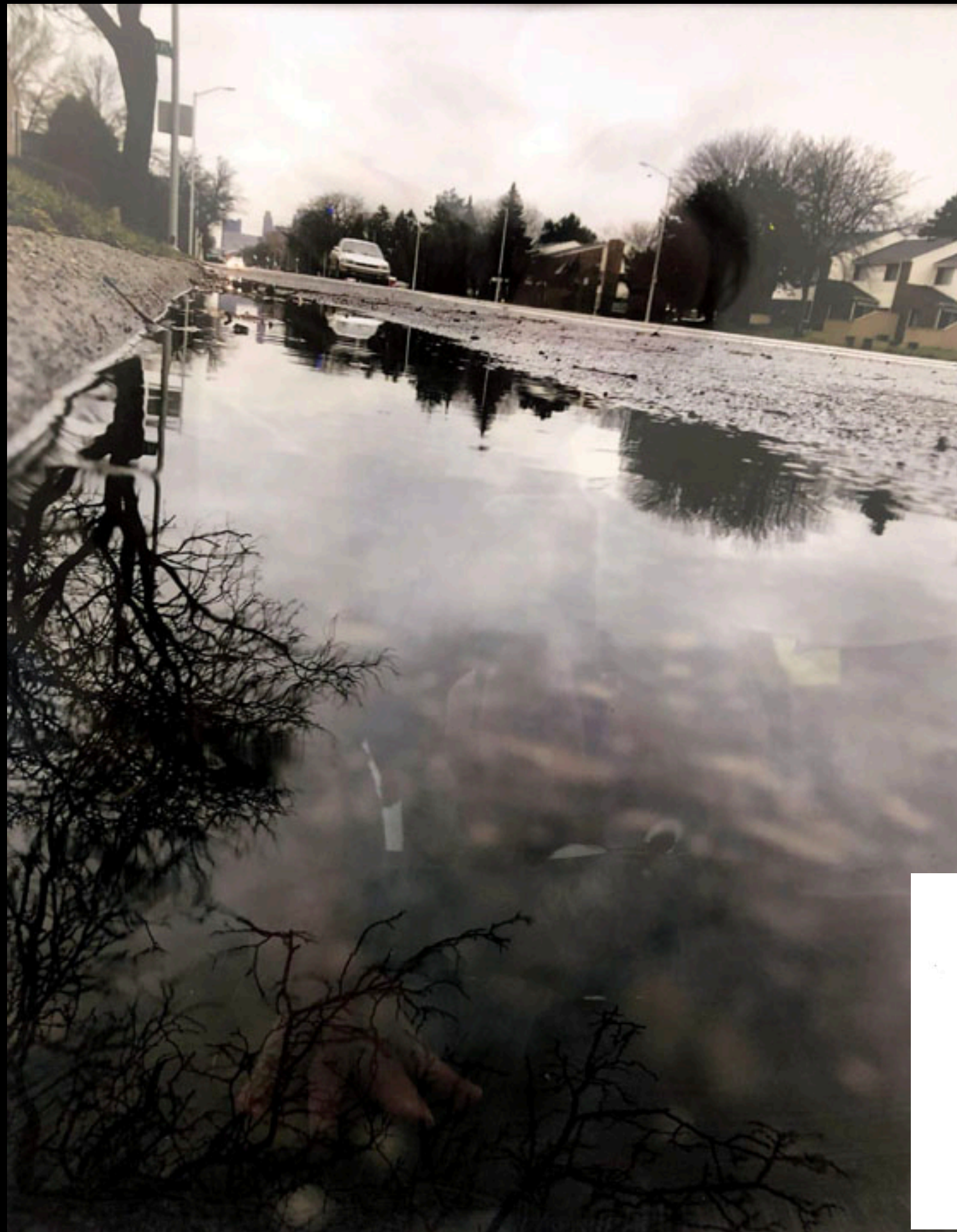
School: Cass Technical High School

District: Detroit Public School Community District

Art Teacher: Natalie Barmore

Learning Statement:

I enjoy photographing people and things with emotion. I like the people who view my photos to make up their own stories on what may be going on in the photo. My photos tend to allude to a certain mood or emotion.



Ne'vaeh Corbiser-Brummitt

Title: After the Rain

Grade: 10

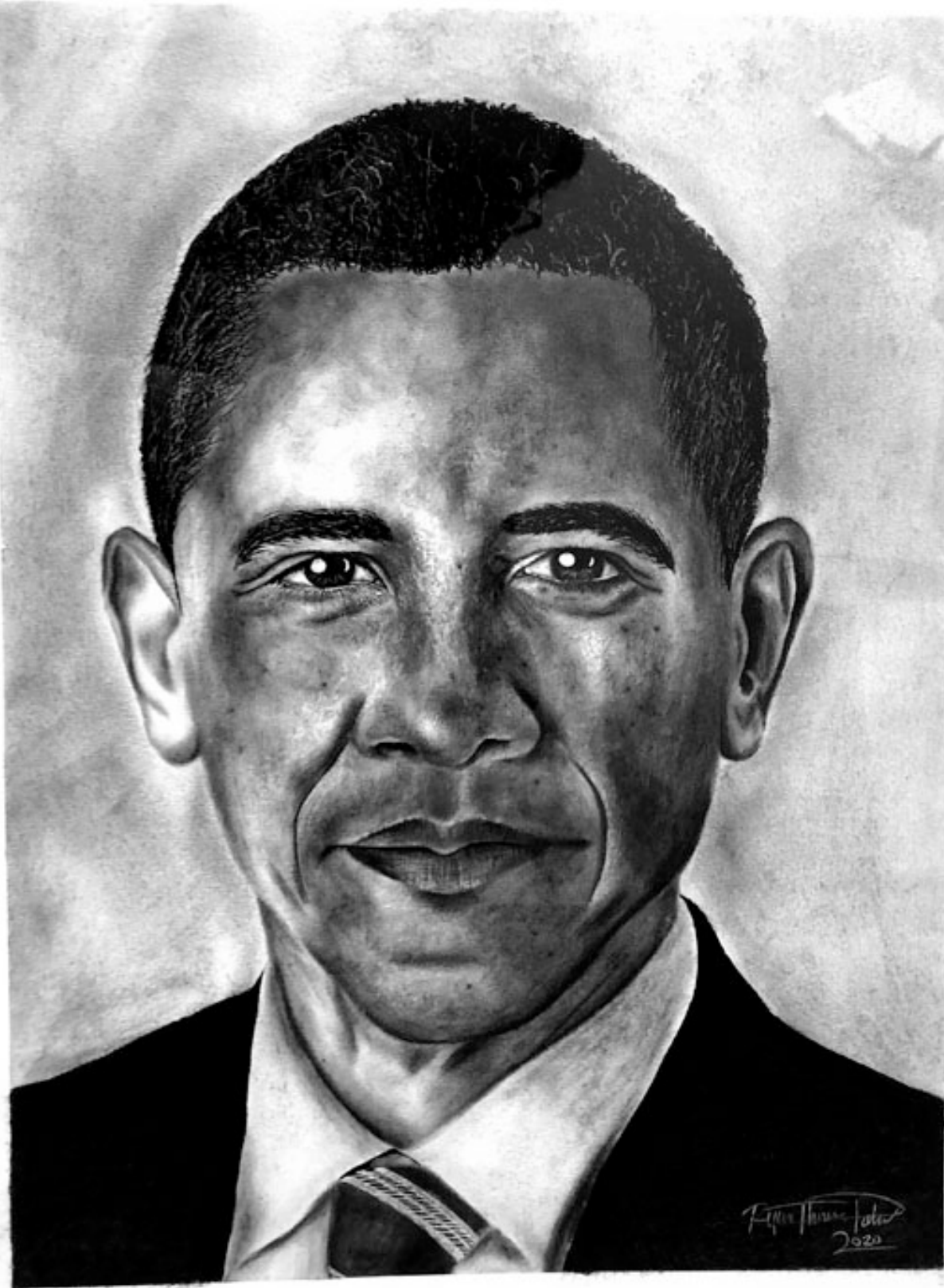
School: Martin Luther King Jr Senior High School

District: Detroit Public School Community District

Art Teacher: Lela Ulmanis

Learning Statement:

This photograph is what my teacher called a happy accident. I didn't intend for the image to be anything but a photo. This work allowed me to explore nature around me and how beautiful it is even in the city. I hope others enjoy the reflection in the puddles of the trees, cars, and street light. If you look super close, you will see a blue light reflected. That is the top of the Greek Town Casino. I continue to search for ways to make my work more interesting and fun.



Governor's Show

Ryan Thomas-Palmer

Title: 2. "Obama"

Grade: Gr. 9

School: Community High School

District: Ann Arbor

Art Teacher: Steven Coron

Learning Statement:

Obama was fun to draw because of the different values; some places like the ears and his neck had very drastic changes, which was very challenging. This piece allowed me to see how far I have come in drawing. I drew a different picture of Obama about a year ago, and this I drew about ten months later. I got to see what I improved on and what I still need to work on. One thing my art teacher, Steve, taught me was; how important light contrast is, and it really helped me with this piece.



Skylar Roberts

Title: **Reflections of Fall**

Grade: **9th**

School: **Skyline High School**

District: **Ann Arbor Public Schools**

Art Teacher: **Meredith Giltner**

Learning Statement:

This image was taken as fall transitioned to winter. The weather had just gotten cold enough that the water had frozen just a little bit and gave this amazing reflective light blue color. The contrast of the red maple leaves and the symmetry of the reflection of the tree hanging over the water are captured in this image. This was done for my Digital Photography 1 class and I feel it reflects my skills as a photographer and my creativity as an artist.



India Pruette

Title: **The Easy Ride**

Grade: **12**

School: **Saline High School**

District: **Saline**

Art Teacher: **Laura Schumacher**

Learning Statement:

In this piece, I'm trying to convey the dichotomy of the late 1960s and early '70s. Modern opinion of that time period often includes flower power or hippie movements, but we often forget the violence and unrest that rocked that time. Beneath the groovy vibes and flowery peace movements was anger and fear - so much so that it "felt like the world was imploding."



Carlie Logan

Title: **Inside**

Grade 11

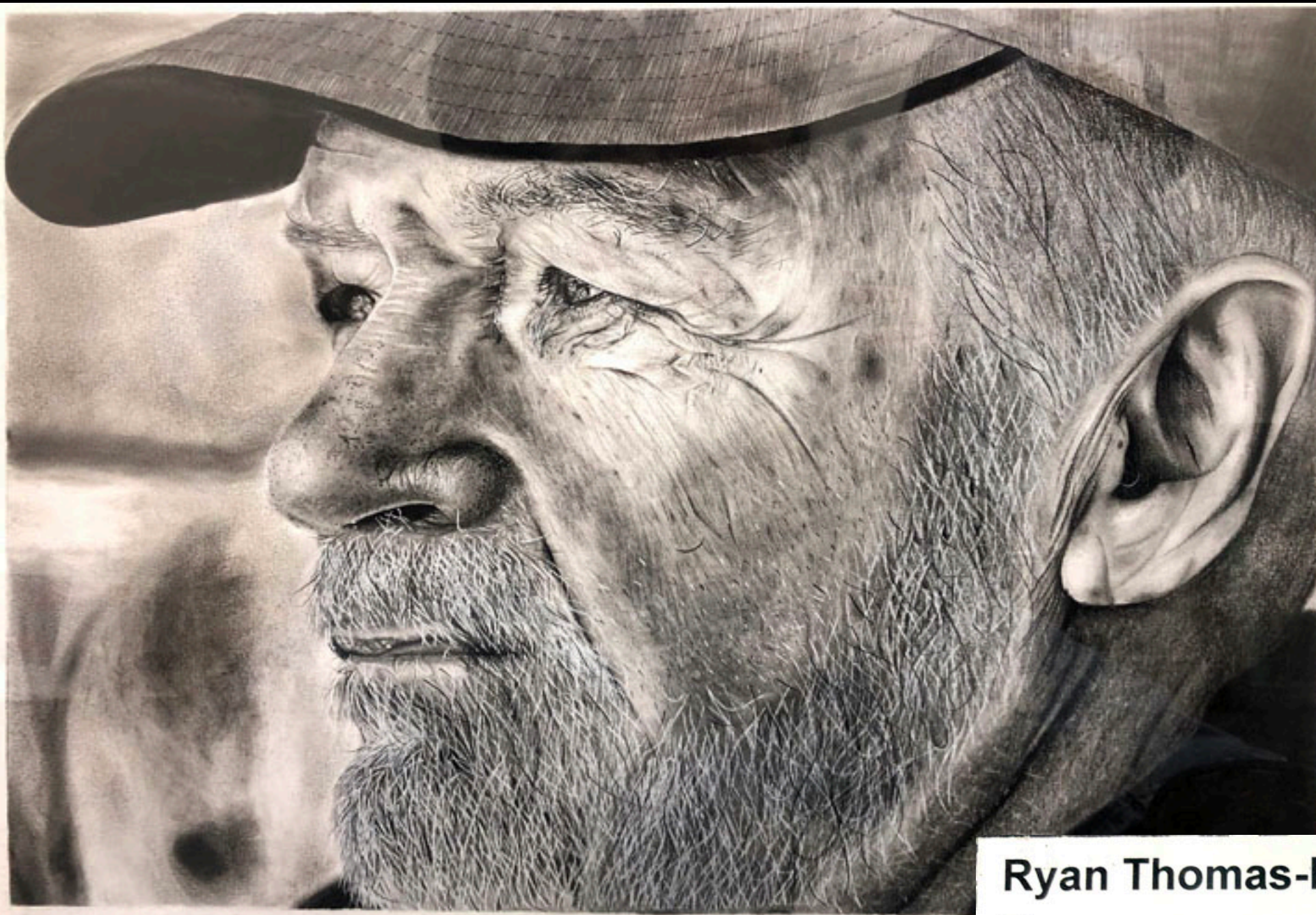
School: **Britton Deerfield H.S.**

District: **Britton Deerfield Schools**

Art Teacher: **Taina Bundshuh**

Learning Statement:

This was my first time using an SLR camera, developing film, and printing in a dark room. As a painter learning these new techniques and how to manipulate prints was a challenge. As I continued to develop new skills I soon fell in love with the dark room process. For these images I chose to travel to an abandoned church because I love the creepy aspect it gave and the high contrast lighting. For example the light coming into the windows gave light to the picture while the rest of the inside was dark and gloomy. The first picture one just sees a beautiful old church, but then as you venture inside one sees all the destruction and hardship the church as gone through.



**Governor's Show
Top 18**

Ryan Thomas-Palmer

Title: 1. "Grandpa"

Grade: Gr. 9

School: **Community High School**

District: **Ann Arbor**

Art Teacher: **Steven Coron**

Learning Statement:

I drew this picture of my grandpa because he is someone I look up to very much. The reference picture really portrays him and his personality, which is why I chose this specific photo. Through this artwork I explored details more than I have before. The wrinkles and hairs of his beard were very meticulous, and it was crucial to do them well. This piece took longer than any other, therefore it also taught me patience. It taught me to take my time and not rush any of the details; because then it could ruin the art. Therefore, that state of mind has helped me through the artworks I've done, and will continue to do so.



Tony Vetter

Title: **Gentle Crabs**

Grade: **12th**

School: **Adrian High School**

District: **Adrian Public Schools**

Art Teacher: **Andrea Miller**

Learning Statement:

When people view Gentle Crabs, I hope they notice the warm and cool colors I chose to use on my crabs. The message that I am trying to convey is the heating and cooling of our climate on Earth, heating with the vibrant red and cooling with cool blue and turquoise. The reason I chose to make the crabs into planters, is to symbolize the most important air supplier, ocean plants.



Katelyn Pollet

Title: Vase

Grade: 12

School: Tecumseh High School

District: Tecumseh Public Schools

Art Teacher: Jackie Whiteley

Learning Statement:

For this piece, I experimented with alternative techniques of vessel creation. I explored the method of slab building and created large vase which was a different approach I took compared to previous pieces I composed. This features a number of tubes protruding from the top of the vessel--these unique compositions serve a greater purpose than attracting the eye of a bystander. This piece is inspired by elements within music and combining a collection of these components to fabricate a ceramic piece. The tubes feature funneled ends which are depicted from the bell shape on a brass instrument. The bells of a brass instrument magnify the sound they produce; however, they magnify the chaos on the vase while highlighting the complexity and facets integrated in a musical composition. I chose to use high fire glazes that convey the notion of rustic sounds intertwined with brightness in the southern twang found in country music. The glaze appears to be asymmetrical and lack a sense of uniformity; however, this correlates to how multiple layers within an arrangement--like bass lines, percussion, strings melodies, and harmonies--create a complex composition that has the ability to tell a story.



Madelyn Miller

Title:

Grade: 12

School: **Tecumseh High School**

District: **Tecumseh Public Schools**

Art Teacher: **Jackie Whiteley**

My Piece, 寿, was built through meticulous work to emulate traditional aspects of Japanese culture. By starting with constructing a hexagonal form, I could envision a strong but gentle jade color to coat the foundation for my piece. In addition to the traditional representation, naturally occurring Japanese flowers were added to give off a vibrant feel of a warm morning in Tokyo. The construction of the Geisha and the beetle were added to give life to the name of my piece. To encapsulate the name 寿 (Kotobuki - Life / Longevity), the life amongst the vase is serene, but attentive. Lastly, when inspecting my vessel after its time in the kiln, I noticed cracks along the bases of the flowers. To add character to the piece, I mirrored the technique 金継ぎ (Kintsugi / Golden Joinery) to embrace my pieces flaws and imperfections.



Natalie Malbone

Title: Twisted

Grade: 11

School: Saline High School

District: Saline Area Schools

Art Teacher: Cyndi Koppelman

Learning Statement:

Two important things I learned while creating this artwork was balance and patience. The process of creating this piece tested my patience due to the weight of the bowl. The triangular legs had to be twisted in order to keep the bowl from falling which was difficult because of the nature of the clay during the process. This piece allowed me to better understand how the clay works through the many readjustments I made to certain parts. I am very happy with the final result as I was unsure how this would turn from my original preliminary sketch.



Azriel Wotton

Title: Henry

Grade: 11

School: Saline High School

District: Saline Area Schools

Art Teacher: Cyndi Koppelman

Learning Statement:

"Henry" is the first coil form I have ever made. My initial idea was to incorporate human features into the form. "Henry" is intended to spread awareness about the violence and discrimination that the LGBTQ community faces and the change that needs to happen. My inspiration comes from my own experiences and those of others in the community, exhibiting how afraid one can become when challenges face them for simply being who they are. Layering of colors was something inspired by topography maps that indicate elevation by color, and is indicative of how I hope people struggling with these issues can find their way.



Kennedy Mangus

Title: Walking the Wire

Grade: 9

School: Sand Creek High School

District: Sand Creek Community Schools

Art Teacher: Victoria Beagle

Learning Statement: This work allowed me to explore more into who I am as an artist, and challenge myself to dig deep down to place a part of me in the piece. This led me to my raccoon, Marshmello. Rescuing him and raising him is like walking a wire. I know one day I will have to let him go, and that if I make a single mistake or my foot slips, my world with him will fall apart. I am continuing to walk these wires, going over every bent sharp, swirled piece with him, one step and every single wire at a time.



Hannah Lowden

Title: **Humans versus Nature**

School: **Western High School**

District: **Western**

Art Teacher: **D'Andra Clark**

Grade: **12**

Learning Statement:

We are both the problem and the solution. We see the images, the videos of trash in the ocean. We talk about or hear people talking about climate change or global warming. We know about poaching and trophy hunting. They are all separate issues that we need to see as one. I tried to encompass as many animals but there are so many more that are affected. Everyone can help in big or small ways. Cut back from single use plastics, carpool when possible or think about what you buy and where it comes from. What did you do to save the planet today?



Amelia Cunningham

Title: **The Colors of My Scales**

Grade: **12**

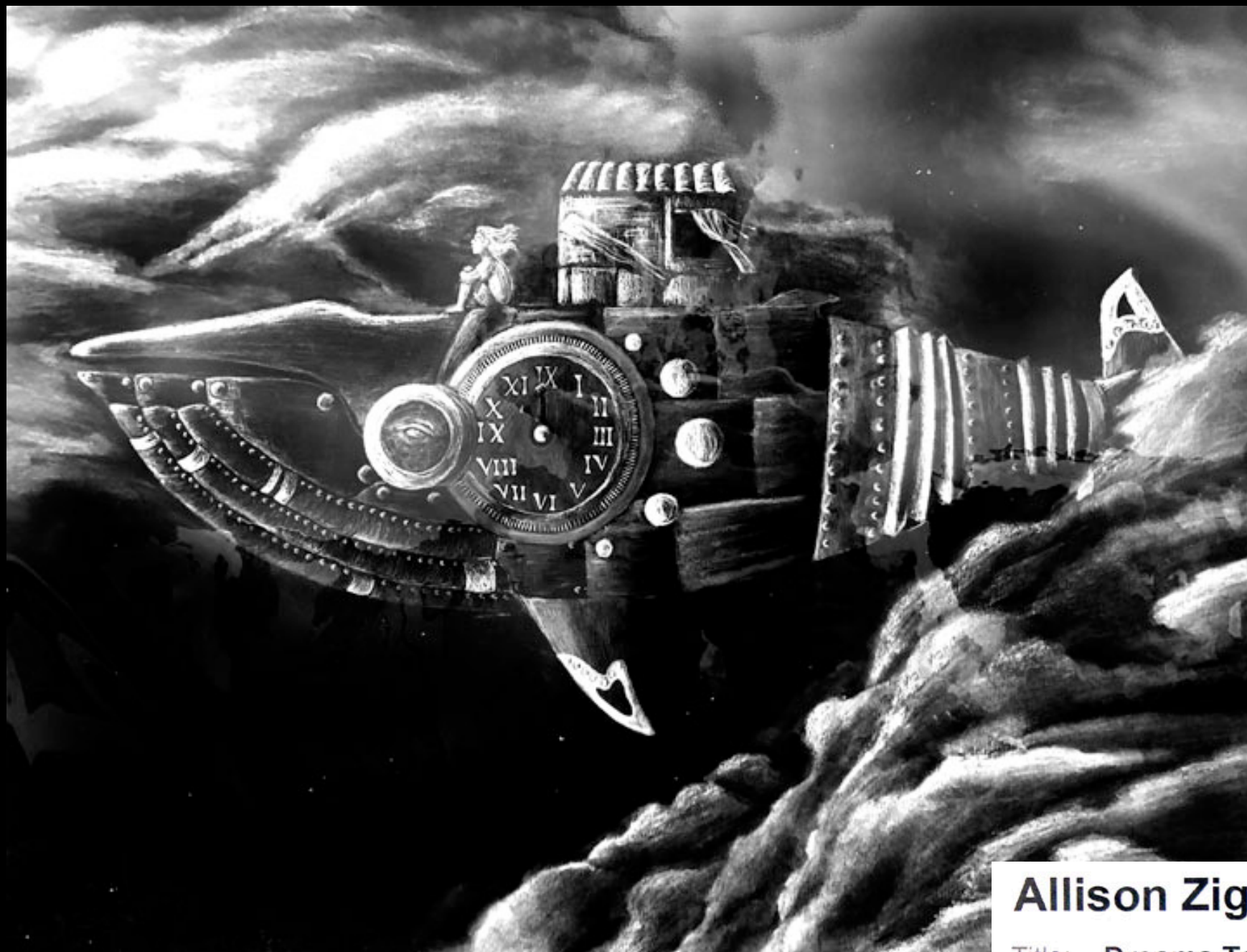
School: **Western High School**

District: **Western**

Art Teacher: **D'Andra Clark**

Learning Statement:

This piece is about my self discovery. The colors of the dragon's scales are the pansexual flag colors, which is my sexuality. Growing up, I was given the title "the straight daughter" since my sister is bisexual. So I always believed I was heterosexual due to my family's standards. These last few years, I have realized I am not "the straight daughter," I am "the pansexual daughter." I realized that I love all people, regardless of their sexual identity. The dragon symbolizes my strength and pride of being who I am and loving who I wish to love. I no longer hide who I truly am and I am a much happier person because of my self discovery. This is why I created this dragon.



Governor's Show

Allison Zigray

Title: **Dreams Take Flight**

Grade: **12th**

School: **Jonesville High School**

District: **Jonesville Community Schools**

Art Teacher: **Lisa Geren**

Learning Statement:

My piece of artwork is made with white charcoal on black paper. I chose to draw a steampunk or robotic whale and on top of the whale, I drew a shack and a small girl. The girl represents me, my hopes and dreams, and finally finding a safe space for my mind/creativity to thrive. When I see this, I am reminded that I still have my whole life ahead of me and that I can face anything as a strong young woman in this world. The robotic whale represents my creativity, imagination, and love of nature. I also added the shack on top of the whale to show that with determination and drive anything can be done in this world, no matter where someone comes from.



Kenna Gilbert

Title: **Phobia**

Grade: **11th**

School: **Jonesville High School**

District: **Jonesville Community Schools**

Art Teacher: **Lisa Geren**

Learning Statement:

This piece is very close to my heart. I based it off of a fear of mine, the ocean. I dedicated hard work and time to conquering my fear of water. I put the fears that once consumed me into clay and taught myself that fear is only in your mind. I weaved my own story into a decorative eye mask that can also represent Carnival culture and the South, where my family is from.



Elizabeth Waterman

Title: **Bagels**

Grade: **10th grade**

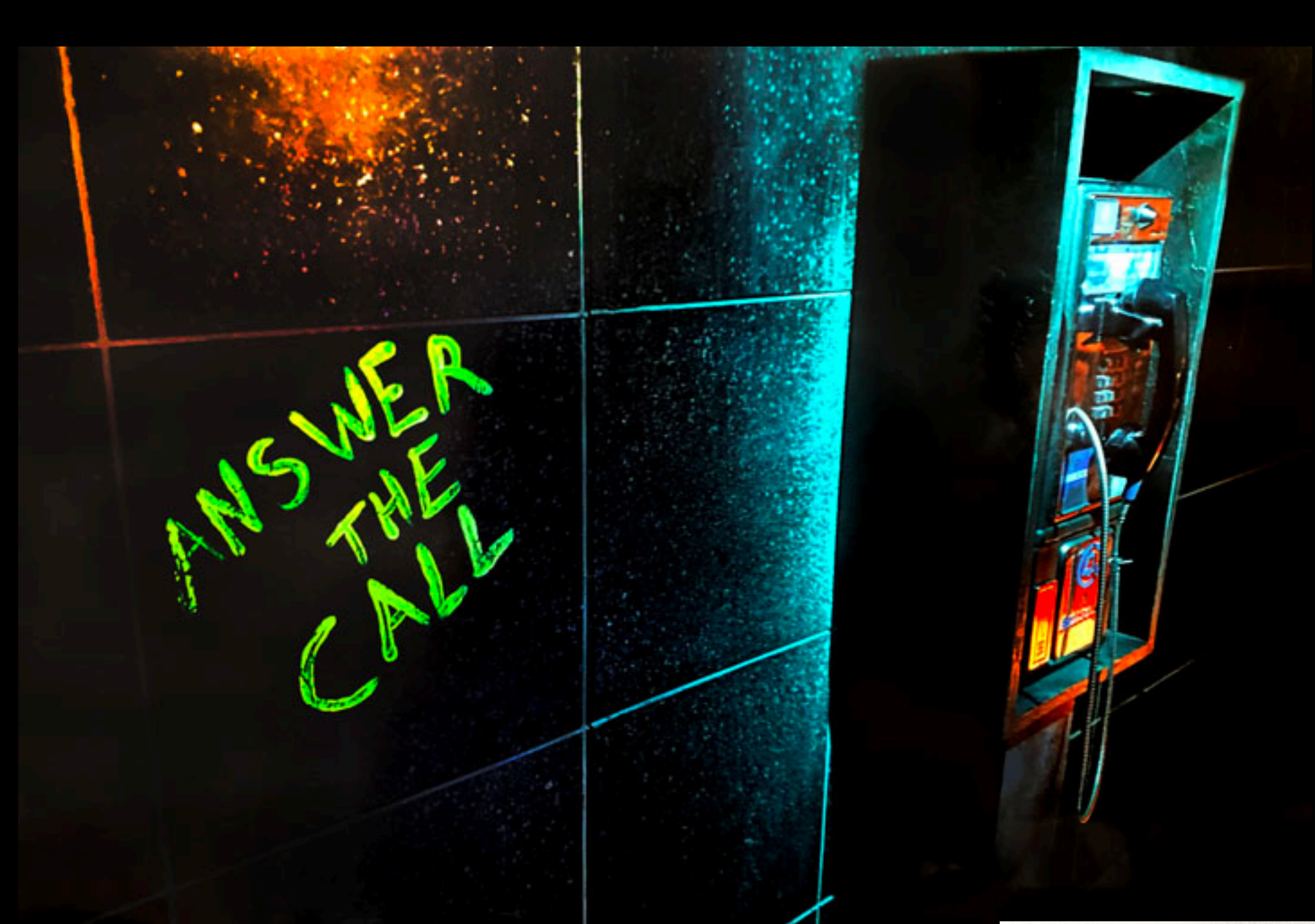
School: **Constantine High School**

District: **Constantine Public Schools**

Art Teacher: **Dorothy Brueck**

Learning Statement:

Art is where it is at. Isolated in my room creating, I recently have become addicted to portraits in oils. Bagel is an exploration of colors that I wanted to try and show expression while others around me were using peach colored faces outlined in black, marker. I am fascinated by shadows that make up the soul of personality that unfolds. A weakness for me is the feeling that there is no end to any painting. It always requires touch-ups and total changes.



ANSWER
THE
CALL

Tori Decker

Title: **Answer the Call**

Grade: **11**

School: **Fraser High School**

District: **Fraser Public Schools**

Art Teacher: **Roger Drabant**

Learning Statement:

It is time to "Answer the Call". This image has meaning beyond my views, as it can be interpreted by the viewer in whichever way they choose.



Chelsea Achatz

Title: **Not Written By Steven King**

Grade: **11**

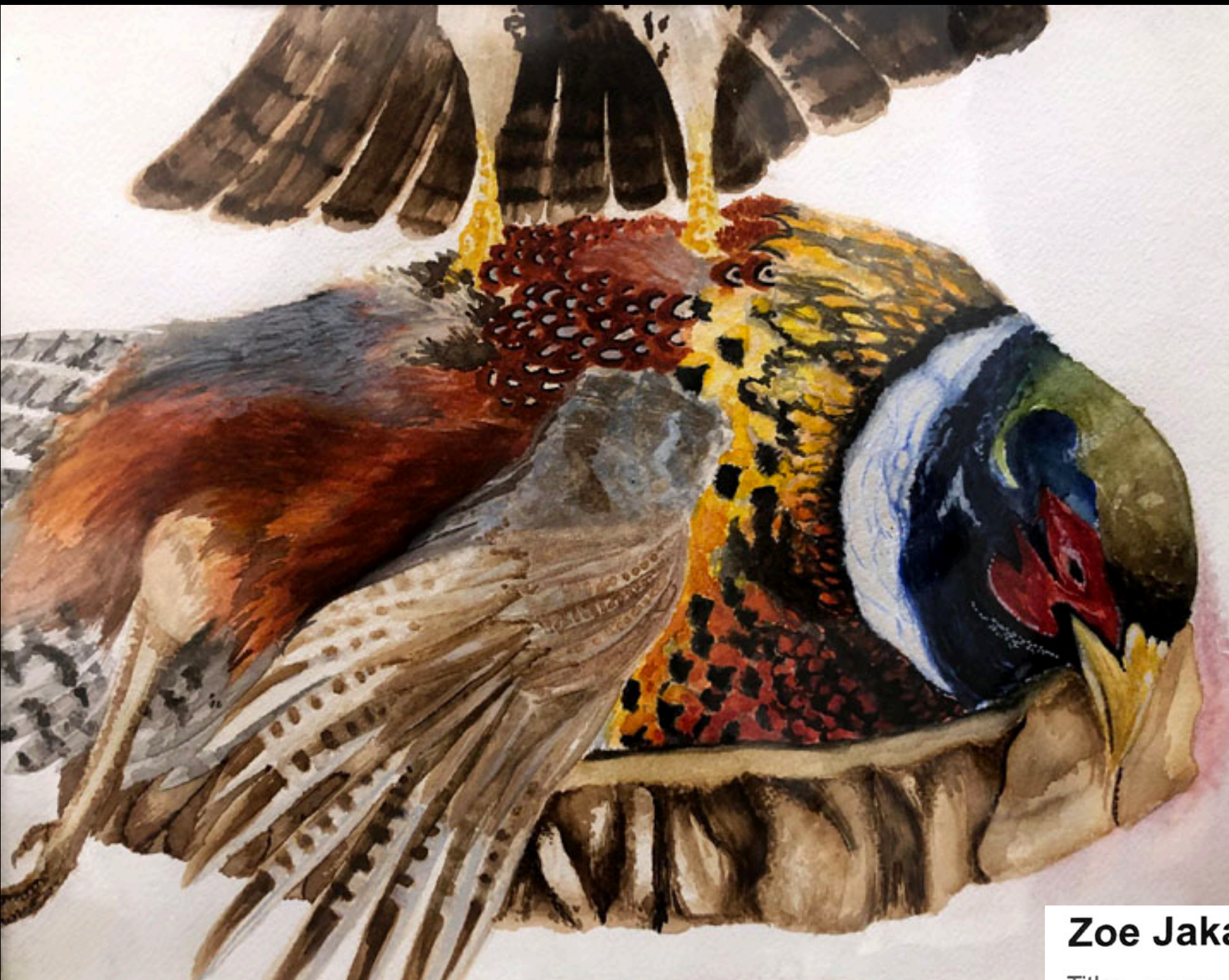
School: **Fraser High School**

District: **Fraser Public Schools**

Art Teacher: **Roger Drabant**

Learning Statement:

It is a walk in the fog, a stranger in the distance, a pier that has no escape that I wanted to show in my image "Not written by Steven King". To some it may be calming, to others unsettling, to others still it may be a bit of both. I like to have people think as they view my images.



Zoe Jakacki

Title: **Conquering Feathers**

Grade: 12th

School: **Port Huron Northern High School**

District: **Port Huron Area School District**

Art Teacher: **Pamela Brown**

Learning Statement:

While I had used watercolors prior to this painting, I decided to use more layers of color to create depth. I learned that the intensity can be increased by layering the lighter colors to create the brighter, vibrant hues that are evident in the pheasant. In addition, since I was fortunate enough to have this beautiful taxidermy pheasant and hawk to study, I was careful to differentiate between the wing sections and the main body of the pheasant to create realism in the feathers.



Robert Coene

Title: **Antique Chipping Hammer & Wire Brush Combo** Grade: 11th

School: **Port Huron Northern High School**

District: **Port Huron Area School District**

Art Teacher: **Pamela Brown**

Learning Statement:

When I began to draw this antique tool for a still life drawing, I was very interested in the rusty, old quality of the metal. I never used charcoal before but was intrigued by the medium and thought it would be a good choice for this subject matter. As I began to create texture and shadows, I fell in love with the incredible details of the spiral handle. This was a big challenge and I was so happy that I tackled the complexity of the curves and the wire bristles.



Governor's Show

Liv Klapp

Title: **The Explore**

Grade: **12**

School: **Fraser High School**

District: **Fraser Public Schools**

Art Teacher: **Roger Drabant**

Learning Statement:

Youth is wasted on the young, but a young explorers mind wonders as do their feet. In my image, I wanted to show a child exploring the possibilities. Set against the weathered door, a young child seeks to find what might be out there, or in there.



Shelby Reece

Title: **We Are Robots**

Grade: **12**

School: **Fraser High School**

District: **Fraser Public Schools**

Art Teacher: **Roger Drabant**

Learning Statement:

Attached to our own devices, that have become our vices. "We Are Robots" shows the length that some believe we are connected to our cell phones.



Lillian Glendenning

Title: **The Disheveled**

Grade: **11**

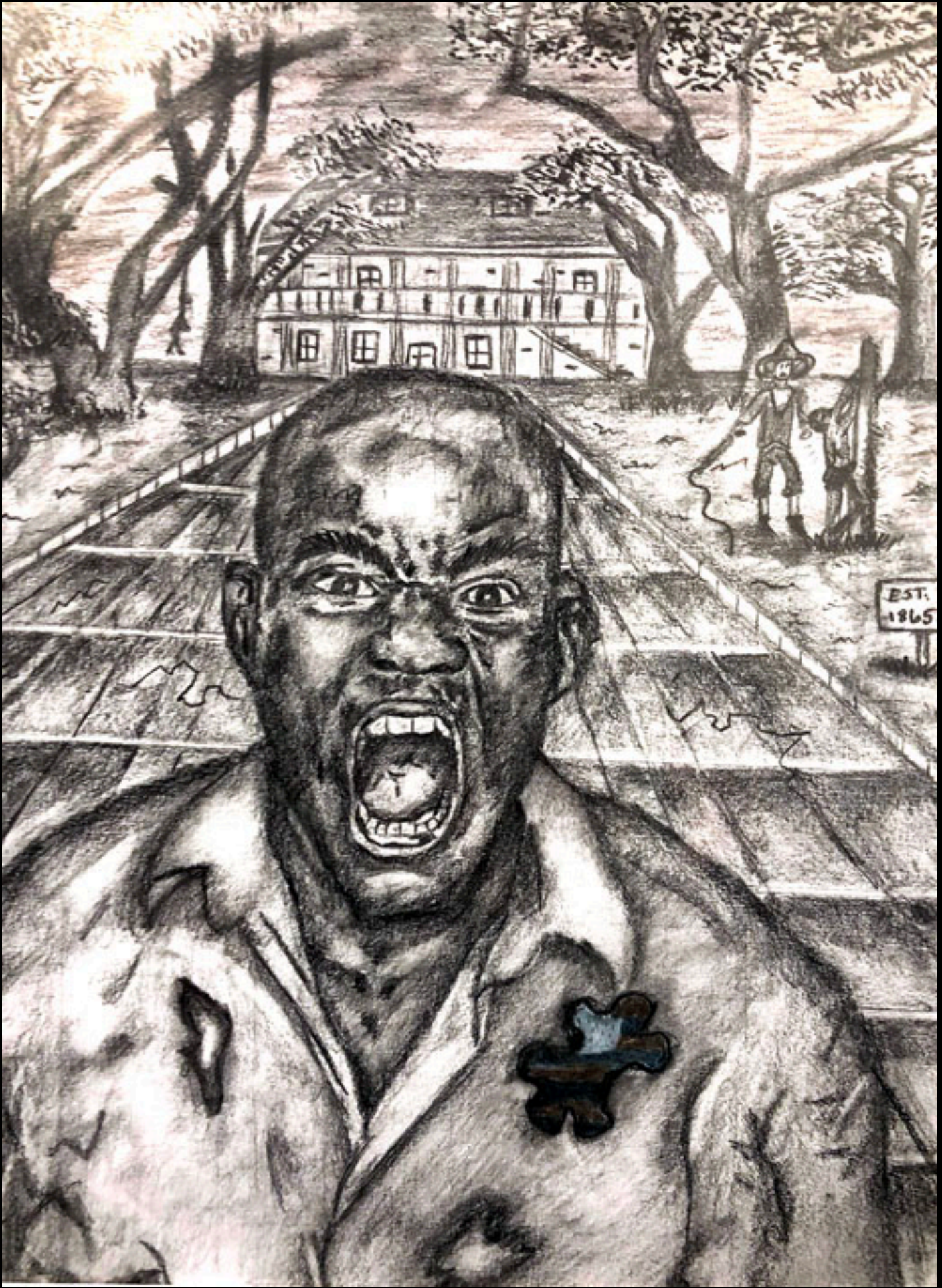
School: **Lakeview High School**

District: **Lakeview Public Schools**

Art Teacher: **Keith Rayner**

Learning Statement:

In the Disheveled, the focal point is a yellow figure that is surrounded by other beings. The story is that this nameless yellow being started messing about different occult things without knowing what he was doing, resulting in beings of torment surrounding him. The other beings may be interpreted in different ways. They can be seen as the mind's inner demons, or multiple personalities, or things that mean to punish this foolish yellow figure. Regardless, the yellow figure is the victim and therefore disheveled.

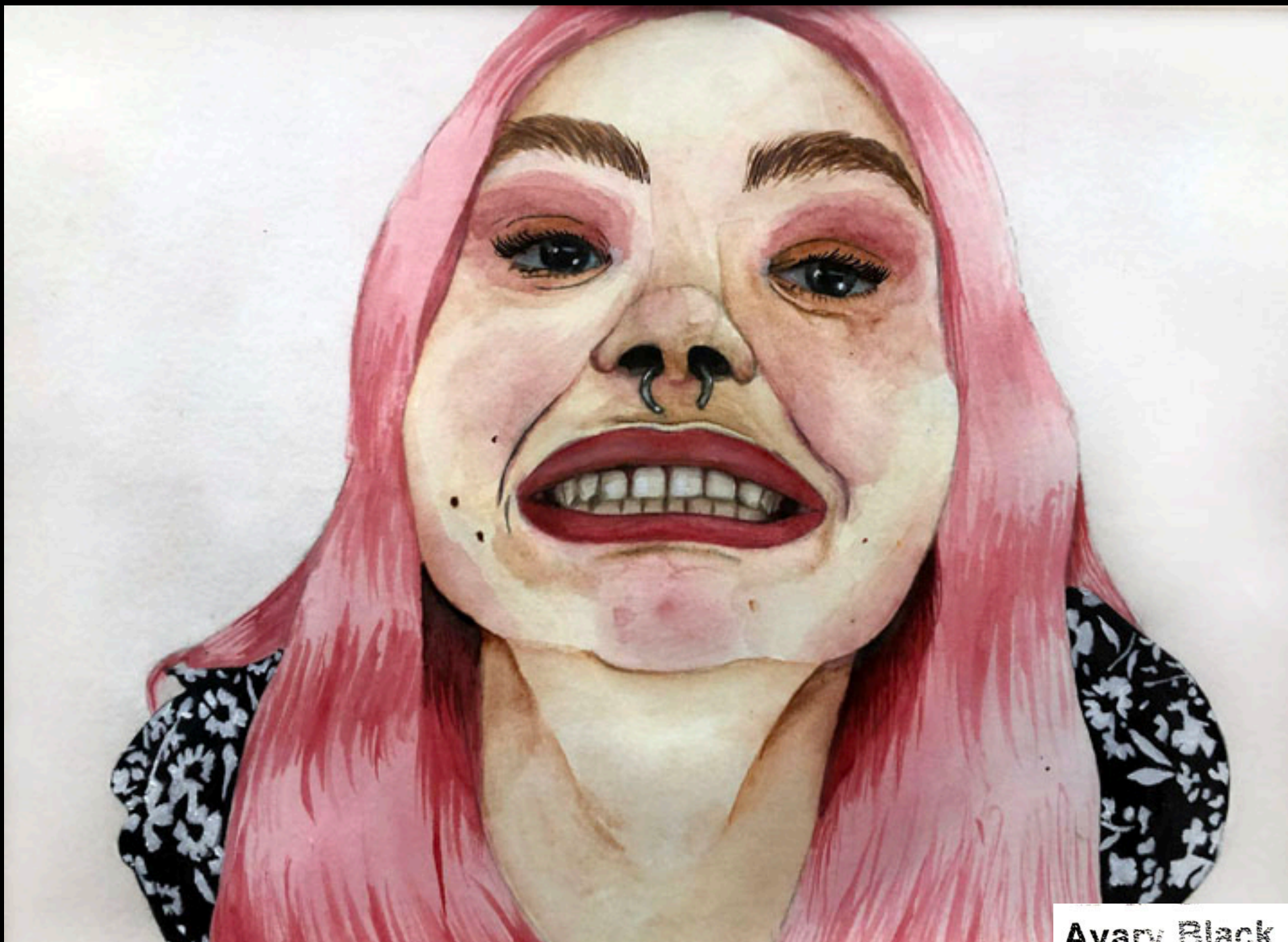


Malcom Charles

Title: **A Puzzle Piece to Freedom** Grade: **12**
School: **Sterling Heights High School**
District: **Warren Consolidated Schools**
Art Teacher: **Jennifer Kay-Rivera**

Learning Statement:

My art piece titled, "Puzzle Piece to Freedom " has various hidden messages within it. The main message I am trying to convey in making this art is that the road to escaping slavery was very rough and slaves went through many challenges. With my theme being African American Heritage and History, I felt it was necessary to include various elements of slavery. I started by sketching it all out, placing the screaming man in different areas to see what looked best. I settled on him being in the center with his past in the background. I felt it would really make him stand out with the shading. A lot of gray and black is visible and I think it really gives the gloomy tone I was aiming for. The background included a man being whipped, a sign that says "est. 1865" which is the year slavery was "abolished", and a big plantation house was also included. The puzzle piece on his heart indicates what he's been missing his entire life and that is freedom. I colored the puzzle piece blue and brown because blue is patriotic and brown is the color of his skin. Using B, HB, 2B, and 6B pencils really made my work come alive and I'm more than happy with the result.



Avary Black

Title: **Lil**

Grade: **11**

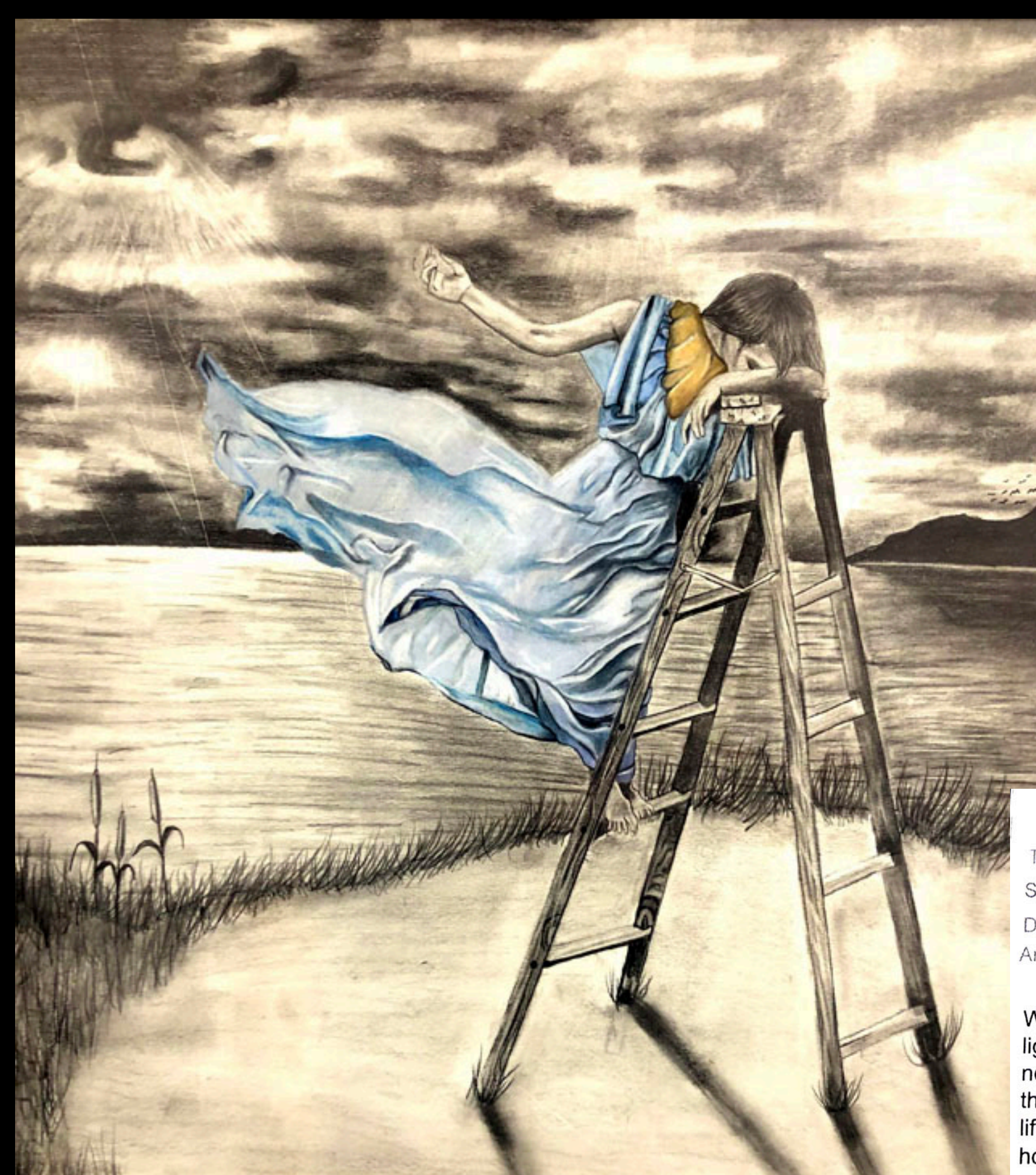
School: **Lakeview High School**

District: **Lakeview Public Schools**

Art Teacher: **Keith Rayner**

Learning Statement:

Lillian is a very shy reserved artist and friend. This portrait shows the unseen side of her only present around me.



Ava Brohl

Title: **The Storm**

Grade: **11**

School: **Fraser High School**

District: **Fraser Public Schools**

Art Teacher: **Roger Drabant**

Learning Statement:

We all weather storms. Sometimes, as teens, we do not see the light that is available to us. It might be in a direction that we are not looking, or perhaps we are not looking at all. Throughout the storms that we go through, we have ladders that are able to lift us up. I hope my piece, "The Storm" shows that there is hope and possibilities, even through the Storm.



Carissa Schwartz

Title: **Betta Fish**

Grade: **10th**

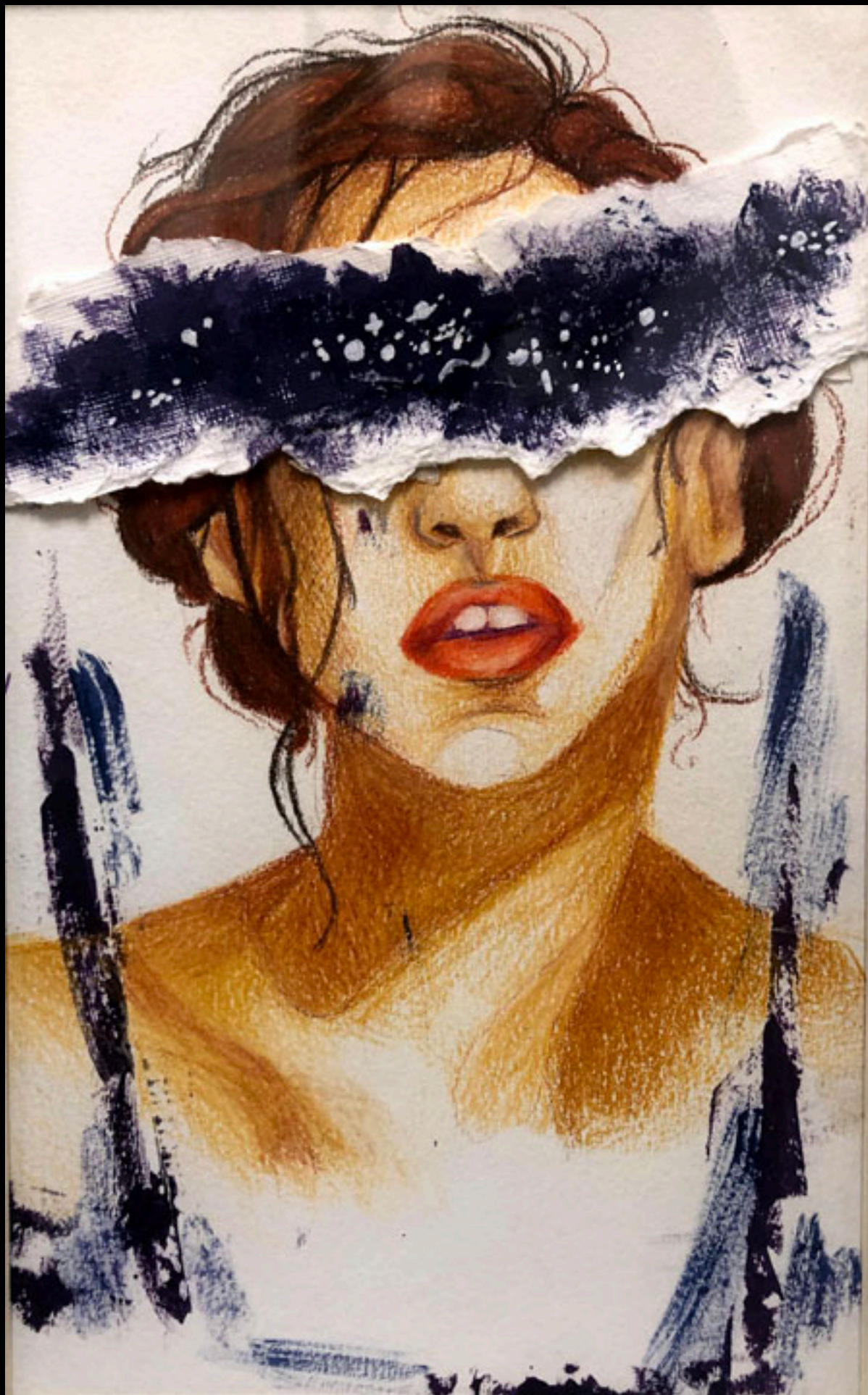
School: **Port Huron Northern High School**

District: **Port Huron Area School District**

Art Teacher: **Pamela Brown**

Learning Statement:

Working with texture and paper turned into an incredible challenge that I thoroughly enjoyed. It was amazing to see that I could create details of undulating curves and shadows with the various hues by stacking and bending the strips of paper.



Jessica Porrett

Grade: 11th

Title: Anonymous

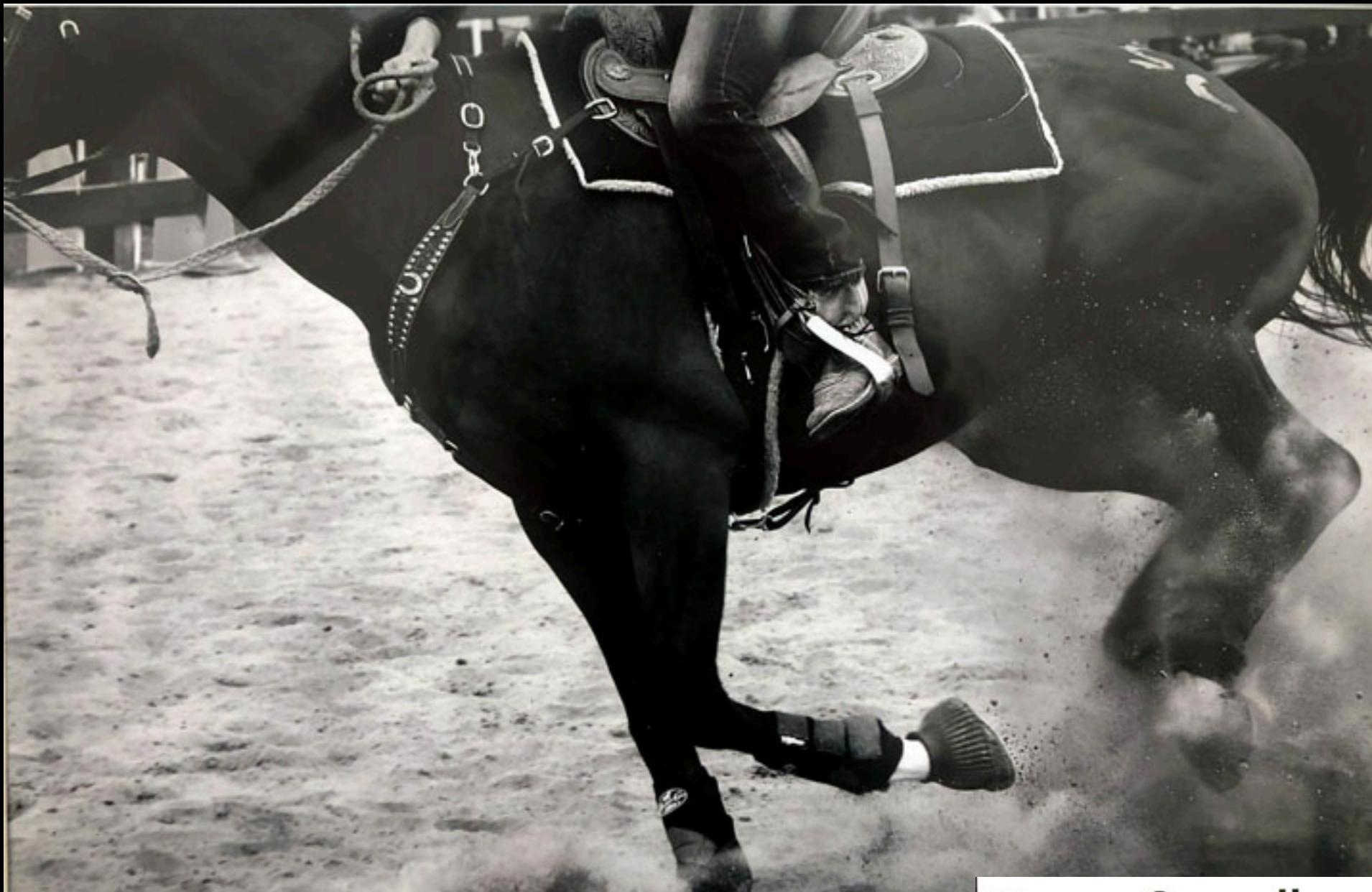
School: Port Huron Northern High School

District: Port Huron Area School District

Art Teacher: **Pamela Brown**

Learning Statement:

One challenge with creating this piece was using the colored pencils. Overall, the medium took a little longer than I expected to layer the colors, which required a lot of patience and time. However, I still think the outcome was worth all my efforts.



Emma Spruell

Title: Flash

Grade: 12

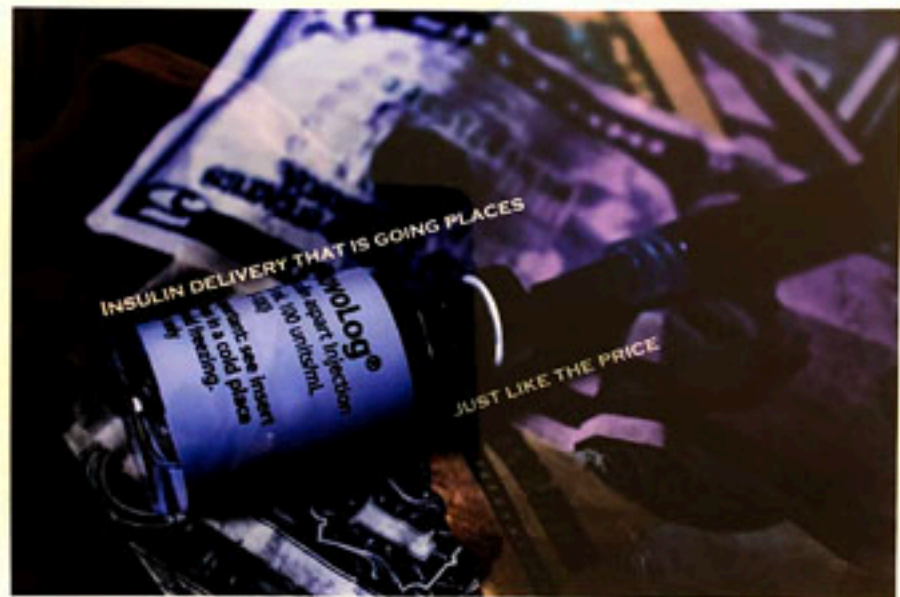
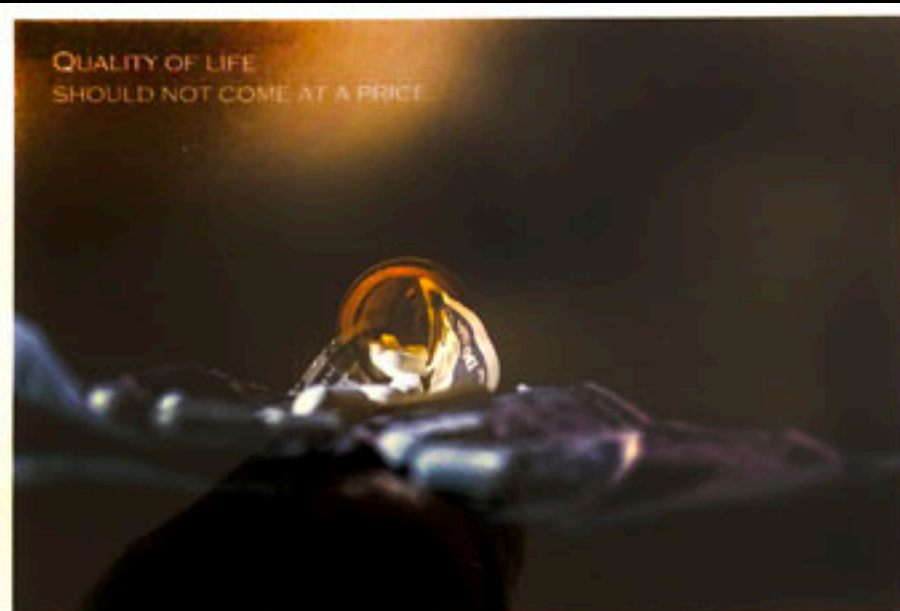
School: Bloomfield Hills High School

District: Bloomfield Hills

Art Teacher: Barb Brownson

Learning Statement:

For the past three years I have attended the district equestrian team meets at Armada fair grounds in late september/ early october. This past year I took up a role as photographer for a single person team which is when I shot this photo. I enjoy being able to capture the bond and the willingness between riders and their horses. One of my biggest goals with my photography is being able to freeze incredible moments in time for the riders and their horses.



Mikayla Finneran

Title: Drug Prices Hurt

Grade: 12

School: Lake Orion High School

District: Lake Orion Community Schools

Art Teacher: Monica Cotton

Learning Statement:

I have to deal with the medication prices as I have 3 different reasons for taking medication and seeing how much medication to stay alive cost made me think of the people who don't have the insurance and can't pay for the medication they need. After doing some research I found that drug prices are only rising and making the drug more unreachable for the less wealthy. This topic is important to share because people are dying and suffering because of the ridiculous prices of medication that is needed to stay alive and have a good quality of life. I used the text to draw your eyes to the important parts of the picture and the words are there to create a sense of sadness and hurt. I used high contrast to add drama to the piece and really bring out the colors in the piece the lighting is adding drama to the piece and adds a sad tone and feeling to the series and making the viewers feel and connect with the series.



Eden Caducio

Title: Blinding

Grade: 12

School: Ernest W Seaholm

District: Birmingham Public Schools

Art Teacher: Elizabeth Moyer

Learning Statement:

My main purpose for creating this piece was to experiment with evoking emotions through art. By targeting a common fear, that being eye trauma, it causes the viewer's skin to crawl. The creative process included finding suitable reference, sketching basic shapes, adding value, then creating bold outlines. Throughout this process, various aspects of emphasis were incorporated, all of which direct the viewer's attention toward the eyes.



GT 18

Erin Schwartz

Title: **Colorless Pride**

Grade: **12**

School: **Bloomfield Hills High School**

District: **Bloomfield Hills**

Art Teacher: **Barb Brownson**

Learning Statement:

Over the summer, I visited New York City for a photography camp and went to the pride parade during my stay. I knew I wanted to bring my camera to the event as photography has been one of my long-time passions, but I didn't know that it would turn into as big of a success for me as it did. The pictures I took at pride and this one in particular has been a great addition to my portfolio in getting into colleges. I hope that the world can view documentary photography as an art form, especially when it has a deeper meaning such as social issues, economical issues, and more issues that people face daily.



**Governor's Show
Top 18**

Avani Govindswamy

Title: Eye Shallow

Grade: 12

School: Avondale High School

District: Avondale School District

Art Teacher: Nicole Hankus

Learning Statement:

This piece is surrounding the concept of how fish are used to create shiny eyeshadows with lots of glimmer. I drew my friend up close in the foreground. In the lower half of the piece, I drew the type of fish that are being used in the eyeshadow. These fish are usually then killed for their scales. The colorant guanine is obtained from the fish scale crystals, which then is used in eyeshadow. In this drawing, I used colored pencil for the whole piece except for the eyeshadow, for which I used vegan



Kelly Croghan

Title: Hidden

Grade: 12

School: Clarkston High School

District: Clarkston Community Schools

Art Teacher: Meg Messina

Learning Statement:

Creating art allows me to express myself in a manner where words fall short. I believe art reveals a person's character or emotions without limiting them. For this piece, I created a self-portrait on scratch board.



**Governor's
Show**

Ana Trujillo Garcia

Title: Friends

Grade: 10th grade

School: Lake Orion High School

District: Lake Orion Community Schools

Art Teacher: Melissa Wilson

Learning Statement:

This artwork was created in the spirit of friendship and diversity! I made this piece in hopes that people will strive to include everyone to reduce prejudice they may have. I always strive to have as many diverse friends as I can since it brings such richness to my life! Through games, school and food people from all different scopes of life bond! I love making artwork and I hope this colored pencil piece shows the importance of inclusion and the value of friendship.



Christina King

Title: Muse

Grade: 12

School: Lake Orion High School

District: Lake Orion Community Schools

Art Teacher: Stacy Feeney

Learning Statement:

Muse is a piece that has been made with one word in mind, growth. Using tropical vines as inspiration, along with other aspects of plant life in nature, the bust of a human woman was altered. The woman reaching upwards with her hands, along with the flourishing plant life that is a part of her, symbolizes the growth of individual people and how humans change as they evolve. This piece has been made using both the techniques of sculpting,



Rachel Moloughney

Title: Red Pepper Pitcher

Grade: 12

School: Lake Orion High School

District: Lake Orion Community Schools

Art Teacher: Stacy Feeney

Learning Statement:

I was originally inspired to make this piece because of my favorite band, the Red Hot Chili Peppers. I used bold red and green underglazes to make it pop and draw people in and a long curvy stem to give it some movement. One aspect of ceramics that is important to me is the functionality of my pieces. I wanted to create something that was both visually appealing and also something that could be used in everyday life. When someone looks at my piece, I want them to see that there is hidden beauty in everything that shows itself in the most unexpected ways.



**Governor's Show
Top 18**

Lauren Megdanoff

Title: No More Pictures

Grade: 12

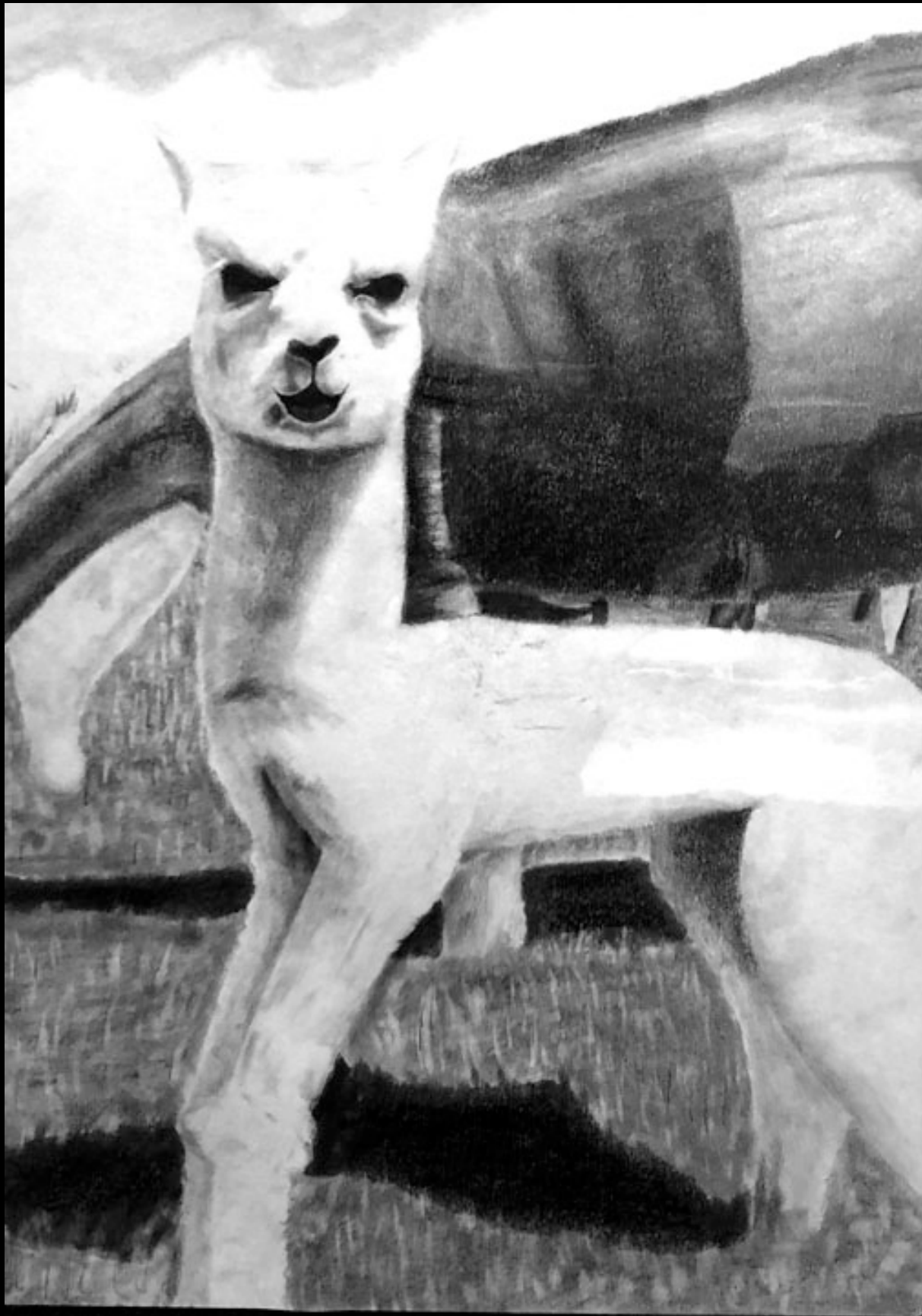
School: Fenton High School

District: Fenton Area Public Schools

Art Teacher: Kristin McDowell

Learning Statement:

Doing this piece helped me broaden my skills with blending tools and erasers. I learned when to appropriately use each to enhance the realism in my piece. I want the viewer to feel the crazy energy that was coming off of my cousin in the moment that I took this picture. I really hope the viewer can see their own relatives in the work and feel happy when they look at it just like I do.



Governor's Show

Tori Trites

Title: **Vida**

Grade: 12th

School: **Fowlerville High School**

District: **Fowlerville**

Art Teacher: **Christine Hesch**

Learning Statement:

My piece was a graphite drawing of alpacas in a field, I got to learn about the body structure and movement of these creatures. Through this, I wanted to evoke a sense of movement and life. The meaning behind this piece is directed towards the idea that life is expanding, yet it is always in front of you. I believe people often forget how precious life is and how constant and present it is, so I made this piece as a reminder to the life that stands strong before us.



Audra Huige

Title: **Wasteland**

Grade: **12**

School: **Kensington Woods Schools**

District: **Kensington Woods Schools**

Art Teacher: **Jessie MacGonigal Pratt**

Learning Statement:

When people view my art, I hope that they notice not only the emotion and details on the person in the photo but also the background as well. The details on the person's face make it so at one glance you look at it you will know that it has to do with water pollution. Some may think that there is nothing to the background but it really sets the mood for the photograph and makes it so you can see the negative effects water pollution has on humans, animals and the environment.



Claire Grob

Title: **Reaching for Air**

Grade: 12

School: **Fenton High School**

District: **Fenton Area Public Schools**

Art Teacher: **Kristin McDowell**

Learning Statement:

This work allowed me to explore the use of atmospheric particles and the way that light reacts with water. It also allowed me to play with a figure's pose in water, and the difference in gravity. Finally, it was nice to experiment with a subtractive process rather than an additive one, which I am more familiar with.



**Governor's Show
Top 18**

TYLER WILCOX

Title: **SELF-PORTRAIT**

Grade: 12

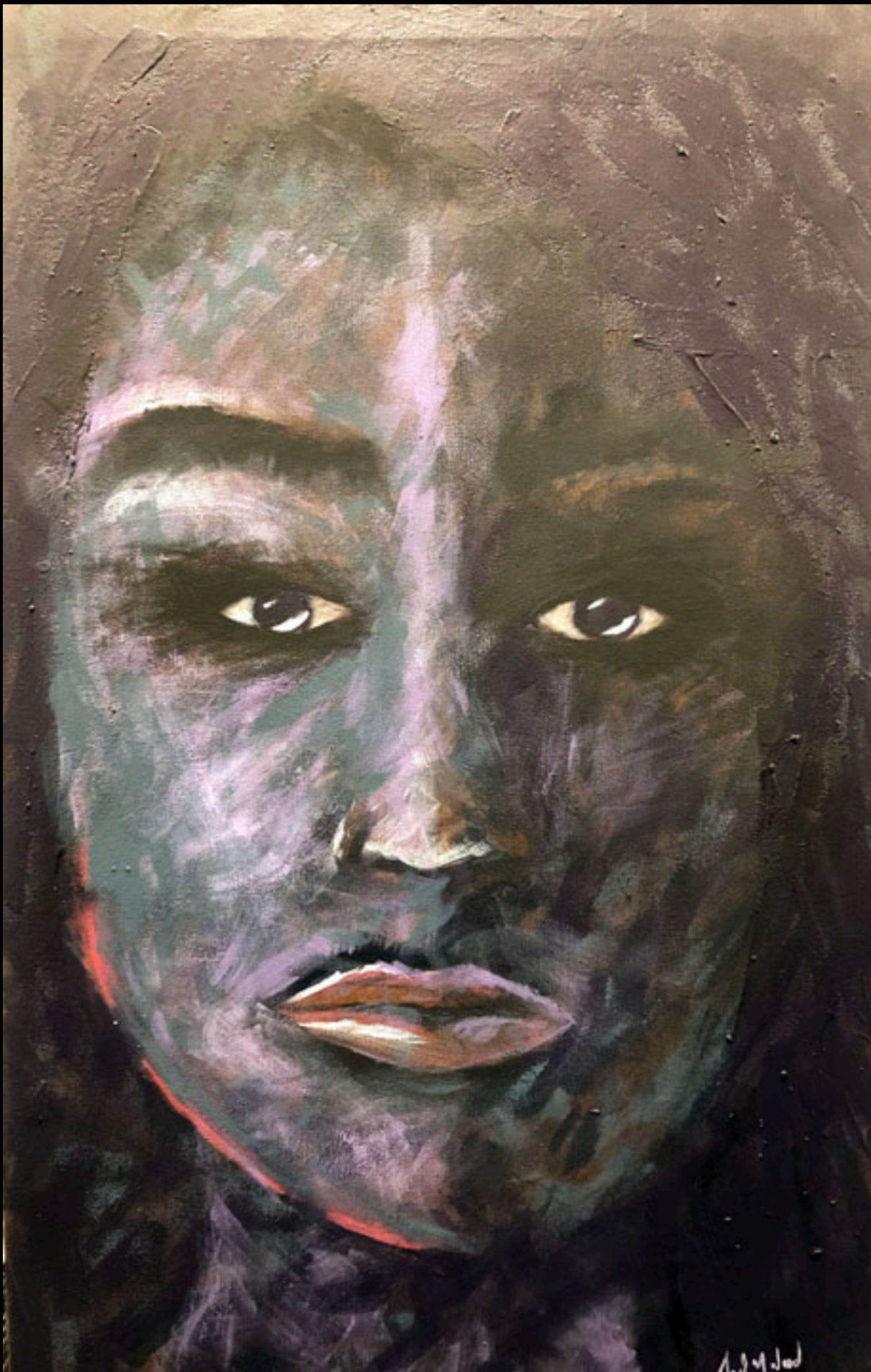
School: **WILLIAMSTON HIGH SCHOOL**

District: **WILLIAMSTON**

Art Teacher: **MEAGAN KUBU**

Learning Statement:

This artwork allowed me to explore how art can be made with just a pencil. This work also showed me that if you take your time, anything can be done.



Jael Wood

Title: **Reticent**

Grade: **12th**

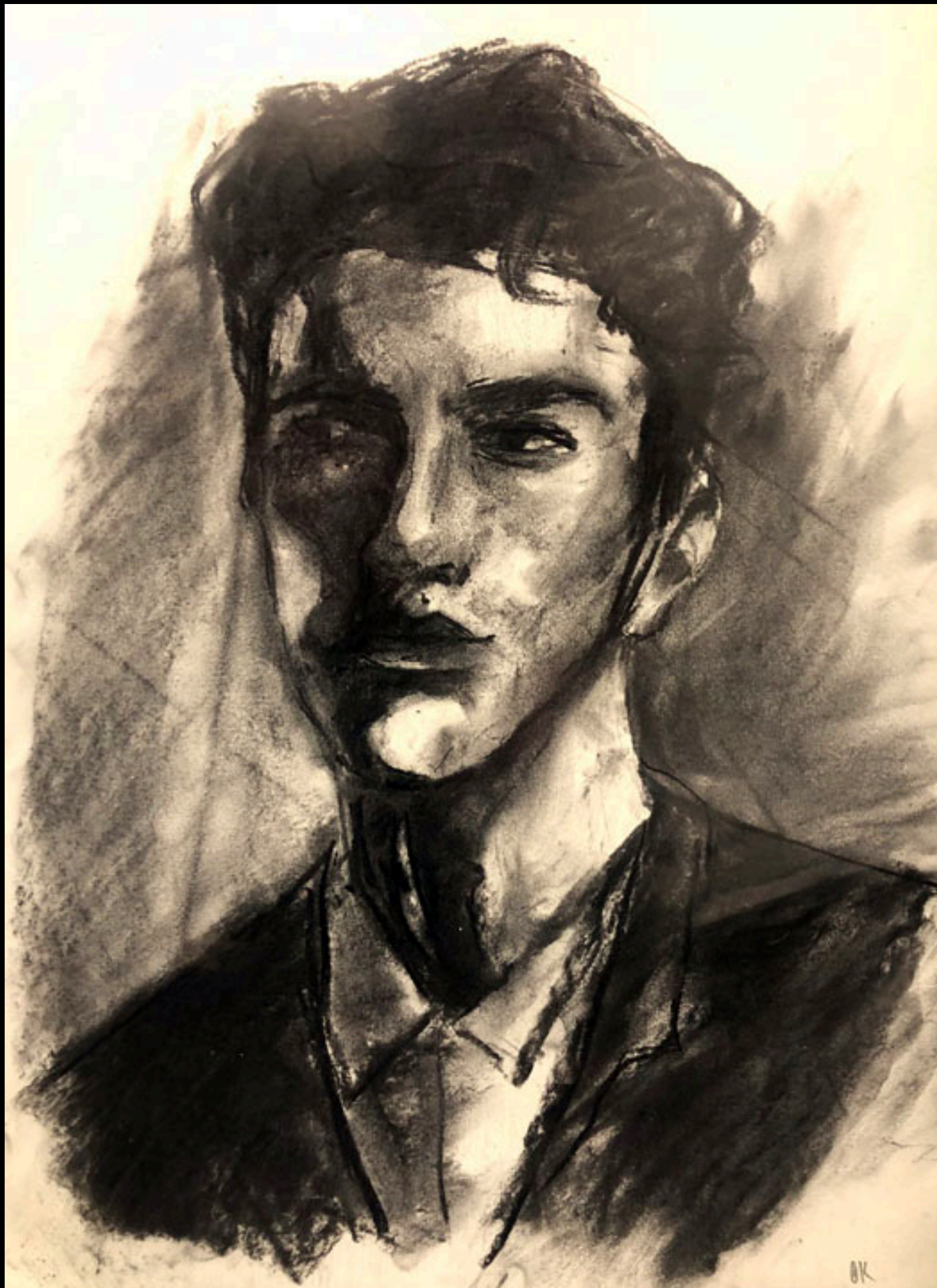
School: **MCC HS**

District: **Mason County Central**

Art Teacher: **Rachel Brock**

Learning Statement:

This piece portrays a girl whose gaze is filled with quiet intensity. She is beautiful and observant. She seeks to neither reveal nor to be revealed ... she is reticent.



Ohla Kozak

Title: **Portrait Study**

Grade: **12**

School: **Byron Center High School**

District: **Byron Center Public Schools**

Art Teacher: **Greg Reinstein**

Learning Statement:

This piece was created when I was experimenting with various materials. I really enjoy charcoal, it adds more contrast and darkness to drawings and helps to emphasize the man's facial features.



Governor's Show Top 18

Gracie Keiser

Title: **Dead Tired**

Grade: **12**

School: **Byron Center High School**

District: **Byron Center Public Schools**

Art Teacher: **Julie Heise-VanderLaan**

Learning Statement:

In this piece I wanted to portray the sense of the unknown. I am a senior in high school so questions constantly keep me awake at night. What am I going to be, where am I going, am I making the best decisions for my future? The raw pencils strokes convey to the viewer all of these thoughts constantly swirling through my brain, leaving me...dead tired.



Governor's Show

Sophie Nyquist

Title: Myself

Grade: 9th Grade

School: Northview High School

District: Northview Public Schools

Art Teacher: Tanya Lockwood

Learning Statement:

My half-hidden face reveals only a glimmer of who I am and even though I appear shy, still am willing to try new things. This was the first time I used charcoal and pencil control to create how dark or light I wanted different areas. Using this technique helped me make the illusion of depth through the use of shadows and highlights. I can say now I have grown out of my little bubble, like the revealed part of my face, and I am more confident to try new methods in art.



Scarlett Lee

Title: "Still Life with Vase"

Grade: 9th

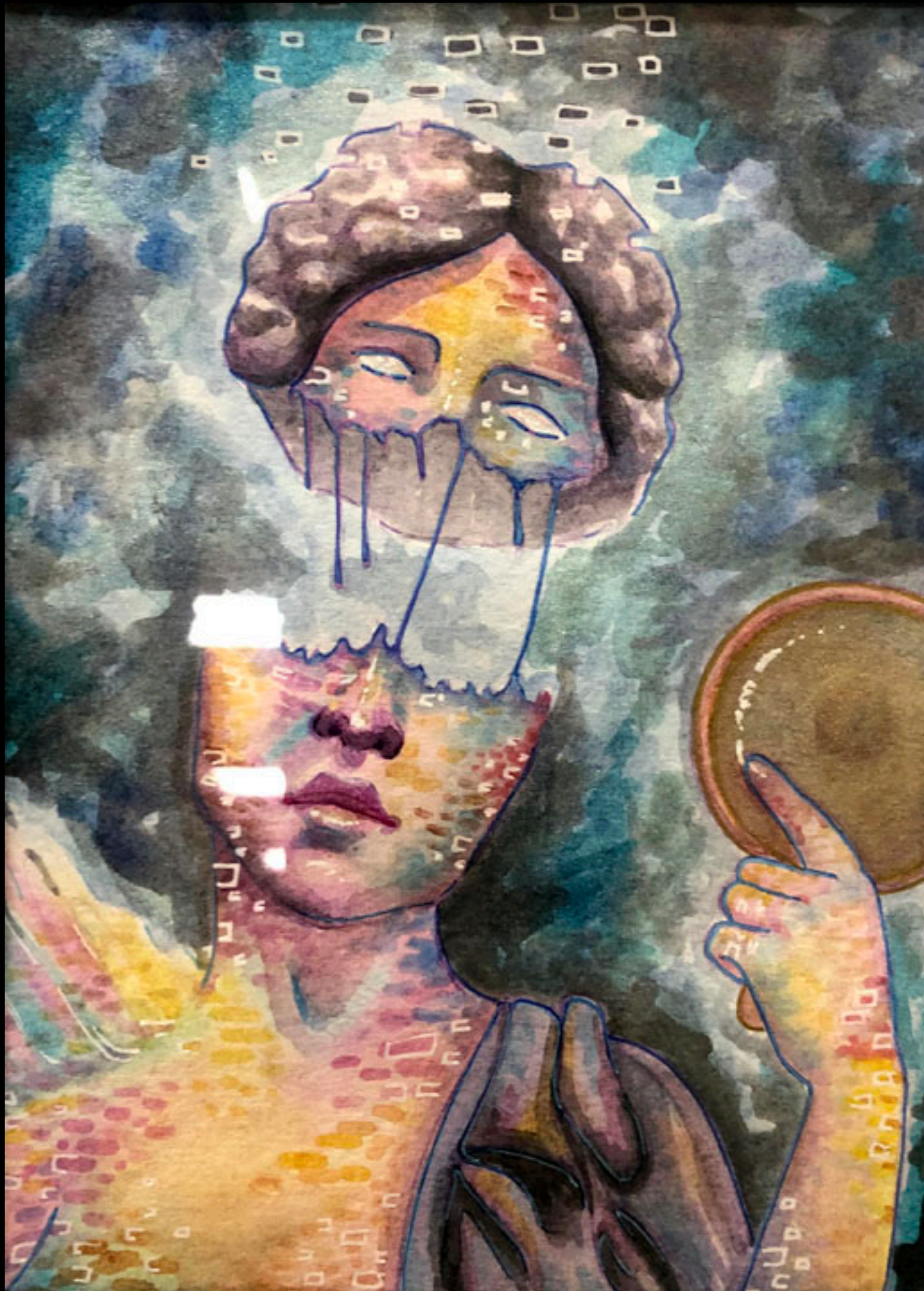
School: East Kentwood Freshman Campus

District: Kentwood Public Schools

Art Teacher: Adrienne DeMilner

Learning Statement:

I learned more about how I can explore with negative space in my drawings. I also learned how to use a value scale to the best of my abilities.



Livia Konkle

Title: "Dimensional Variations"

Grade: 12th

School: **West Ottawa High School**

District: **West Ottawa Public Schools**

Art Teacher: **Nathan Kukla**

Learning Statement:

The most important thing I learned while creating this art is how to loosen up and experiment. Usually, I stick to realistic colors and smooth shading, but I was inspired by the art style of a friend and decided it was time I tried something new. When I first started painting, I fell back into smooth shading and analogous colors. It was a conscious effort to use new color combinations and to leave small blocks of color. Near the end of the piece, I used glitter watercolors to add a third dimension to my piece without overthinking it, and it turned out to be a good choice. Because of my struggle with this piece, I overcame my fear of trying something new, and I am more adventurous.



Governor's Show Top 18

Sonam Tamang

Title: **Disappearing**

Grade: 11

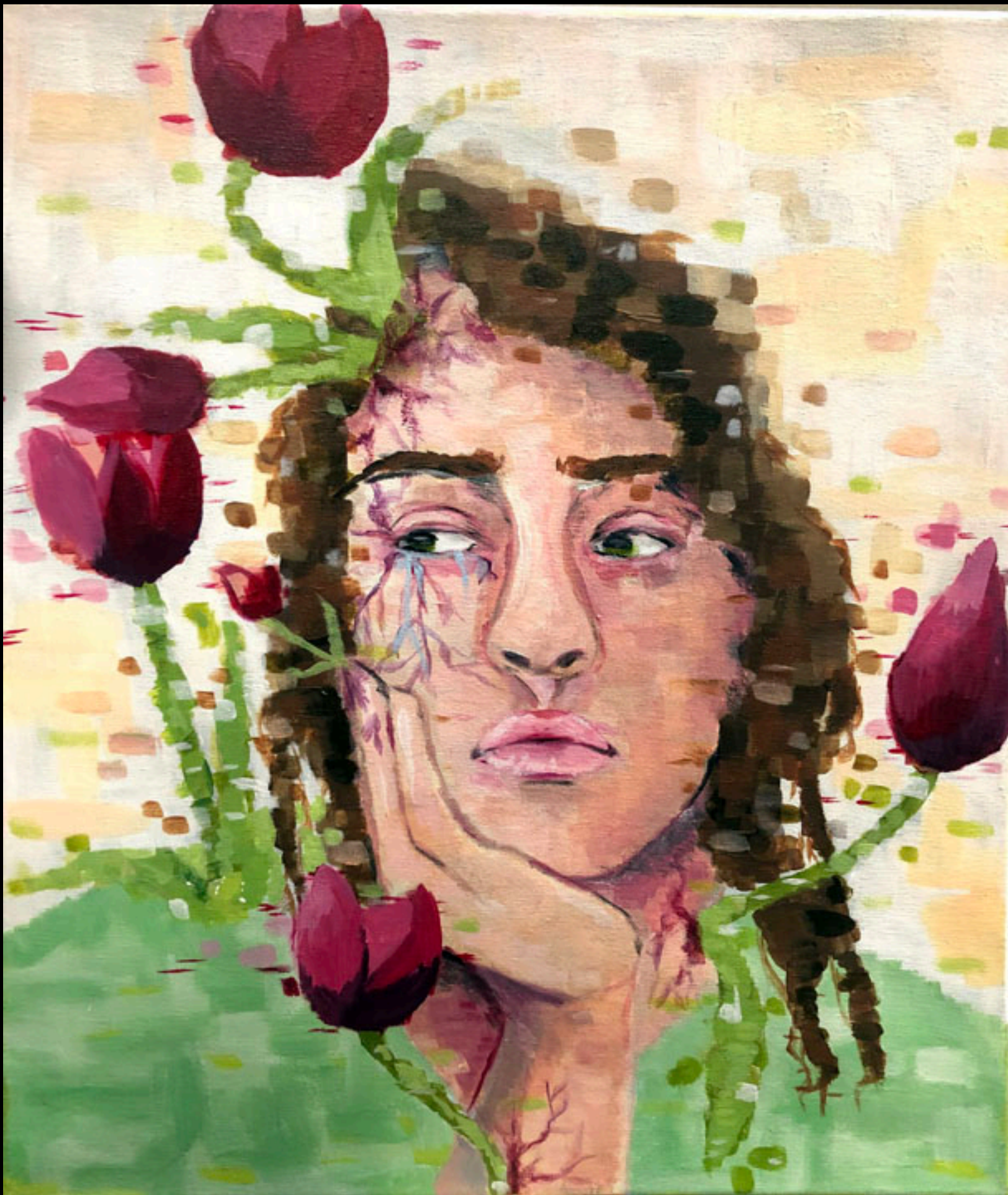
School: **East Kentwood Highschool**

District: **Kentwood Public Schools**

Art Teacher: **Le Tran**

Learning Statement:

I'm writing a diary to my dad who passed away years ago. I'm writing about my life & what is happening to me. This is an image of me taken by my sister. With each mark I make with the thread, I am talking to my dad, telling him about the things that he is missing.



Governor's Show

Jessi Talluto

Grade: 11th

Title: **Solemn Red Tulips**

School: **Wyoming High School**

District: **Kent County**

Art Teacher: **Robyn Gransow-Higley**

Learning Statement:

This self-portrait allowed me to discover a lot about myself as an artist. I found a style that allows me to work with acrylic comfortably, and work out the pressures of creating a self-portraits. I also learned that it's very important to push aside my insecurities when it comes to working on a prompt involving my own body; and become more confident so I create a piece that I, as well as others, will enjoy.



Collin Smith

Title: **Of The Soul**

Grade: **12th**

School: **West Ottawa High School**

District: **West Ottawa Public Schools**

Art Teacher: **Brian Kelly**

Learning Statement:

Creating this piece I learned many things. It was my first major digital work. This piece was very intricate and detail oriented, which is very rare for me to do in my Art. But, once I finished my work I was very proud of myself. I reflected on the process of my work. This piece opened up my comfort zone and now I'm very interested in digital art, as well as pushing myself to do things I'm not used to doing. Adding fine detail and taking my time were the two most important things I learned while doing this piece.



Patricia Paraza

Title: **Blindfold**

Grade: 11th

School: **West Ottawa High School**

District: **West Ottawa Public Schools**

Art Teacher: **Brian Kelly**

Learning Statement:

The message I am trying to convey in making this art is that limiting yourself is a form of oppression and submerges one's potential. The only way to breakthrough is in the form of expression.



**Governor's
Show**

Jacee Hoffman

Title: Fresh Raspberries

Grade: 9th Grade

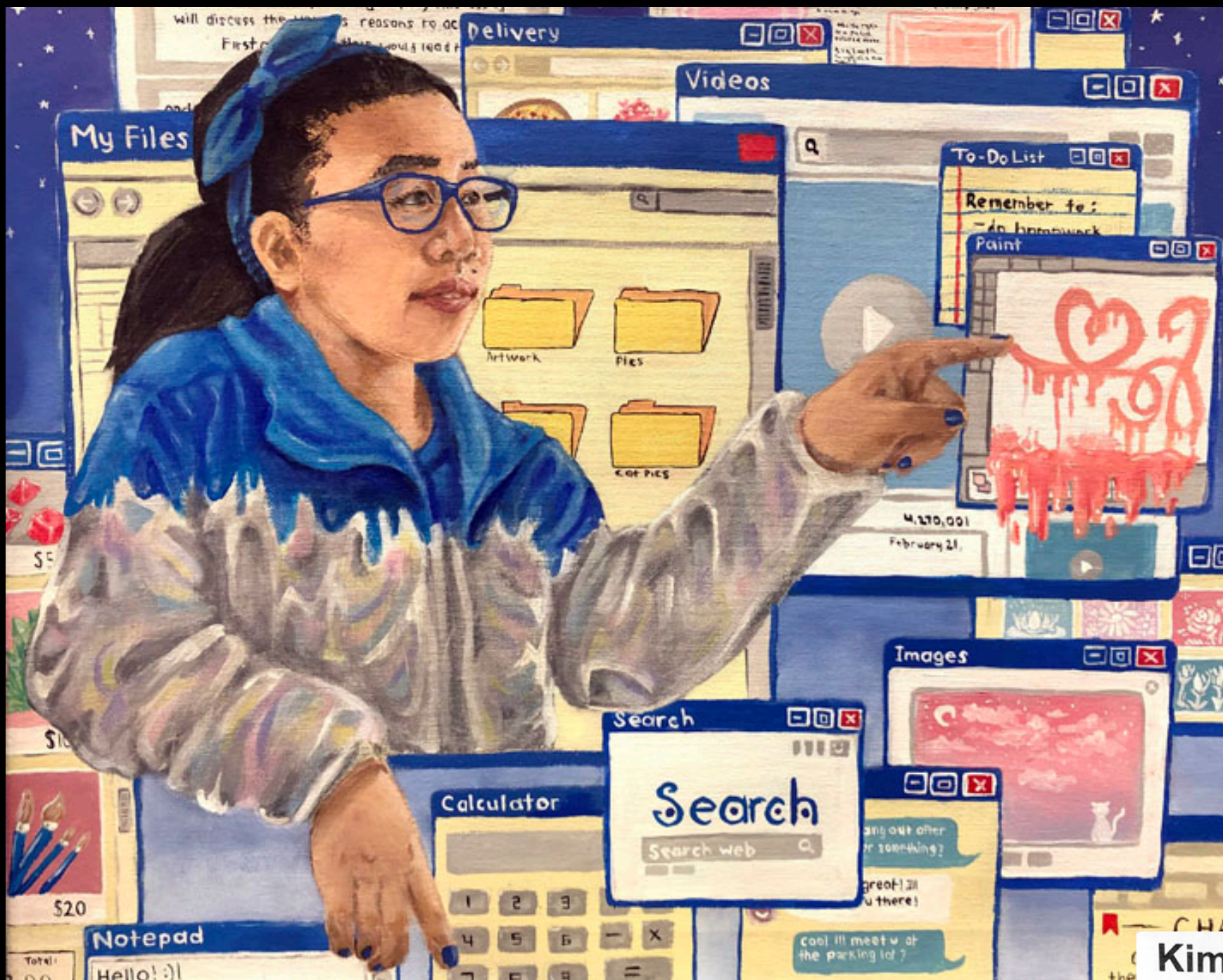
School: Kent City High School

District: Kent City Community Schools

Art Teacher: Sara Goodrich

Learning Statement:

I created this graphite drawing of raspberries for my Foundations of Art class. I learned a lot about working subtractively through this drawing and how to use graphite pencils properly. I also challenged myself to render the raspberries as realistically as possible.



Governor's Show

Kim Nguyen

Title: **Inner-Net Connection**

Grade: **12th**

School: **Wyoming High School**

District: **Kent County**

Art Teacher: **Robyn Gransow-Higley**

Learning Statement:

As time flies by, there are numerous types of mediums becoming increasingly available to create art with, including digital media. Rather than shying away from new mediums and clutching onto only "traditional" art, I want to be a person who can take chances and explore different mediums without having to decide which medium is superior. In my art piece, I wanted to juxtapose this idea by showing digital art through "traditional" art using acrylics.



Madilynn Downer

Title: **Isaiah**

Grade: **12th**

School: **Saugatuck High School**

District: **Saugatuck Public Schools**

Art Teacher: **Danielle Hanna**

Learning Statement:

Patience and carefully placed pencil strokes were paramount in the development of this piece. Each line, each hair, each pore placed carefully capturing the most minute details. After 2 months of dedication, I hope you are able to see how special this person is to me and how challenging it was to work with white Prisma pencil on a black textured background.



Governor's Show Top 18

Makayla Borgman

Title: iDog: The Study of Typography

Grade: 12

School: Zeeland West High School

District: Zeeland Public Schools

Art Teacher: **Debra Kemppainen**

Learning Statement:

In the typography unit for graphic design, we were to create a piece made entirely out of type. I wanted to create a piece that would relate to me personally, while also following the guidelines for the project. Animals and humans both have the ability to convey emotions. The goal of this piece was to funnel emotions through the audience in two ways: The audience would captivate the emotions from the study of the dog alone, and as the audience gazes deeper, they would move through the type and look deeper into the subject matter. Using large and small letters to bring the piece to life I wanted to be able to show that from far away, you see a dog, but up close you can see that the dog is made up of letters. The twofold goal of this piece culminates into the audience thinking that sometimes people and animals can seem to be okay on the outside, but if you take a deeper look you can see all the intricate pieces that make up who they are.



Naomi Driver

Self-Reflection

Grade: 9

School: **Zeeland West High School**

District: **Zeeland Public Schools**

Art Teacher: **Debra Kemppainen**

Learning Statement:

After three months in my school ' s beginning drawing class, I attempted my first instructed self-portrait. It took a little while to get the contour lines right; I wanted to be sure this piece looked like me. After finally figuring out the shared spaces and adjacent lines and their position from one another, I moved on to the value, starting very light and gradually darkening everything to get the final result. I tried to avoid using blending tools, relying only on repetitive movements of a pencil. Finally, the project was finished. I have to say I was satisfied with the final result ' s resemblance to me.



Governor's Show Top 18

Jody Brown

Title: **Inaccurate Portayal of a Pencil Witch: Volume II** Grade: **10th**

School: **Zeeland East High School**

District: **Zeeland Public Schools**

Art Teacher: **Michelle Fuller**

Learning Statement:

In the colored pencil unit in drawing and design, we were required to make a drawing that featured an element of foreshortening to show depth. I was inspired by byzantine headdresses to make the hat for this piece. I wanted to have a lot of details that would interest the viewer and keep me challenged. I also wanted to show depth in another context. I was constantly being challenged to decipher shapes and values in this piece. I learned that from a distance, as seen in the orb, details can be hidden from view. It is only when we look deeper do we find the truth.



Ashleigh Draft

Title: **Winged Echidna**

Grade: **12th**

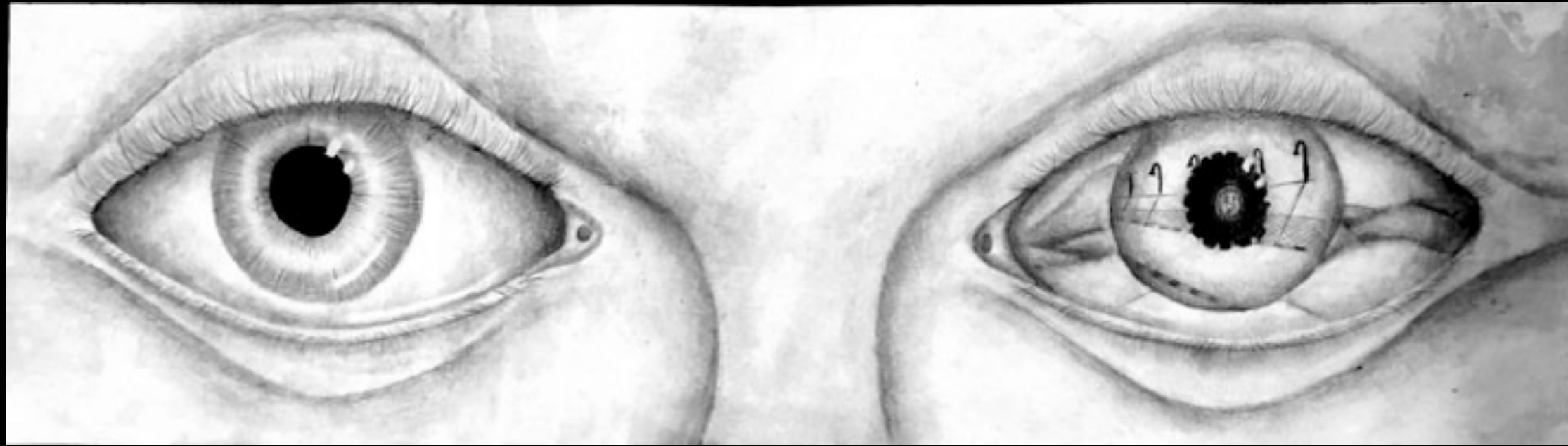
School: **Zeeland East High School**

District: **Zeeland Public Schools**

Art Teacher: **Michelle Fuller**

Learning Statement:

My winged echidna represents the connection between real life and fantasy. Echidnas are monotremes, or egg laying mammals, and are very unique on their own, so I wanted to capture their spirit in plush form.



Olivia Franz

Title: **Untitled**

Grade: **9**

School: **Zemmer 8/9**

District: **Lapeer**

Art Teacher: **Lisa Reinert**

Learning Statement:

The message I am trying to convey in making this art is actually a message for my dad. My whole life I've been riding quads and I want to race, so I put a race track in the eye to show my dad I want to race. The dunes are incorporated in the piece because it is my favorite place to be. The art work shows what everyone else sees in one eye and in the other it shows what I see.



Danielle White

Title: They've Got A Hold on You

Grade: 12

School: Almont High School

District: Almont

Art Teacher: Lisa Wright

Learning Statement:

This piece was my very first charcoal drawing. It involves a lot of experimenting because I was relatively new to this medium. I wanted to be able to make a statement that reflected my thoughts and views. The hands pulling the corset tighter is representing the harmful standards held by media and society on women's body types and features. More often than not, women feel it's necessary to have a tiny waist or a small petite figure in order to meet others' standards. The truth of the matter is that everyone is perfect and unique in their own way, and to let society restrict and limit from being themselves is cruel and mentally ruining self-esteem and confidence.



Ashley Olko

Title: **Ear Splitting**

Grade:

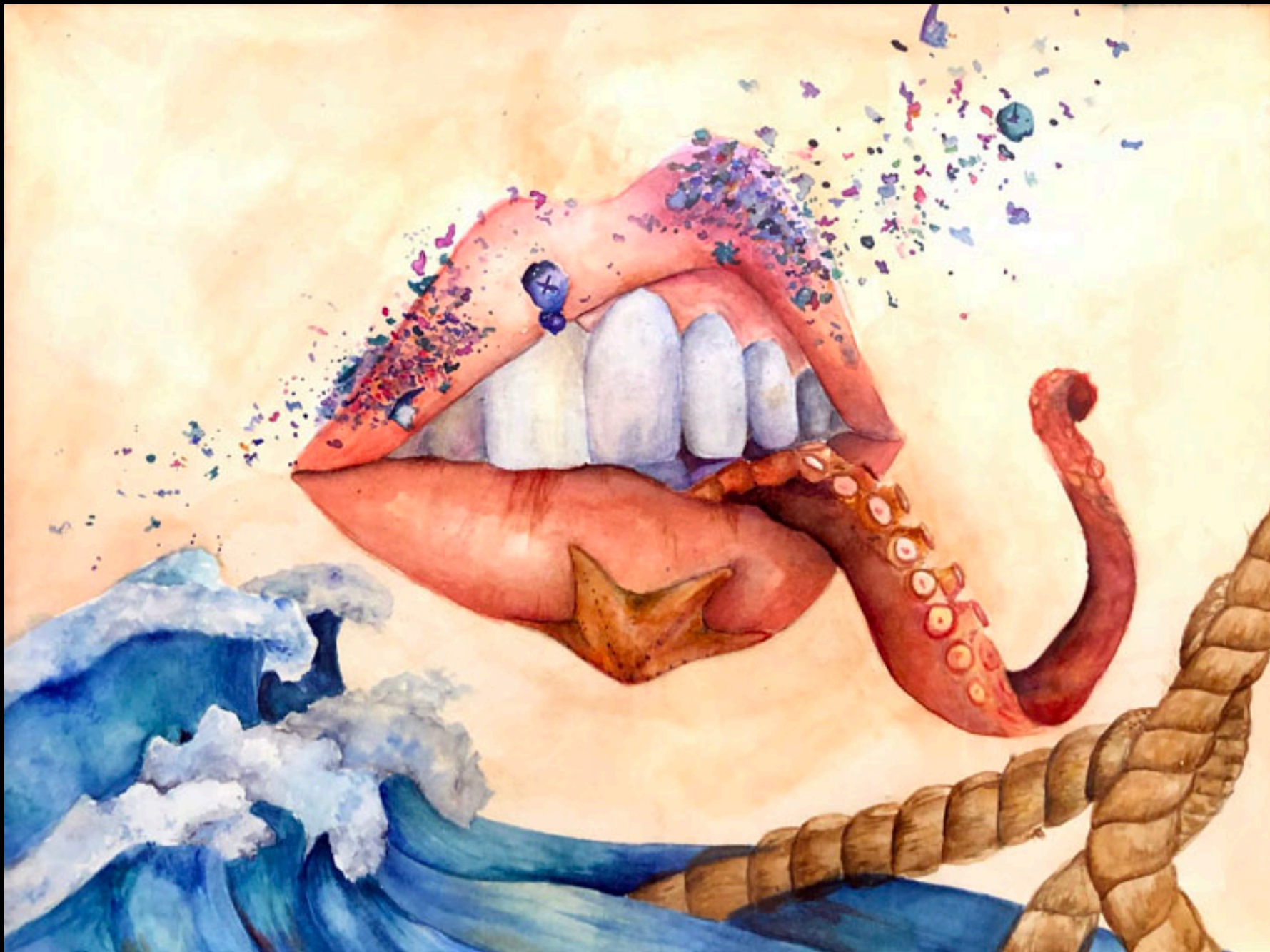
School: **Lapeer High School**

District: **Lapeer**

Art Teacher: **Amy Linton**

Learning Statement:

In this piece, my art is reflective of the overwhelming feeling loud noises cause me to feel. As a quiet person myself, too much noise can be painful and everything has the potential to sound like "nails on a chalkboard." I chose graphite for this piece because I wanted to have dark, colorless values, to represent that this has a negative emotion for me.



Kacie Cornett

Title: **Mouth of A Sailor**

Grade: **11**

School: **Lapeer High School**

District: **Lapeer**

Art Teacher: **Amy Linton**

Learning Statement:

Mouth of a Sailor is a watercolor piece that symbolizes the perception of swearing in modern day culture and its ability to be seen as ugly and derogatory or an expression of passion. The juxtaposition between the water and ocean aspects with the more serene spray of sparkles on the top lip are what connects these perspectives. The piece is meant to make the viewer question their perception of language and its value. The watercolor value adds a loose use of paint and makes the whole message softer and more toned down.



Governor's Show

Rachel Kroll

Title: **Wrath**

Grade: **12th**

School: **Lapeer High School**

District: **Lapeer**

Art Teacher: **Amy Linton**

Learning Statement:

For this piece, I used acrylic. Acrylic is my favorite medium, I love the various techniques that can be used. I like acrylic because I can add water to acrylic to create a watercolor-like feel. I also used acrylic because it is thick and I can easily create opaque layers. Emotions are hard to put into words, it's not like we can say "My serotonin levels are messed up." So we often describe emotions as metaphors. In my painting I portrayed the emotion of intense anger as feeling like an animal. I did so by taking photos of me yelling and combined it with a wolf's face.



Samantha Knop

Title: Enchanted Evergreen

Grade: 12th

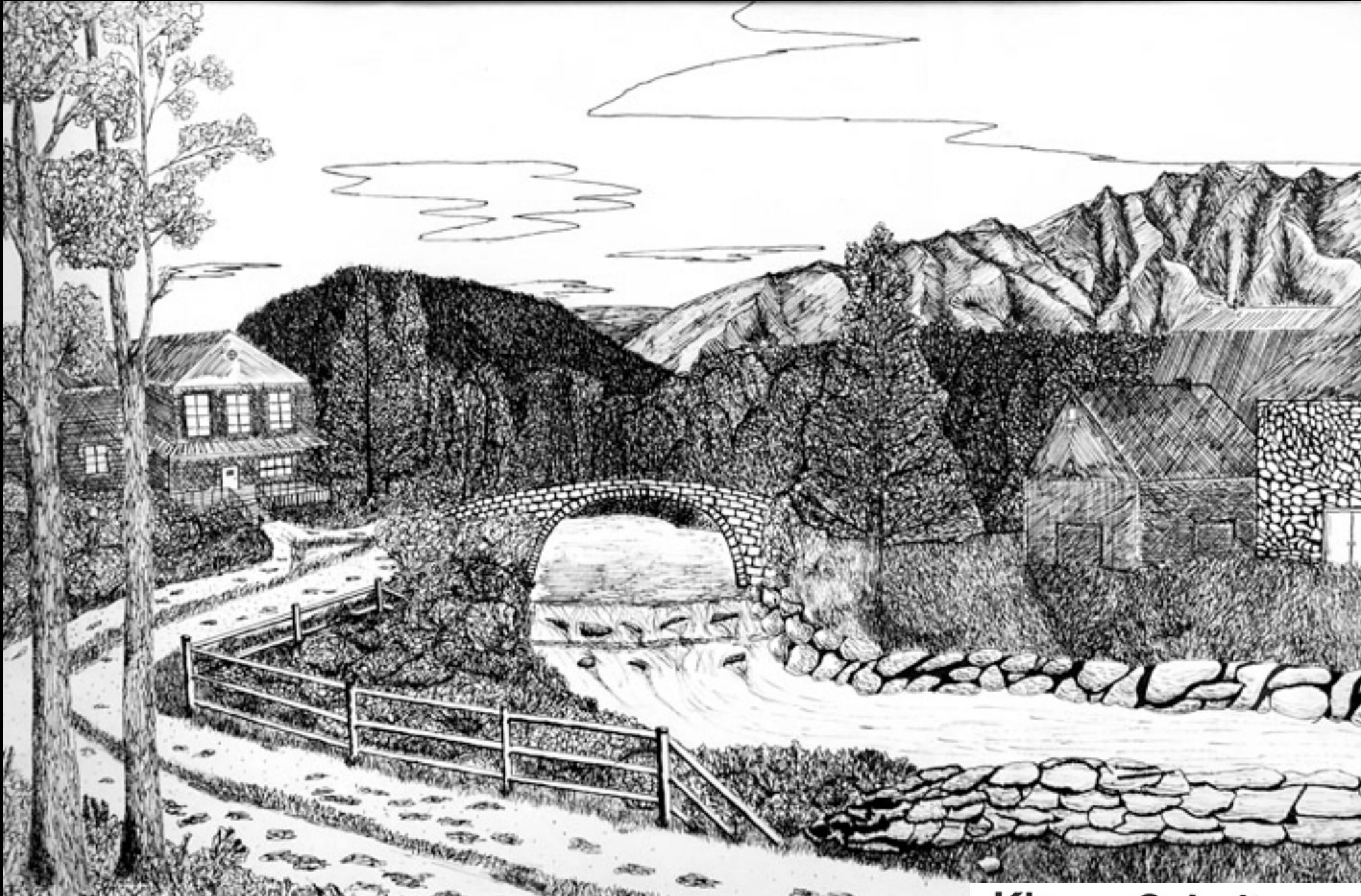
School: Lapeer High School

District: Lapeer Community Schools

Art Teacher: Jeffrey Bolzman

Learning Statement:

While doing this piece I learned three things--texture, patience, and the importance of detail when it comes to big projects. I didn't know the amount of detail work that I would have to put into this. My teacher made me go outside and feel the bark of different trees. I studied trees and textures. That helped. This piece was built using flat clay coils that were scored and slipped together. I used flat coils for the bark texture, too. It was glazed with a green undertone and a brown over the top. After much frustration, I'm happy with it now.



Kieran Schultz

Title: The Dream Setup

Grade: 12th

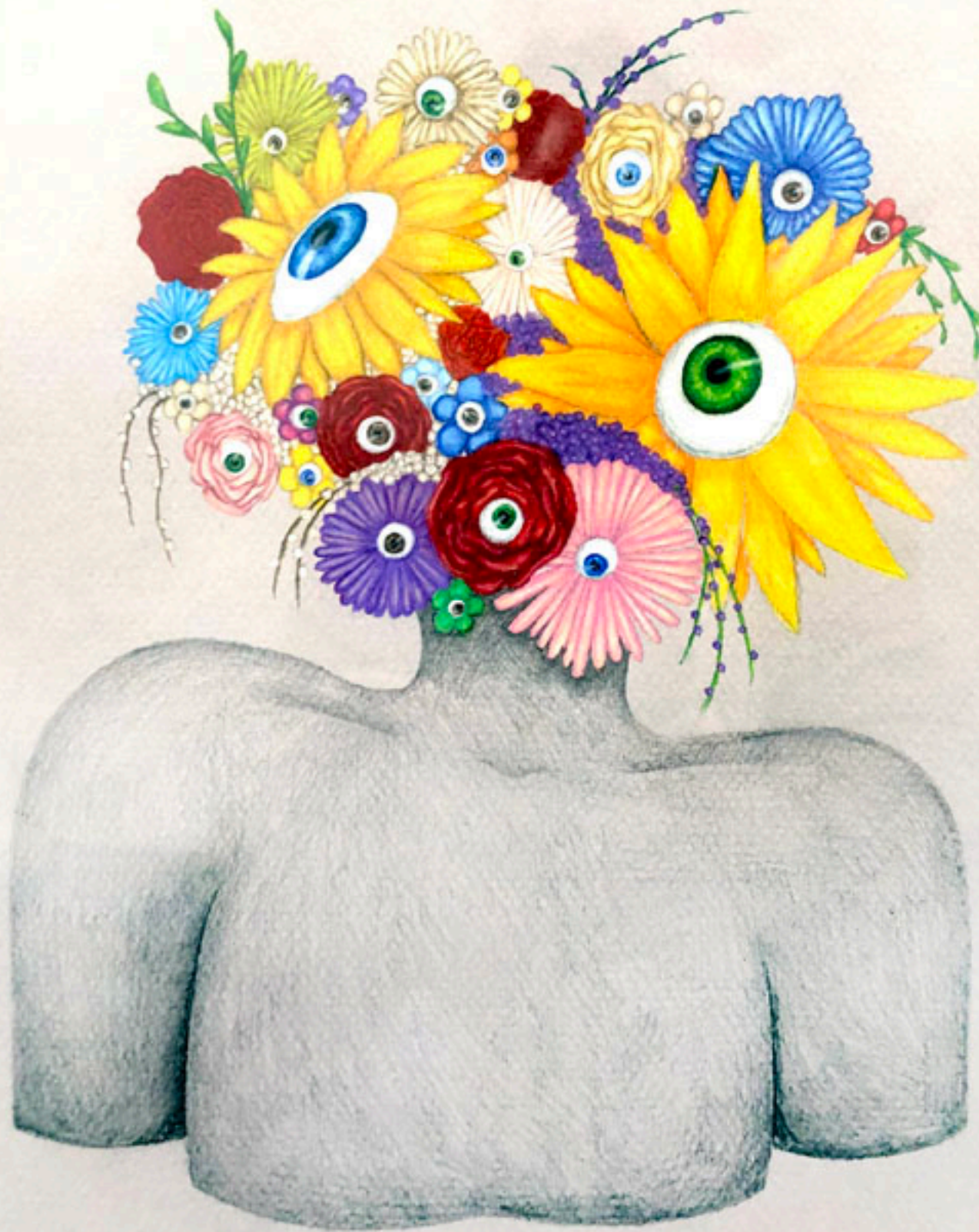
School: Nouvel Catholic Central H. S.

District: Diocese of Saginaw Catholic Schools

Art Teacher: Gary Rocha

Learning Statement:

What I learned by doing this drawing was how time consuming and how the need for patience was necessary to render all the lines needed to create this composition. In the end, I found making this piece to be an enjoyable experience as each line that I drew contributed to the appearance of the landscape. I also learned different techniques to create value and simulated textures within the scene. Overall, the time it took to make this artwork was worth it.



Governor's Show

Lillian Morgan

Title: **Bone and Flesh**

Grade: 9

School: **Heritage Highschool**

District: **Saginaw Township Community Schools**

Art Teacher: **Danielle Kearney**

Learning Statement:

The Bone and Flesh project allowed me to express myself. This was my first project where I was able to create my own unique idea. I got my inspiration for my piece from Anissa Kermiche's cream Breast Friend vase. I decided to add eyeballs to the flowers to create more of a surrealistic look. It was my first time using prisma colors so it allowed me to experiment with them and really learn how to use them.



**Governor's Show
Top 18**

Lillian Morgan

Title: **Master Reproduction**

Grade: 7

School: **Heritage Highschool**

District: **Saginaw Township Community Schools**

Art Teacher: **Danielle Kearney**

Learning Statement:

Creating this Master Reproduction helped me with shading and gridding. The original piece is from Charles Bargue. When reproducing this piece it took a lot of time to create the correct shading to make it look as realistic and similar as possible. It was my first time using drawing pencils which allowed me to learn how to use them correctly, and learn from my mistakes.



**Governor's Show
Top 18**

Joan Weaver

Title: Yin Yan

Grade: 11

School: Heritage High School

District: Saginaw Township Community Schools

Art Teacher: **Lindsay Brown**

Learning Statement:

This piece is a portrait of my friend, Yuquin Chen. I chose her as my subject because I find her facial features unique for a black and white portrait: hooded eyelids, bold bone structure and pitch black hair. For the background, I took inspiration of the yin and yan symbol, as it stands for balance. In my piece, Yuquin, as the focal point, took away from the corner pieces leaving them feeling empty. To make the piece feel unified and balanced, I made the background break off to show the paper's value and to see how it adds to her skin and clothing.



Kendall Brady

Title: **Strawberry on Scissors**

Grade: 11

School: **Heritage High School**

District: **Saginaw Township Community Schools**

Art Teacher: **Lindsay Brown**

Learning Statement:

This piece is a photorealistic strawberry being bisected by a pair of scissors. I took this photo shining a bright light onto the strawberry to dramatize the highlights and shadows. I also decided to exaggerate the colors to create a more interesting visual effect. The colors of the strawberry are brighter and more vibrant, the scissors are blue instead of the light gray of the reference picture, and the background is yellow to compliment these colors. I chose to cut the strawberry with scissors to add more visual interest to the piece. This was a mixed media project, so I used a combination of watercolor as the base layer, marker as my main medium, colored pencil for texture and detail, and a white gel pen for the highlights. The background is shaded using rougher colored pencil strokes in a vertical direction to parallel the dynamic of the scissors and add to the flow of the piece.



Macarena Peralta

Title: La Niña con una Cabra
School: Sacred Heart Academy
District: Diocese of Saginaw
Art Teacher: Sarah Chaffee

Grade: 12th

Learning Statement:

This was inspired by a photograph my father took in Peru. I was drawn to the girl's vibrant, colorful clothing in traditional Peruvian patterns and embroidery. I was also drawn to the little goat she had tucked in her shawl, which looked very curious and added so much personality. I used colored pencils because I thought this media would capture the intense color and allow me to include the intricate detailing on the clothing. This was a challenge because the details were so intricate and ended up taking a very long time. I like how the final piece captures the brightness and personality of the Peruvian culture.



Governor's Show

Sarah Emmendorfer

Title: **Victim of Eros**

Grade: 11

School: **Heitage High School**

District: **STCS**

Art Teacher: **William Chaltraw**

Learning Statement:

I chose to experiment with symbolism in this piece. Many of the components are allegories for love, desire, and passion. Additionally, the piece as a whole represents man's failures in the pursuit of love.



Anna Baukus-Konieczka

Title: We Will Rise

Grade: 12

School: Saginaw Arts & Sciences Academy

District: School District of the City of Saginaw

Art Teacher: Sally Giroux

Learning Statement:

As an advocate for women's reproductive and physical rights, it's time to make a change and rise out of the shadows. In *We Will Rise*, I have taken a stand on Feminism. Through this piece, I want to bring awareness to many different forms of discrimination that young women and teens face. In my art, I hope to help those who suffer and feel like they don't have a voice. I believe they do. Being a feminist, I strive for the day when women are looked at in the same way as men. In my opinion, everyone should be a feminist, there's no reason not to be. Feminism, by definition, is the advocacy of women's rights based on the equality of the sexes, which is why all people can be a feminist. I do not believe being a feminist means that women hate men, it simply means that all humans, no matter what, should be equal. For example, there should be no wage gap between the genders, and there definitely shouldn't be discrimination between the genders, believing one is superior to the other. In researching Feminism, I discovered a new word that describes how we as a society need to view feminism. This word is "Intersectionality" and according to Seventeen, it means, the idea that you can't separate different layers of oppression. "There are so many different levels and facets of oppression besides womanhood: womanhood and then color, womanhood and economic opportunity or class or sexual orientation or gender identity. Those things just add on top of the weight that happens when you identify as a woman in our culture," says activist and performer, Leah Juliet. For example, a white woman in a workplace could face discrimination on the fact that she is a woman and is thought to be not as smart as a man when, in fact, she could be smarter. Whereas a black woman could face gender and race discrimination, same with a trans woman except they would also experience transgender discrimination. My inspiration to become a feminist was from a speech given by Emma Watson—my role model when it comes to taking a stand on things I do not think are right. Watson's way of approaching this situation was to talk about how we need more men and boys to become feminists because it will change our views on society. One of my favorite quotes from Emma Watson's speech that night was, "If not me, who, if not now, when?" These words have inspired me to do this project and praise all of the amazing women who have brought us this far. In my piece, *We Will Rise*, the pyramid resembles the rise to equality over the past hundred years. There is still a ways to go, but we are far closer than we have ever been. The teacups symbolize all of the females who have tried in the past but have been shut down and broken by society. The names are women who have taken a stand against gender inequality and tried to make a change. It is the 21st century and there still isn't equal basic rights. Women may have been viewed as weak in the past, but we will no longer let our voices be shut down. We will be heard and change will happen.



Forgotten and Alone

Alivia Butko © 2019

Alivia Butko

Title: **Forgotten and Alone**

School: **Nouvel Catholic Central H. S.**

District: **Diocese of Saginaw Catholic Schools**

Art Teacher: **Gary Rocha**

Learning Statement:

The message I intended to convey in making this photograph was to create a sense of wonder and mystery. I felt the chains were the perfect symbolic element for this image to get the viewer to think and ask questions about what is happening to the girl. What in life is she chained to? Can she escape from what is holding her back? My decision to print this image in black and white contributed to the mysterious mood I visualized.



Misha Naveed

Grade 12

Title: Beauty of Chaos

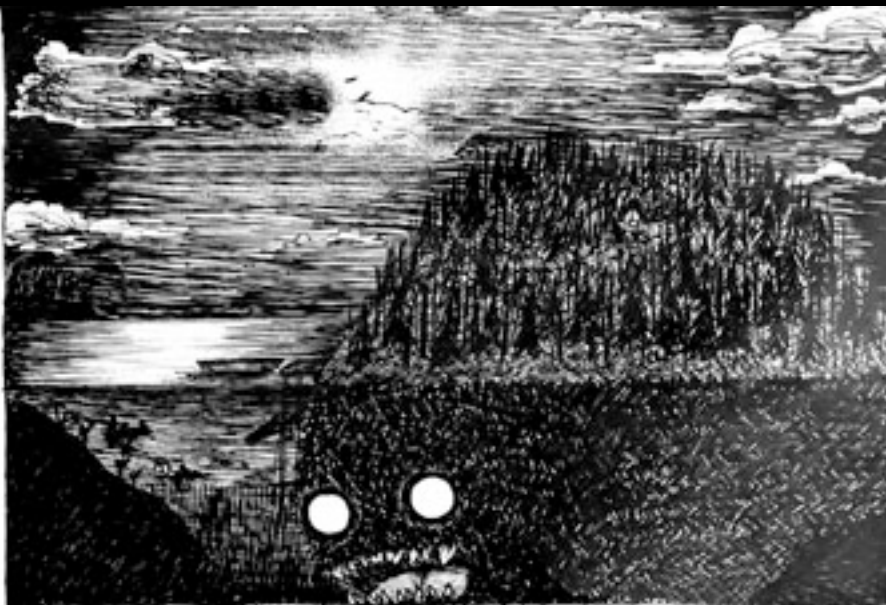
School: Heitage High School

District: STCS

Art Teacher: William Chaltraw

Learning Statement:

Displaced through space. Fighting enemies left and right. This piece encompasses the ultimate form of chaos. Although, there is a beauty to the madness. The bright glowing hues emplyfy this nature--how there's a beauty to chaos.



Hanna Sian

Title: **Pen and Ink Folklore**

Grade: 10

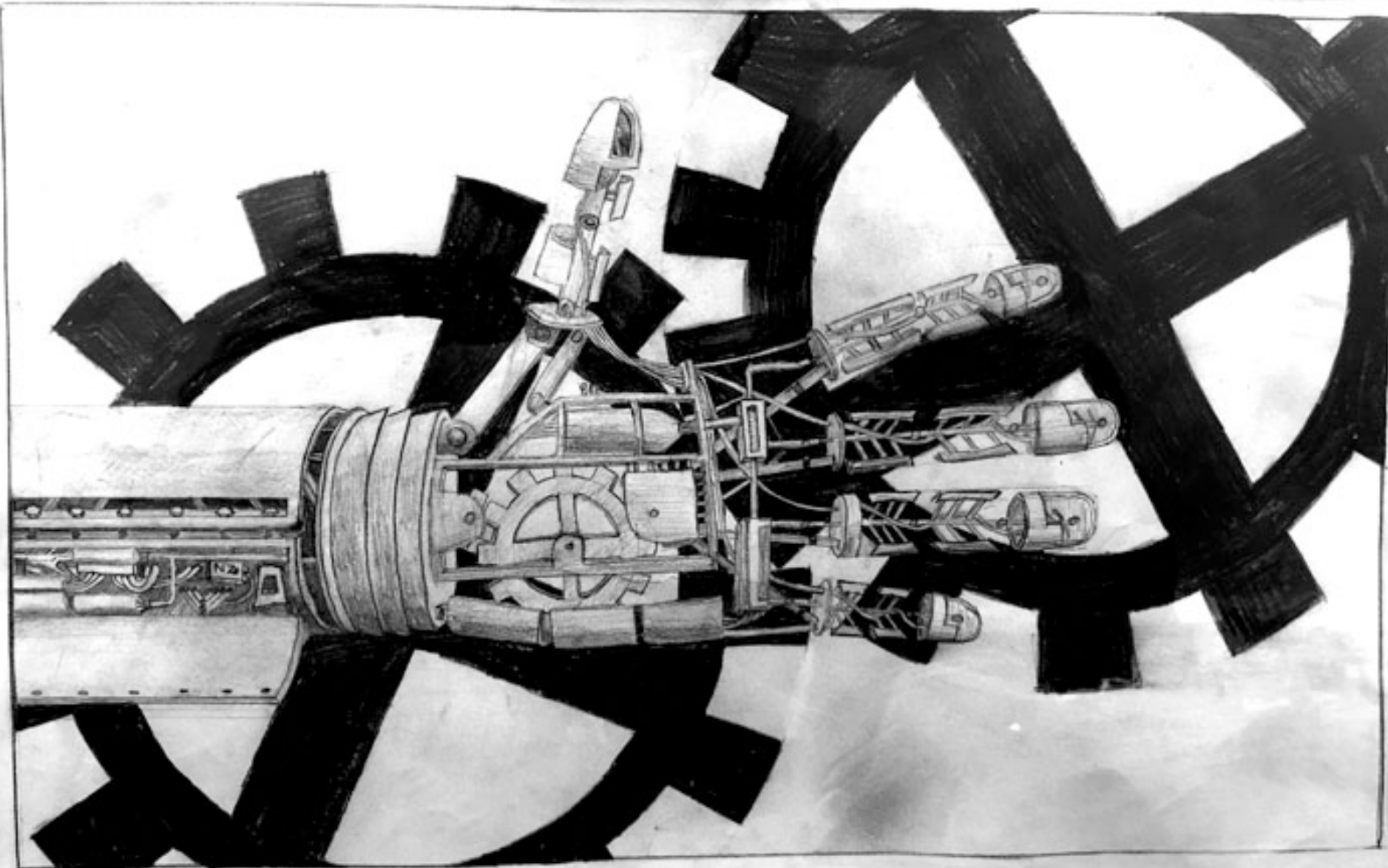
School: **Heitage High School**

District: **STCS**

Art Teacher: **William Chaltraw**

Learning Statement:

I decided to draw four situations revolving around 4 different types of monsters/creatures in each of the pieces. I am very interested in drawing more horror-themed artwork, so I was very invested into it. I wanted to have four very different situations with four different creatures, not necessarily harmful beings, but creatures you don't know what their true intentions were.



Nikolai Podeszwa

Title: **Mechanical**

Grade: 11

School: **Valley Lutheran High School**

District: **Parochial**

Art Teacher: **Karla Stahlecker**

Learning Statement:

After seeing many works of art with random gears and wires, I tried to create a piece where each component seems to be doing something. I would think that it would bring more balance to the piece, than a random splatter of bits and bobs.



Jared Gross

Title: **Intoxicated Innocence I & II**

Grade: **12**

School: **Saginaw Arts & Sciences Academy**

District: **School District of the City of Saginaw**

Art Teacher: **Sally Giroux**

Learning Statement:

The drug and alcohol use among youth in America is as high as ever. According to the 2016 National Survey on Drug Use and Health, nearly 2.3 million adolescents ages 12 to 17 reported using alcohol and/or drugs. This is an issue that causes many people to feel uneasy and worried about the future of these young people. My pieces entitled Intoxicated Innocence I & II are meant to show the use and the effects of intoxication and corruption of young people using drugs, alcohol, and other substances. I intend this piece to speak out against the use of these substances in general, but primarily in the lives of minors, which can have an even larger negative impact. I challenge the viewer to look at the three forms and ask themselves questions about what they represent, while also using the piece to answer those questions.



LaNaysha Simms

Title: Hope

Grade: 11

School: Saginaw Arts & Sciences Academy

District: School District of the City of Saginaw

Art Teacher: Sally Giroux

Learning Statement:

Depression in the Black community is a problem that many people don't acknowledge because they believe that it isn't real or that Black people don't get depressed. People in the Black community often try to hide the fact that they are dealing with depression, or won't seek help, because they think that depression is a sign of weakness. Sometimes when Black people do acknowledge they have depression, they are often misdiagnosed or aren't always offered the same treatment as others. I created this piece not only to bring awareness to this issue, but to let Black people who have depression know that I hear them and that hope is not lost.



Governor's Show

Kaylyn Inda

Grade: 10

Title: **Sucked In**

School: **John Glenn High School**

District: **Bangor Township Schools**

Art Teacher: **Amy Pobanz**

Learning Statement:

Sometimes a moment in time can be so beautiful that it needs to be captured through a work of art. In my piece "Sucked In", I am trying to convey a scene of a teenage boy spending his time playing videogames on the computer. This piece is meant to represent that playing videogames as a pastime can become a source of happiness for certain people. When people view my art, I want them to notice every tiny detail that was added to enhance the scenery, such as the letters on the keyboard or the cupboards on the walls. While working on this piece, It allowed me to explore how different fabrics and surfaces react to movement and folding. It really allowed me to see the beauty in different textures that surround our daily lives.



**Governor's Show
Top 18**

Joshua Wernecke

Title: **Manus Meleagris**

Grade: **12**

School: **John Glenn High School**

District: **Bangor Township Schools**

Art Teacher: **Amy Pobanz**

Learning Statement:

One day I was drawing hand turkeys with my friends. While we were drawing, I thought, "Why are there not more pieces of art that reflect on our childhood art?" I decided to create a work of art to show that childish ideas can be used to make sophisticated pieces using a hand turkey as my subject. I thought that the turkey head and feet should be realistic and the hand an actual hand. I believe that people could revisit their childhood ideas as inspiration for new and creative work.

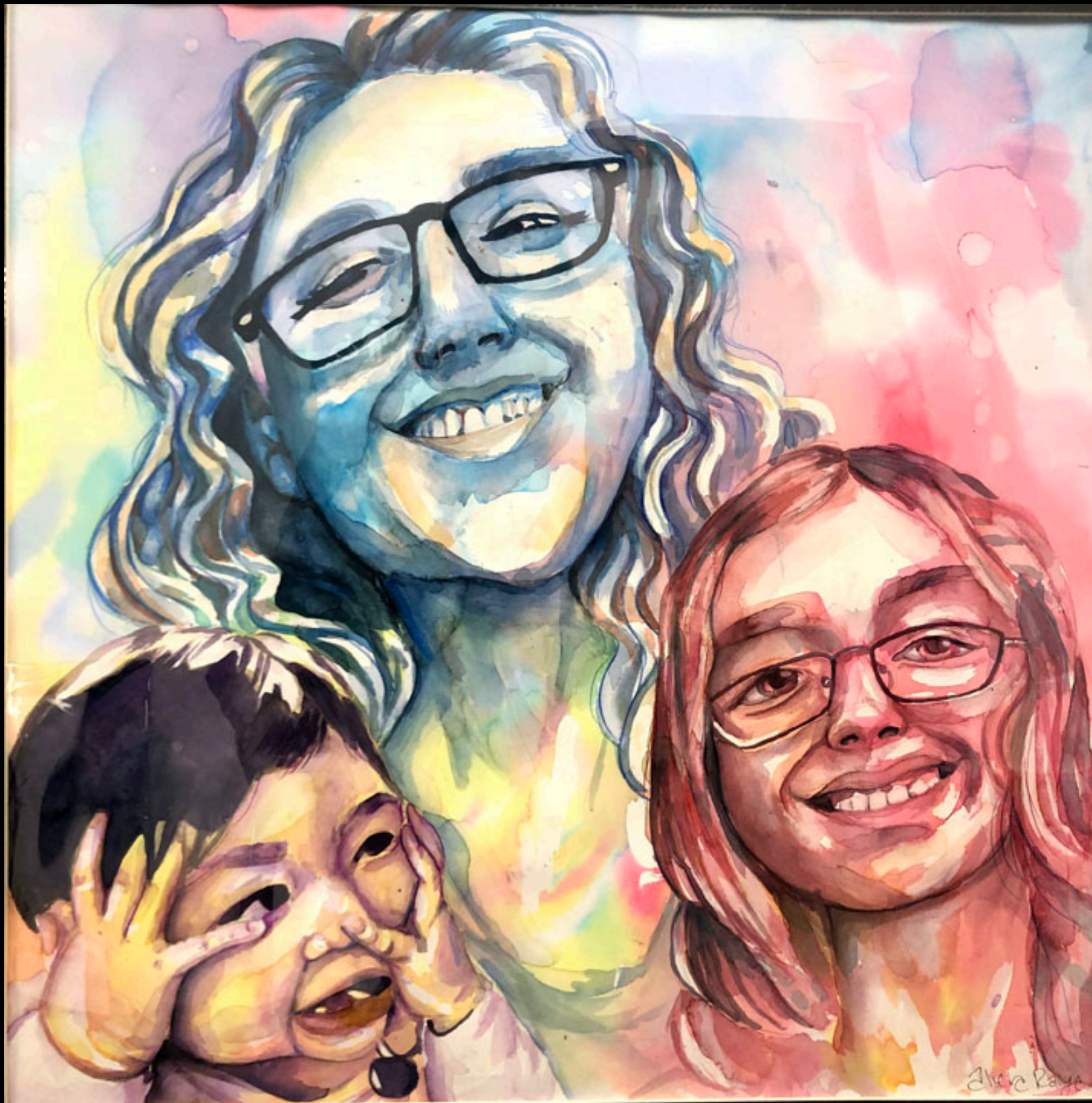


Lucas Quinteros

Title: **Star Boy** Grade: **11th Grade**
School: **Pentwater**
District: **Pentwater**
Art Teacher: **Carrie Jeruzal**

Learning Statement:

Creating this project, I had a few ideas in mind on how to transform myself into something that is not physically possible, and I decided upon the stars. I ' ve always been enamored by the beauty that the galaxies hold, and I was also heavily inspired by The Twilight Zone. This led me to create this star alien version of myself with a few simple editing tools, and in a short amount of time. I used a combination of a program called "Over", and also a program called "Prequel" for filters.



Alicia Ralya

Title: **Me as a Baby, A Child and Now**

Grade: **12th**

School: **Fruitport High School**

District: **Fruitport**

Art Teacher: **Mrs. Dawn Jacobson**

Learning Statement:

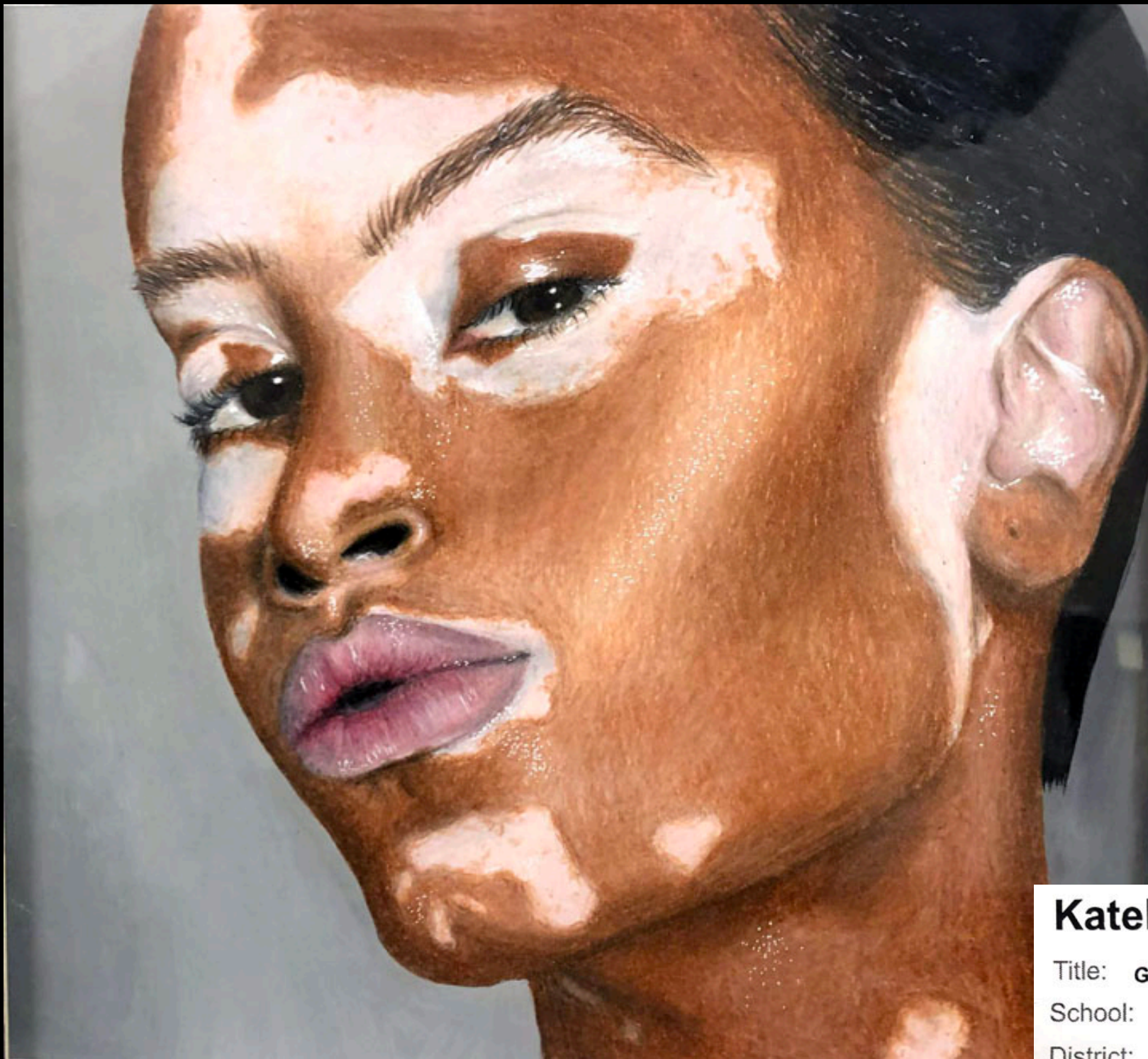
In this project I was given the challenge to find a way to incorporate a photo of me as a baby, child and me currently. I went through many sketches and ideas and ended up with this one. In this painting it has me growing up through the years smiling, from 7 month old, 11 year old to 16 years old. I used a watercolor pouring method to create both a base of color in all of my portraits and background. I also used the rule of odds in my composition so the viewer's eye would keep moving from one portrait to another to compare to each other.



Katelyn Lotz

Title: **Shades of us** Grade: **10**
School: **Hesperia Community schools**
District: **Hesperia Community schools**
Art Teacher: **Casmara Karrip**
Learning Statement:

This piece was inspired by one of my favorite childhood twins. I really wanted to practice my skills with pencil and blending.I am very proud that I was able to learn about hair and skin texture along with shadows in this piece.



Katelyn Lotz

Title: **Gray**

Grade: **10**

School: **Hesperia Community schools**

District: **Hesperia Community schools**

Art Teacher: **Casmara Karrip**

Learning Statement:

This piece was of a model with Vitiligo. It was created with colored pencil and a white gel pen to get the night light effects. I created this piece because being a model with a disease shows confidence and I think that helping to embrace the beauty in the disease will stop others from making racist remarks or jokes about the color of their skin. I am very proud of this piece because it is the most realistic piece I've done. It helped me to become a better artist and experience a needed challenge to expand my skills.



Delaney Cronk

Title: **Pig Pot Plant**

Grade: 12

School: **Grant High School**

District: **Grant Public Schools**

Art Teacher: **Jill Kuebler**

Learning Statement:

This artwork allowed me to explore drawing realistic things, which I am not used to doing. I prefer to doodle, as you can see in the top, those are some of my drawings that are hanging on my wall. This drawing is of a pig pot that I have had since I was a kid, it's such an original pot, I was very excited to draw it because it has a huge crack in it and I am not sure how much longer it will last. I am happy with the way it turned out and that I was able to incorporate my doodles into a realistic drawing. I use to put this pot in my window and would scare my parents coming up the driveway because they thought someone was standing in the window. This drawing represents part of my childhood and I am glad that I will have it when the pot is gone.



Jonathan Soto

Title: **Point of View**

Grade: **12**

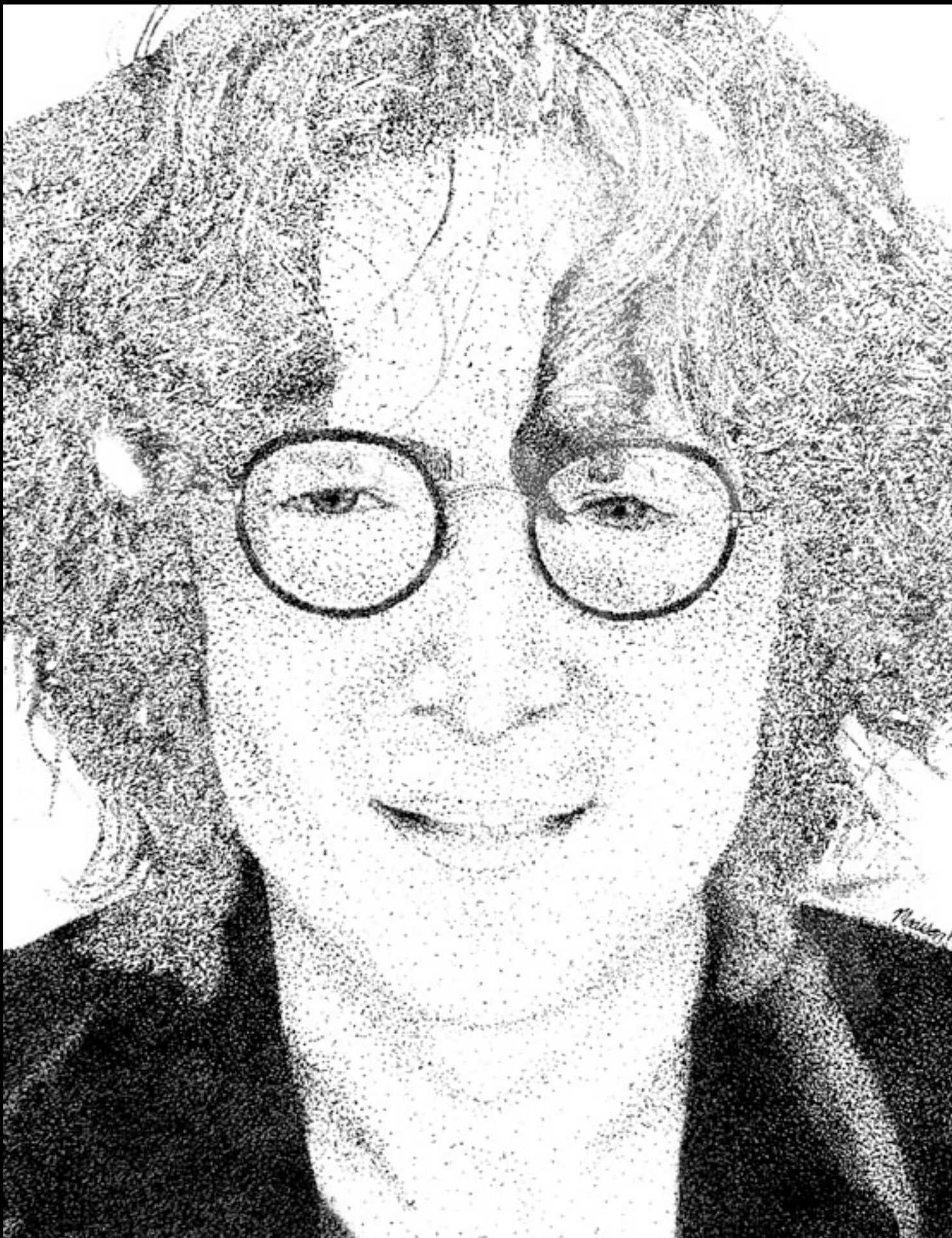
School: **Newaygo High School**

District: **Newaygo Public School**

Art Teacher: **Jennifer Hurre**

Learning Statement:

I captured this photo by angling myself in the best position to get the reflection. I hope that when you view my photo you are able to see the reflection and colors in a variety of ways.



Madison Kaiser

Title: **Imagine**

Grade: **9th**

School: **MCC HS**

District: **Mason County Central**

Art Teacher: **Rachel Brock**

Learning Statement:

This work allowed me to explore my love for art and music. About a year ago, a teacher played a Beatles song for our class. Ever since I have been in love with them and their music. My favorite of the Beatles is obviously John Lennon. He had an amazing personality and always stood up for peace and love and that is why I chose him for my art piece. I am glad I could express my love for him and his music through my art work.



**Governor's Show
Top 18**

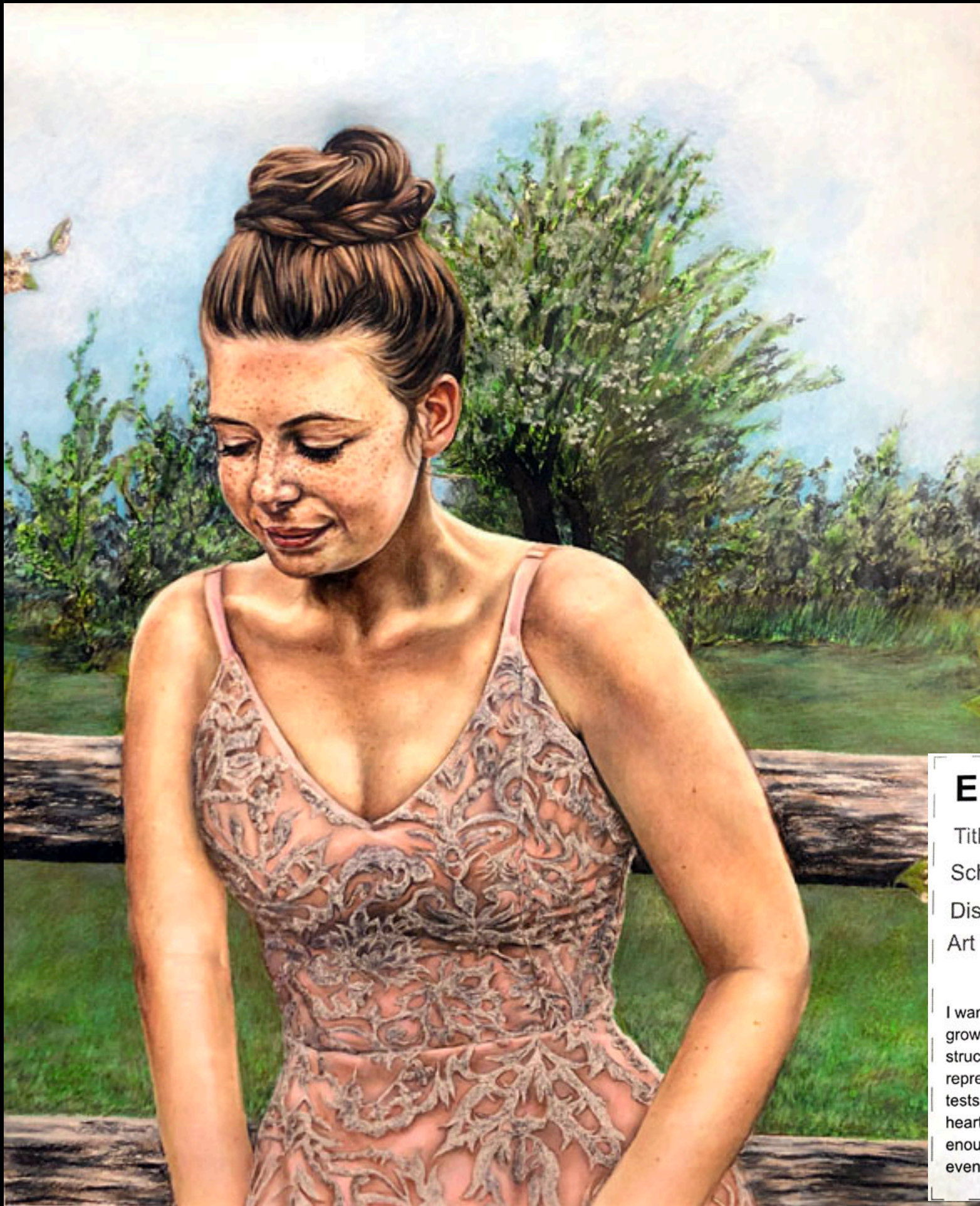
Kendall Davidson

Title: **Portrait of Stone**
School: **Fruitport High School**
District: **Fruitport**
Art Teacher: **Mrs. Dawn Jacobson**

Grade: **12 th**

Learning Statement:

For this project I found a reference photo on Pinterest of a stone statue. This picture stood out to me because of the lines streaking down her face that look like tears. In this project I used graphite pencils, charcoal pencils and sticks, and stumps to recreate the values found in the photo. I used shading techniques I've learned such as tonal, smudge, and stippling. I also used blue watercolor paint to ground the background and to do the "tears" on her face.



Governor's Show

Emma Hampel

Title: **Girl in a Prom Dress**

Grade: **12**

School: **Clinton High School**

District: **Clinton Community School**

Art Teacher: **Ashley Kendrek**

Learning Statement:

I wanted this piece to have significance to my senior year. I wanted to capture the feelings of growing, moving on, and leaving everything behind. This scene from prom night immediately struck me as inspiration. It portrayed a sense of contentment, and was a perfect moment to represent where I was in life. To me, senior year feels like one big prom night. There are no big tests left to take, we've all been accepted to college, and there's nothing left to do but dance our hearts out. And once the night's over, we'll have to say a lot of goodbyes. But for now this is enough: this version of ourselves made up of high heels, dresses, and hairspray. And I hope that, even after we've grown up and parted, I've immortalized those young girls in some way.



Sky Chandler

Title: **Roses Through My Ribcage**

Age: 11

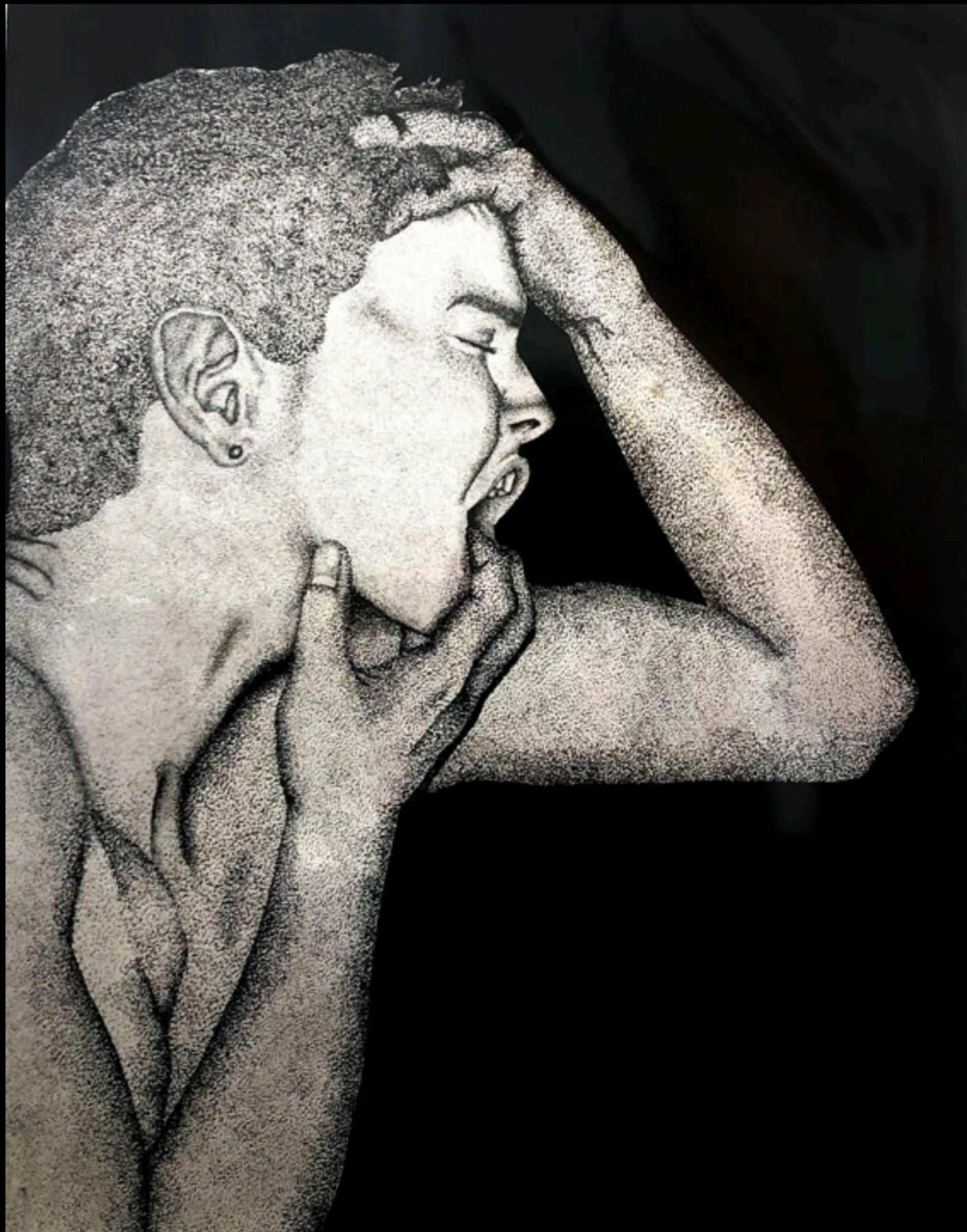
School: **Clinton High School**

District: **Clinton Community School**

Art Teacher: **Ashley Kendrek**

Learning Statement:

"Stay strong through your pain. Grow flowers from it." - Rupi Kaur. My past few years have been a journey of self discovery and finding comfort in my own skin. Though the journey to self love seems never-ending, it truly is a human's most important. I wanted to encapsulate my journey and showcase the garden I yearn to grow within myself. I used colored pencils, gouache, and pens to cultivate an image of the self love chapter I've always known I must write. To care for the body, mind, and soul that we possess, as we care for other's, is something we all should reach for, just like the subject of my piece is. I'm beginning to believe in all I am going to be, and to grow my own flowers instead of waiting for someone to pick them for me.



Governor's Show Top 18

Eric Berndt

Title: **Smothering**

Grade: 11

School: **Clinton High School**

District: **Clinton Community School**

Teacher: **Ashley Kendrek**

Learning Statement:

This piece "Smothering" symbolizes the inner thoughts and feelings that many desire to express, but cannot. Although it's common among everyone, the topic is never talked about, and often suppressed. Through my self portrait, I hope to break these traditions, and open up the idea of self thought and discussing true emotion. My piece was created through pointillism using pen and ink.



Carly Stoops

Title: **Untitled**

Grade: **12**

School: **Traverse City West Senior High**

District: **Traverse City Area Public Schools**

Art Teacher: **Julie Keck**

Learning Statement:

This ring is inspired by the Museum of Modern Art in New York City. I utilized small metal cutouts to capture the repetitive but clean architecture that MoMA exhibits.



**Governor's Show
Top 18**

Karlee Szczesniak

Title: **Autophobia**

Grade: **11th grade**

School: **Clinton High School**

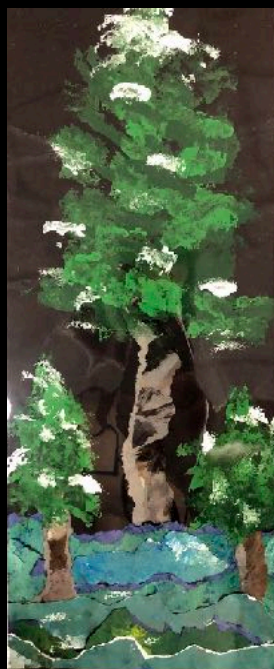
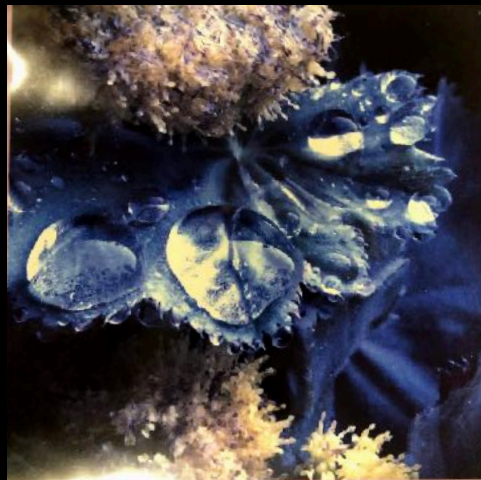
District: **Clinton Community School**

Art Teacher: **Ashley Kendrek**

Learning Statement:

20 million children in the world do not have the chance to grow up with a family. These children have been exposed to the harsh realities of the world at a vulnerable age. It is our responsibility to give these children a second chance. 20 million children in the world are alone, we can not turn our heads and let them experience any more violence. They deserve more, and we have the power to give them every factor they need to thrive into beautiful individuals that could one day change the world.

Elementary School Top 15



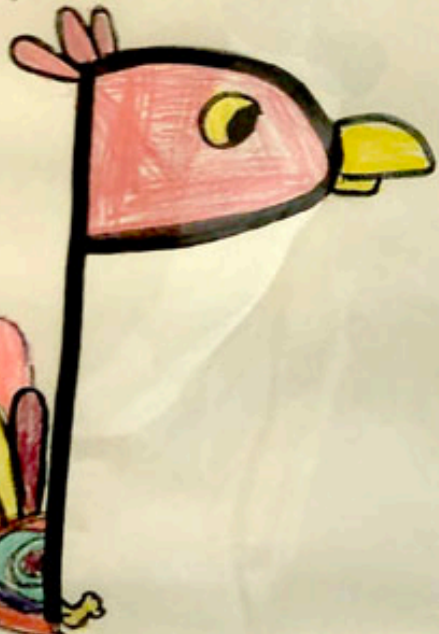


Cat



Elephant

Ameena



Ameena Heyward

Title: Illustrated Letters

Grade: 2nd Grade

School: Thurgood Marshall

District: DPSCD

Art Teacher: Pamela Bartz

Learning Statement:

Second graders worked on their drawing skills by following directed instruction to illustrate each letter of the alphabet, using that letter.



Jack Dubuque

Title: **Abstract Wall Sculpture**

Grade: **5th grade**

School: **Creekside Intermediate School**

District: **Dexter Community Schools**

Art Teacher: **JaneMontero**

Learning Statement:

After learning about Elizabeth Murray's art, students cut cardboard to create an abstract wall sculpture. A limited paint palette was used and finished pieces were painted using gloss medium.



Evelyn Berg

Title: **The Sunflower**

Grade: **K**

School: **Lakewood Elementary**

District: **Ann Arbor Public Schools**

Art Teacher: **Peggy Leonard**

Learning Statement:

In art we read a book and this is my sunflower that stands in my garden day and night. I like every color, but blue and especially yellow are my favorite. In my picture, one side is day and one side is night. The stars are shining down on the night side. When people look at my art I hope they know how much I like watching flowers in the spring.



Katie Jeon

Title: Sparks of Joy

Grade: 4

School: Delta Kelly Elementary

District: Rochester Community Schools

Art Teacher: Alison Mar

Learning Statement:

We learned about skyline silhouettes and looked at videos of fireworks. In this artwork, I learned how to make reflections in water. I created a value change from light to dark in the night sky, and a city skyline silhouette. I also designed fireworks exploding in the sky.



Grayce Leatherman

Title: Art Nouveau Tree

Grade: Fourth

School: Brown Elementary School

District: Byron Center Public Schools

Art Teacher: Jon LaBeau

Learning Statement:

This artwork allowed me to imagine what a tree might look like as a house using a variety of shapes, sparkly surfaces and colors as shown in Gustav Klimt's Art Nouveau. It was important for me to fill the paper with extra swirls and detail because I wanted it to look fun and give people a lot to look at. I enjoyed putting shapes together to create real objects. After looking at my piece, it reminded me of Winnie the Pooh and the little window he had by his bed. I believe if Klimt were alive today, he would have made good illustrations for fairytales and storybooks as this style of art has a magical quality.



Sydney Zaleski

Title: Colorful Person

Grade: 1st

School: Commerce Elementary School

District: Walled Lake Schools

Art Teacher: Alicia Cernul

Learning Statement:

I learned to make a collage by using different materials with different colors and shapes. This is why nobody's artwork is the same.



Kayla Shaft

Title: Turtleneck

Grade: 5th

School: Lakeshore Elementary

District: West Ottawa Public Schools

Art Teacher: Brent Jackson

Learning Statement:

When people view my art, I hope they notice that it's okay to try new things and to not be afraid. Pablo Picasso helped people see abstract art in a new way. I like that abstract art shows how I am unique in my own way.



Lily Shannon

Title: Jellyfish

Grade: 3rd

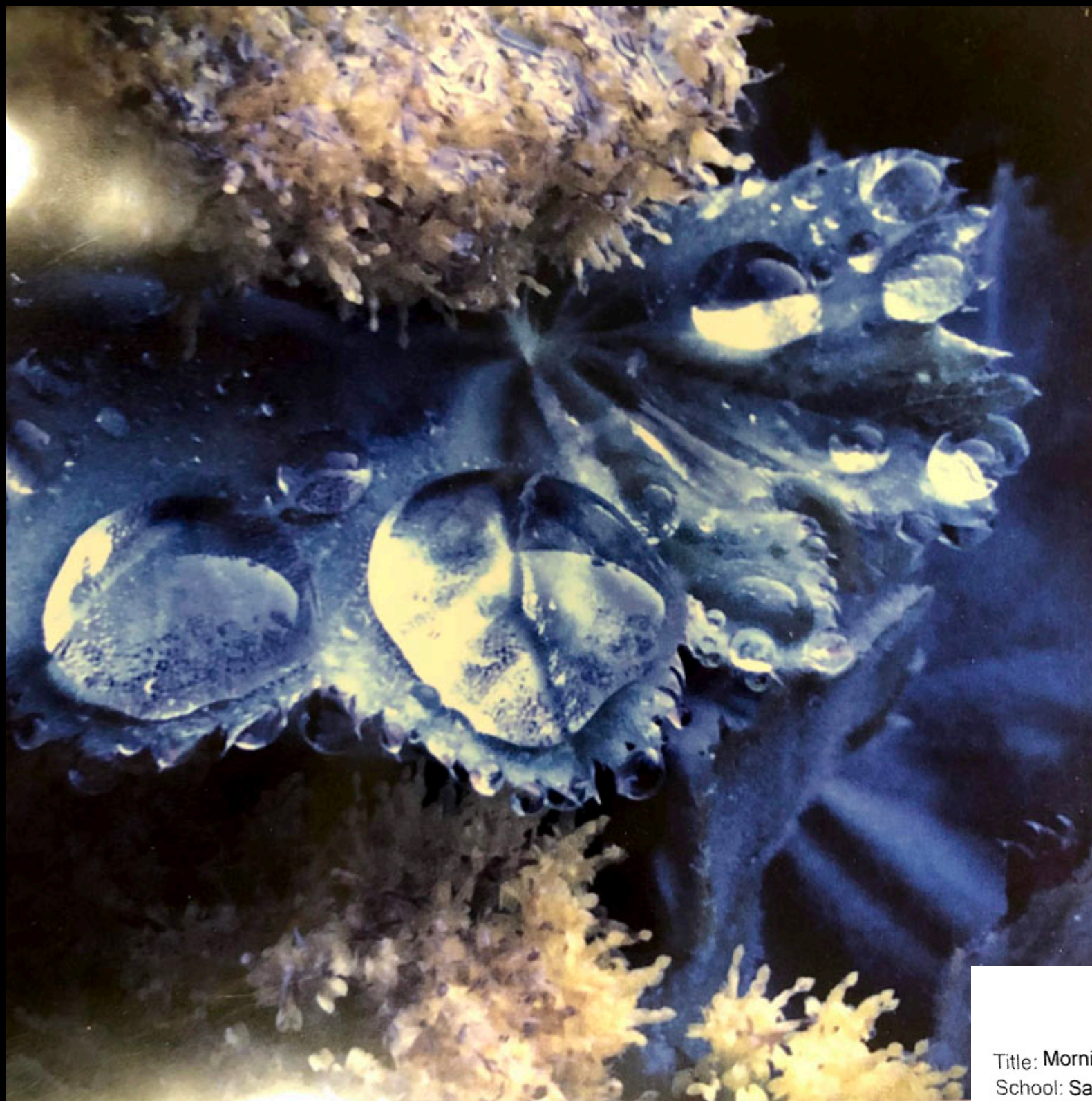
School: Chatfield

District: Chatfield

Art Teacher: Nicholas Lange

Learning Statement:

Students learned how to create depth using chalk pastels while capturing the motion of jellyfish swimming through an open ocean.



Olivia Harding

Title: Morning Dew

Grade: 3rd

School: Sacred Heart Academy

District: Diocese of Saginaw

Art Teacher: Sarah Chaffee

Learning Statement:

I think it's important to take time to look for details that make a good picture and take it at the right moment. This picture is a flower on the top and bottom, with a leaf overlapping the middle. I was inspired to do this because I liked the look of the dew drops on the leaf. My original picture was very bright with the sun shining on the dew drops. It was almost blinding, so I used a darker filter to give my picture a calm look.



Molly Kessel

Title: Flower Dala Horse

Grade: Grade 2

School: Nouvel Catholic Central Elementary

District: Saginaw Area Catholic

Art Teacher: Melissa Carpp

Learning Statement:

I watched a video about Swedish Dala Horses. I drew my Dala Horse and painted it red. I took all long time to make my picture and put in alot of effort. I love the red on my horse and all the designs I drew with oil pastel. I like the way my picture turned out!



Landon North

Title:

Grade: 2

School: Carrollton Elementary

District: Carrollton Public Schools

Art Teacher: Chris Bowen

Learning Statement:

Landon illustrated a monster inspired by the book "The Color Monster" by Anna Llenas. Landon utilized emphasis principles when drawing the monstrous shape and incorporated watercolor to bring even more attention to the design. Landon's description of this character is just as fantastic as the idea itself. "I made a bomb and it eats lightning bolts. It makes the world thunder and makes stuff electrocute" Landon explained.



Karmen Garcia

Title: **Spiral**

Grade: **5th Grade**

School: **Shettler Elementary School**

District: **Fruitport Community Schools**

Art Teacher: **Karrn Middleman**

Learning Statement:

Karmen experimented and developed skills in multiple art-making techniques and approaches through the creation of this watercolor spiral. She added patterns and lines with gel pens, inspired by Zentangle designs.



Lydia Sutherland

Title: **Alpine Trees**

Grade: **3rd**

School: **Onsted Elementary**

District: **Onsted**

Art Teacher: **Cheryl Davis**

Learning Statement:

I hope you notice all of the texture in my work! I tore and layered paper that I had sponge painted to create the moss, grasses and tree trunks. I learned that I can create depth by overlapping and putting objects higher or lower on my paper. I love how it turned out!



Shianne Rodgers

Title: **Animal Collage**

Grade: **5th Grade**

School: **Prairie Elementary**

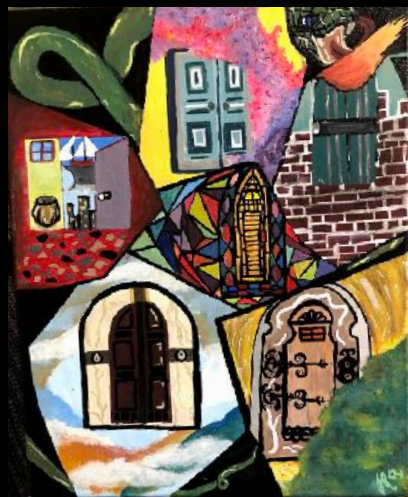
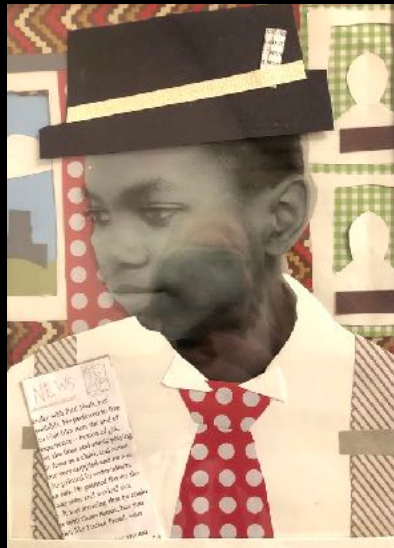
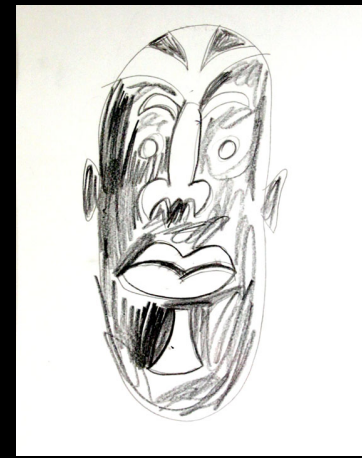
District: **Adrian Public Schools**

Art Teacher: **Sara Youtsey**

Learning Statement:

This project allowed me to explore how artwork evolves and is a process. The most important thing I learned is that art doesn't have to be anything other than what you want it to be. I chose my dog Harley as the inspiration for my collage. He is a very spoiled boxer and my best friend. I looked at him and pictures of other boxers to figure out what contour lines to draw that would create the shape of his face. I think I caught his spirit through this piece!

Middle School Top 15





Students Name: James Ward

Grade: 8th

Title: My Mask

School: Ralph Waldo Emerson

District: Detroit Public School Community District

Art Teacher: Lisa White-Berry

Learning Statement

The important thing I learned while drawing my mask is sometimes you don't have to labor over the subject. My goals were to have very strong lines add energy to the mask's features, and to have the textured lines give value. My mask is a strong drawing with bold line elements.

**Top 15
Middle**



Emma Blankenship

Title: **The Women**

Grade: **8**

School: **Mill Creek Middle School**

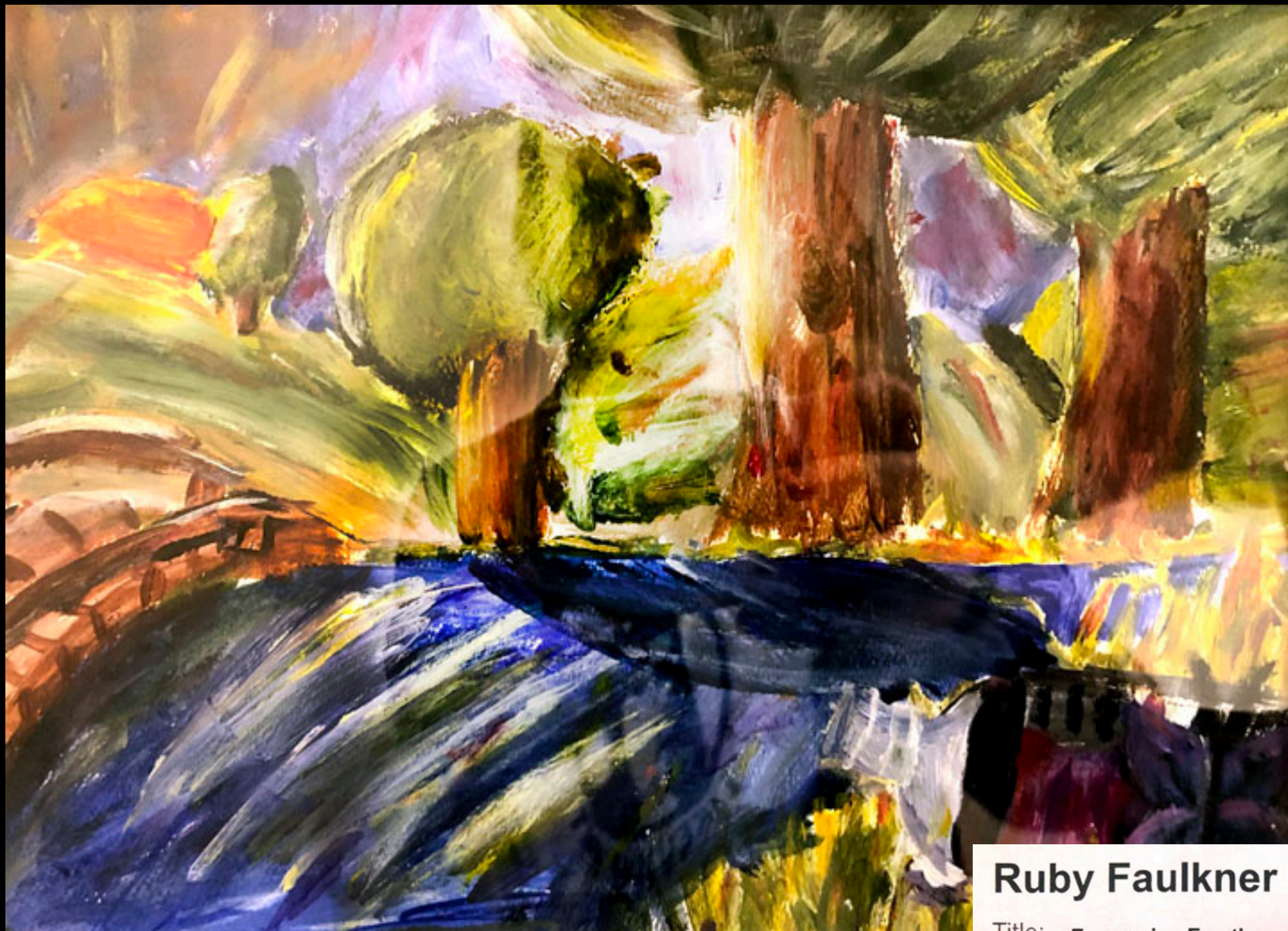
District: **Dexter Schools**

Art Teacher: **Amara Karapas**

Learning Statement:

When people view "The Women," I hope they notice strength, love and support represented in the figures. I made this art about women standing together to break stereotypes and historical normals. Women in the United States are still fighting for equal rights and fair treatment, a social issue that is important to me. I especially care about education for women as a fundamental right in any country.

**Top 15
Middle**



Ruby Faulkner

Title: **Expressing Emotions**

Grade: 7th

School: **Clinton Middle School**

District: **Clinton Community Schools**

Art Teacher: **Lora Forgiel**

Learning Statement:

During the creation of this project, I wanted to focus on the use of colors expressing emotion. The bright colors within the landscape is suppose to represent the happiness, comfort, and joy nature provides. When people view my art, I hope that they also notice and question the presence of the butterfly and the water bottle. The butterfly represents the life of a personal role model who enjoyed the beauty of nature, while the water bottle reflects the vast pollution endangering the environment.

**Top 15
Middle**



Kaylyn Railer

Title: **The Dog That Will Steal Your Heart**

Grade: 6

School: **Western Middle School**

District: **Western**

Art Teacher: **D'Andra Clark**

Learning Statement:

When people view my art, I hope that they notice the detail in the eyes and how one is lighter than the other. The light is shining more on the right side then the left. I also would like them to notice the fur around the mouth and up the face. The most important thing I learned while doing this artwork is that paying attention to details pays off.

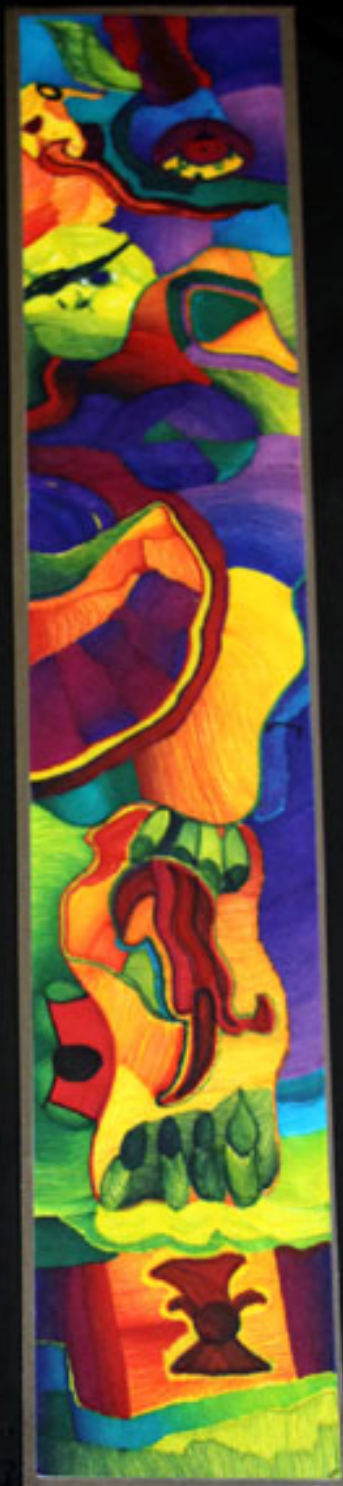
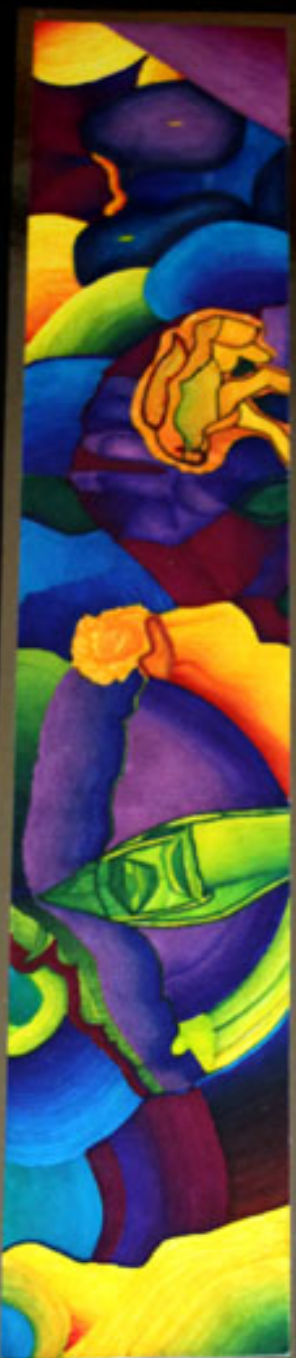


Student: Landon Bruski
Title: Gotham City
School: Lakeview Middle School
District: Lakeview School District
Art Teacher: Breeze Wattie

Grade: 8th

**Top 15
Middle**

The most important thing I've learned while doing this artwork is to stay unique. Creating your own artwork is being who you are and being who you are is being unique. The message I'm trying to convey in this art is that the amount of patience and effort you put into your art can prove your success in the end.



Kasey Lock

Title: **Mind Games**

Grade: **8th grade**

School: **Constantinte Middle School**

District: **Constantine Public Schools**

Art Teacher: **Dorothy Brueck**

Learning Statement:

My mind works very creatively. I am misunderstood by others and this art work demonstrates how my mind takes a journey. I developed a marker technique using two different colored markers. I hold the tips together and allow them to soak into one another. Then I am able to take each marker and make fine lines next to each other as it automatically fades into another color. It is fun to watch the change, but this piece took me 2 1/2 months to complete. When looking at my work closely you will see a lot of detailed figures appear. This is a very fun piece of art work.



Persea Shyti

Title: Wire & Peace

Grade: 8th

School: Detroit Country Day Middle School

District: Detroit Country Day Schools

Art Teacher: Sarah Kitchen

Learning Statement:

This is a contour drawing created out of wire. Before I created this, I practiced a lot of blind contour drawings. We drew flowers, shoes, and eventually our hand. I felt that the blind contour drawing of my hand was one of my strengths. I used this drawing to build my confidence and eventually used one of my hand drawings to create this piece out of wire.

Top 15
Middle



Hayden Howard

Title: Dapper

Grade: 7th

School: Detroit Country Day Middle School

District: Detroit Country Day School

Art Teacher: Aaron Kuehne

Learning Statement:

I used a variety of pattern paper and a photograph of myself printed on a transparency to create this scene.

**Top 15
Middle**



Mason Joseph

Title: **Zander**

Grade: 8th

School: **West Middle School**

District: **Byron Center Public Schools**

Art Teacher: **Janine Campbell**

Learning Statement:

This drawing shows how I have improved on my craft and content of my work. I tried the hardest to make the eyes look real. Zander is one of my favorite friends, so drawing him made me want to be very realistic. It was very fun to shade and I never really learned how to draw a person until now.

Top 15
Middle



Jocelyn Reynolds

Title: **Fantasy Landscape**

Grade: 8th

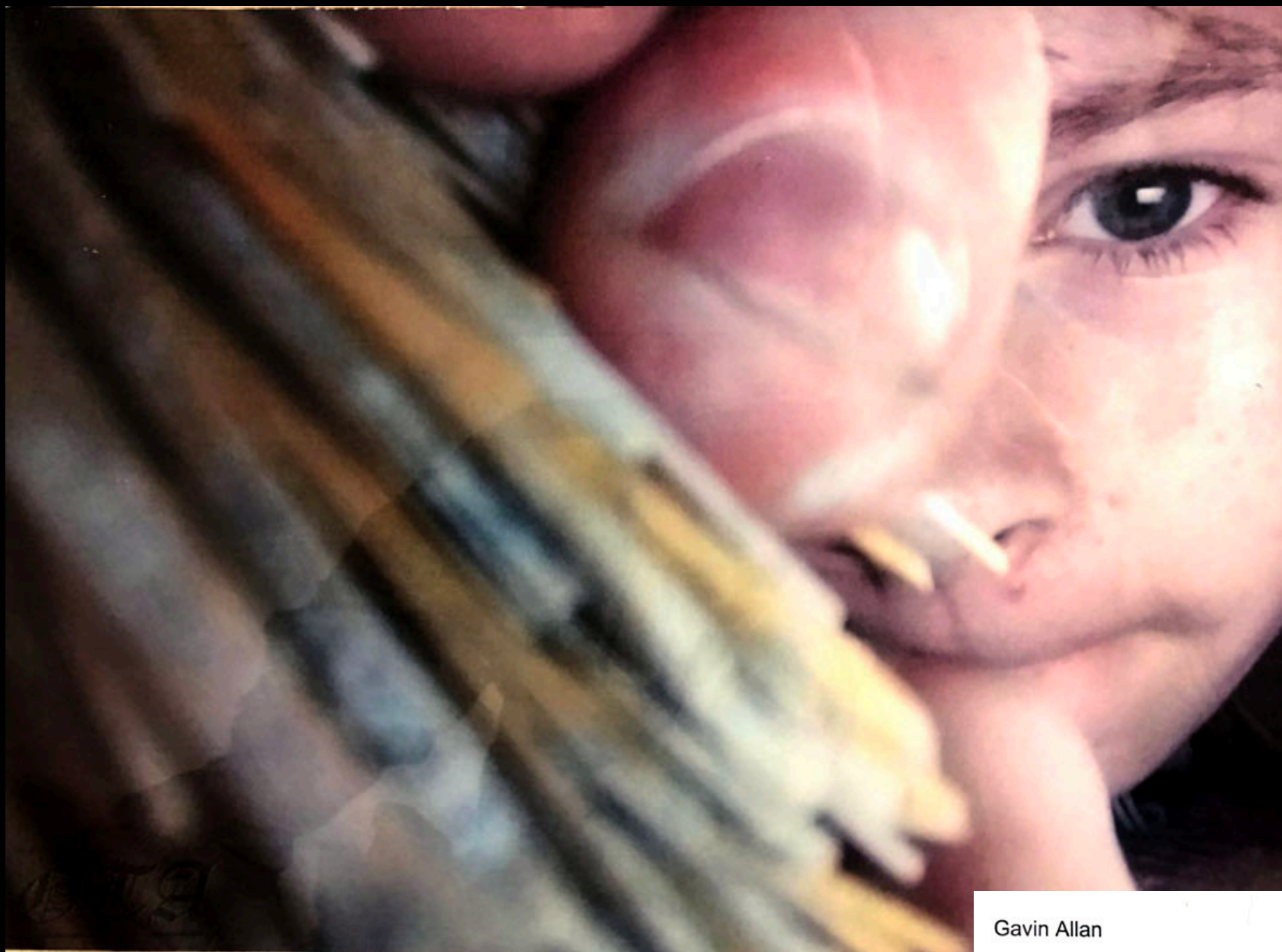
School: **Cedar Springs Middle School**

District: **Cedar Springs Public Schools**

Art Teacher: **Sarah Griesinger**

Learning Statement:

In this piece, Jocelyn was challenged to use primary colors, along with black and white, to mix secondary colors along with tints and shades. She had to create a world that doesn't exist in reality, finding inspiration from the surrealist movement of art.



Gavin Allan

Title: Hide and Seek

Grade: 7

School: North Rockford Middle School

District: Rockford Public Schools

Art Teacher: Rachel Kibbe

Learning Statement:

We were trying to take a picture that looked like we were not in the art room. I hid behind a broom. It looks mysterious now.

**Top 15
Middle**

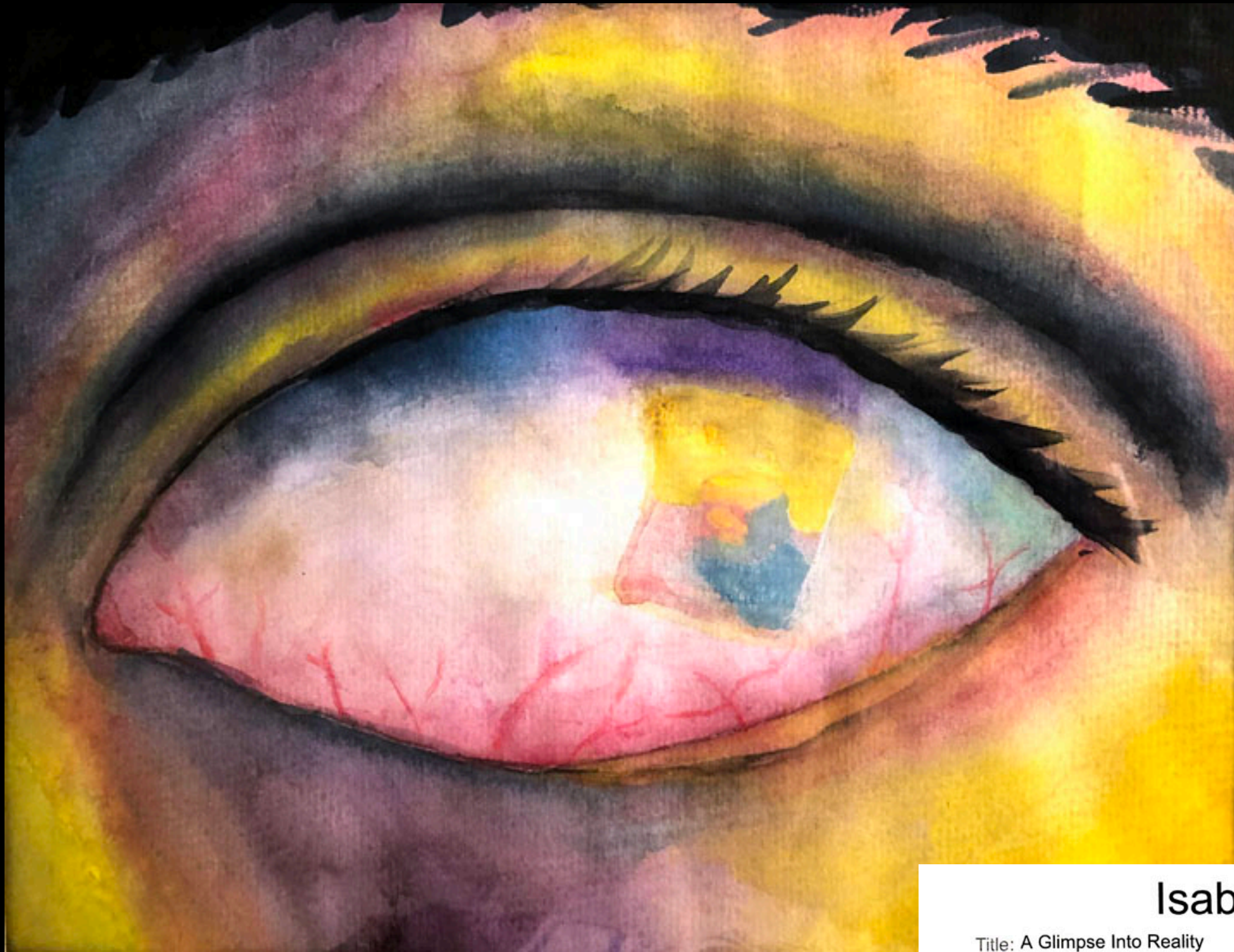


Name: **Natalya Whisnant**
Title: ***Yearn for Yarn***
School: **Bentley Middle School**
District: **Bentley**
Art Teacher: **Erin Mohrman**

Grade: 8

We had to sketch out an idea for a landscape using a horizon line. After our idea was approved, we re-created the art with yarn. I wanted to include a pumpkin since we did the assignment in the fall.
I'm happy with how my artwork turned out.

Top 15
Middle



Isabella Robles

Title: A Glimpse Into Reality

Grade: 8th

School: Saginaw Arts & Sciences Academy

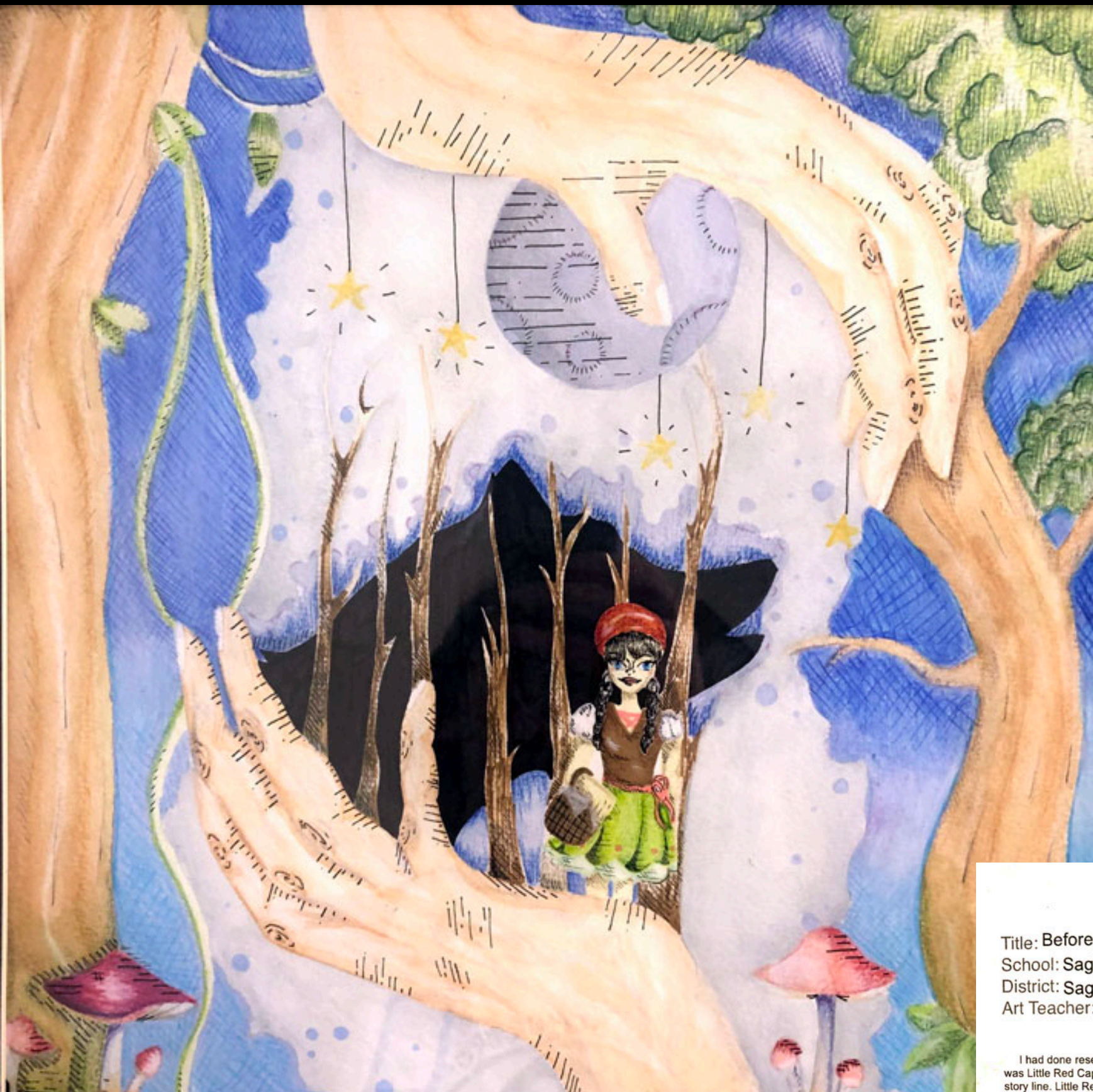
District: Saginaw Public School District

Art Teacher: Lisa Ewald

Learning Statement:

This piece is one of my favorite watercolor paintings so far. The painting depicts an eye rolled back with the reflection of a melting ice cube. This is about climate change and how people will only accept it if they are directly affected. The ice represents the melting earth. The rolled back eye is humanity's refusal to accept that change is needed. This painting is simple, to bring more focus to the climate crisis. This piece taught me to accept that not every work of art is extravagant.

Top 15
Middle



Montilah Schilling

Title: Before the Tale of the Wolf and the Little Girl

Grade: 8th

School: Saginaw Arts & Sciences Academy

District: Saginaw Public School District

Art Teacher: Lisa Ewald

Learning Statement:

I had done research on German culture, specifically based on children's German folktales. The folktale I had chosen to read was Little Red Cap, the original story of Little Red Riding Hood. Both stories have similar settings, and basically the same story line. Little Red Cap was written by the Brothers Grimm. As the typical story goes, Little Red Cap is on her way to grandmother's house with a basket of goods and a great wolf tries to eat her. However, the original ending is a little different, when Little Red Cap does get to grandmother's house, she is eaten by the Great Wolf. Then a huntsman arrives and tries to kill the wolf. In my art piece, I didn't include a huntsman because I was trying to make the story more recognizable by the public. To make the story more recognizable as a German folktale, I dressed Little Red Cap in traditional festival German attire. I had also included very bright colors to match a mystic forest-like setting. Many different mediums are used in the piece, such as watercolor, colored pencil, and marker. I believe with more variety of medium, giving a better texture. To balance the mediums was difficult in the beginning, but I think they resulted in a very pleasing way.



EMILY MAKIN

Title: **PINHOLE KATE**

Grade: **8th**

School: **Fremont Middle School**

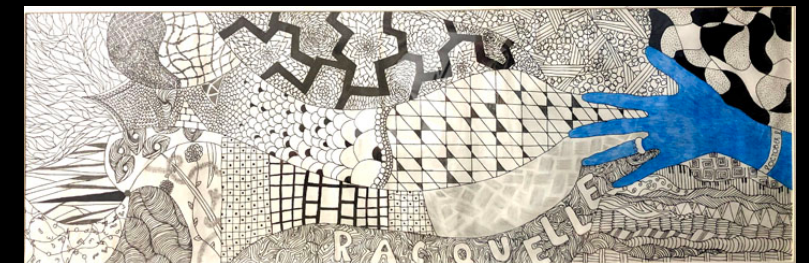
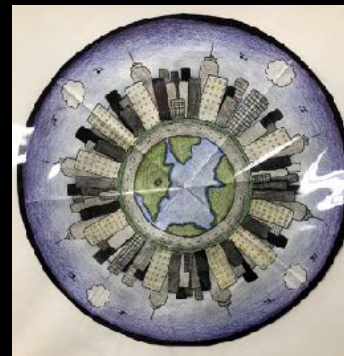
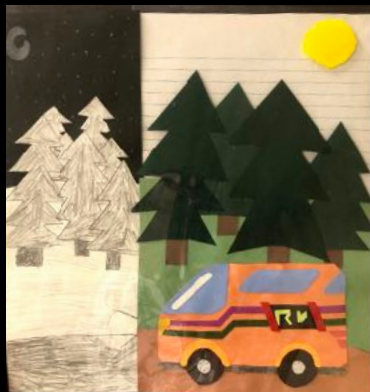
District: **Fremont Public Schools**

Art Teacher: **Christine Rosenberg**

Learning Statement:

While doing this artwork I discovered how delicate the art of photography is. It is mind blowing how a tiny difference in light can change the outcome of the product. When using light to make art you learn how important being accurate is, because one mistake and the moment you wanted to capture may not turn out. Even though it may seem impossible, you can take photos with things other than a camera: this photo was taken with a box. Photography is an art that is everywhere, but we sometimes forget how much it can change the way we see things and the way we interpret them. Everything has the potential to be art, it's the artist that chooses what they will do with it to make it extraordinary.

Michigan Department of Education Show





Michigan Department of Education Show

Charlotte Bruski

Title: Cat

Grade: Young 5

School: Bryant Elementary School

District: Ann Arbor Public Schools

Art Teacher: Jennifer Sheppard

Learning Statement:

During this project we learned about hot and cold colors and collage. First we read the book "The Cat and the Bird: Inspired by a Painting by Paul Klee" and looked at some other artworks by the artist Paul Klee.

We decorated a paper with hot and cold colors and then cut it to create the cat face and border.



Michigan Department of Education Show

Seth Griffor

Title: **Fall Leaves**

Grade: **3rd**

School: **Murphy Elementary**

District: **Lapeer Community Schools**

Art Teacher: **Kevin Becker**

Learning Statement:

This project was focused on color combinations between warm colors and cool colors while using a blending technique with chalk pastels.



Michigan Department of Education Show

Carmela Reusch

Title: Fall Leaves

Grade: Kindergarten

School: Brooklands Elementary

District: Rochester Community Schools

Art Teacher: Erica Davis-Hernandez

Learning Statement:

We read a book and learned about the fall season. I learned how to rub crayons on cardboard to make texture. I used my muscles then I used my scissors to cut my tree trunk. I made branches too. I rubbed leaves too. My favorite part was gluing the little leaves on. A little dab will do ya. I liked crunching the tissue paper. I liked the sound the crunching made. I love the yellow leaves because my sister's favorite color is yellow.



Michigan Department of Education Show

Sophie Aleman

Title: "Luv Bug"

Grade: 3

School: Emmons Lake Elementry

District: Caledonia

Art Teacher: Barbie DeJong

Learning Statement:

I was learning how to create a symmetrical creature by folding the paper in half and using a transfer process. I had to make sure my transfer was good before completing the designs.



Michigan Department of Education Show

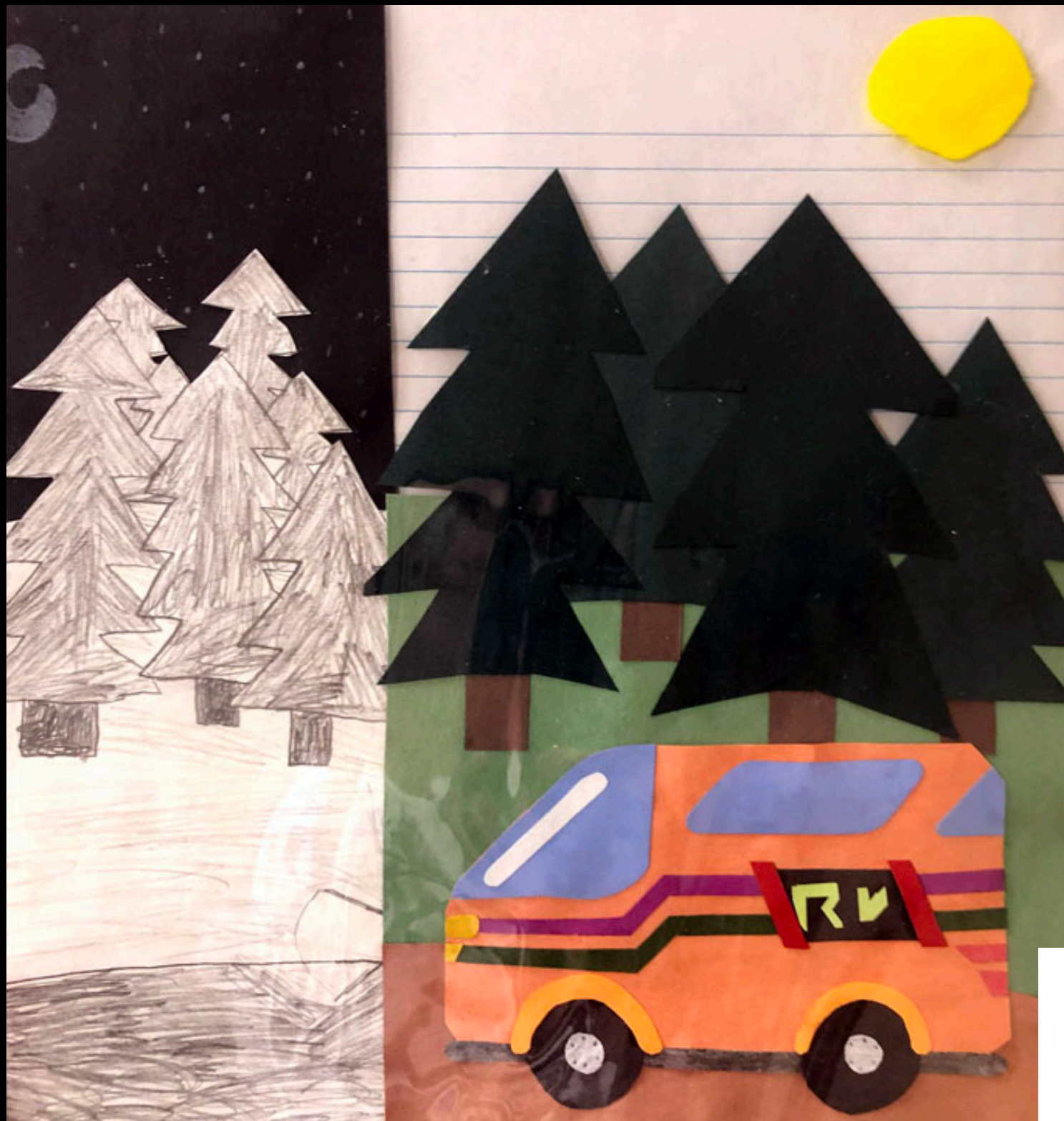
Brooke Milostan

Title: Arctic Fantasy
School: Kirk Elementary
District: Millington
Art Teacher: Deborah Oakwood

Grade: Fourth Grade

Learning Statement:

In this lesson we learned about the graphic artist Jen Aranyi and artistic techniques in landscape. Brooke: My favorite part of this project was creating the silhouette of my fox. I want people to notice how my sky and mountains compliment the anatomy of my fox creature.



Michigan Department of Education Show

Elliott Malerman

Title: RV

Grade: 8th

School: Anderson Middle School

District: Berkley

Art Teacher: Crystal Reid

Learning Statement:

This work allowed me to explore making an image with cut paper, which I think is unique and interesting. I also got to incorporate different mediums and surfaces.



Michigan Department of Education Show

Autumn Carr

Title: Land in a Dream

Grade: 7th

School: Fowlerville Junior High School

District: Fowlerville Community Schools

Art Teacher: Jacquelyn Dehring

Learning Statement:

Completing this project taught me about the different types of washes that can be made with watercolor. I also learned how to make a landscape look like it has depth and distance. I also learned a process for how to make pine trees so they looked real.



Michigan Department of Education Show

Quinn Sall

Title: **Black & White**

Grade: **6th**

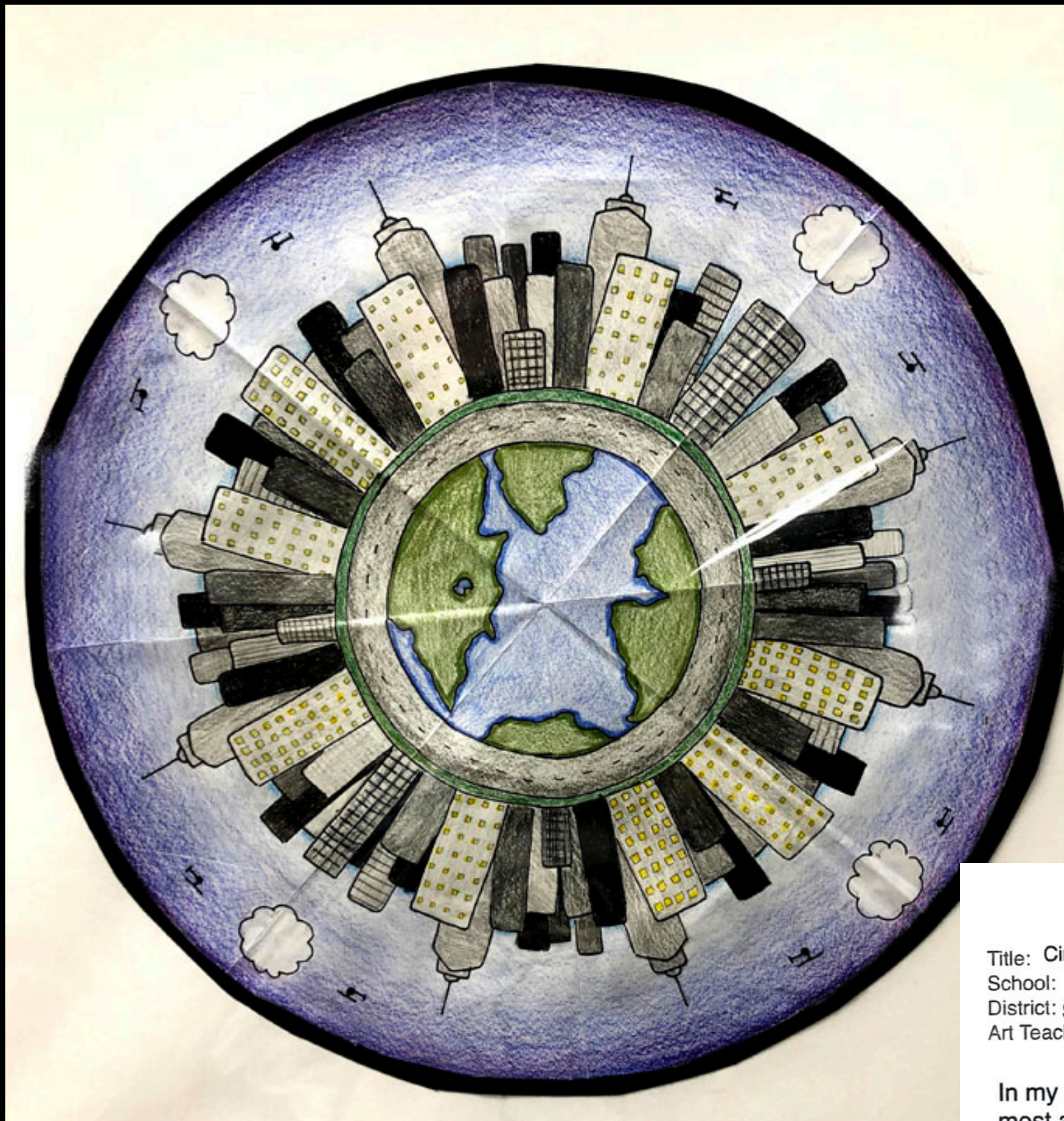
School: **Byron Center Christian School**

District: **Byron Center**

Art Teacher: **Jennifer Bergsma**

Learning Statement:

I made this artwork to show what cool things you can make with just two peices of paper and imagination. I named it black and white because I had no idea what to name it and that's what colors it is and I like black and white. I've got to be honest this is kind of a random piece that I made up on the spot.



Michigan Department of Education Show

Elise Long

Title: Circling the City

Grade: Grade 8

School: Nouvel Catholic Central Elementary

District: Saginaw Area Catholic

Art Teacher: Melissa Carpp

Learning Statement:

In my radial design I was inspired by New York City, one of the most amazing places I have been. I enjoyed working with colored pencils to carefully shade the sky. I like my design because I took time on it, and I think it turned out well. I like all of the details in the buildings and the sky.



Michigan Department of Education Show

Aydn Carlson

Title: **Awareness**

Grade: **7th**

School: **Newaygo High School**

District: **Newaygo Public Schools**

Art Teacher: **Jennifer Hurre**

Learning Statement:

This work allowed me to explore a new style of art, called "zentangle". While I was creating this piece of art I was trying to represent a wolf that was aware of the things watching it's every move, along with all of its emotions and feelings.



Michigan Department of Education Show

Racquelle Cartier

Title: My Hand among the element of line

Grade: 12

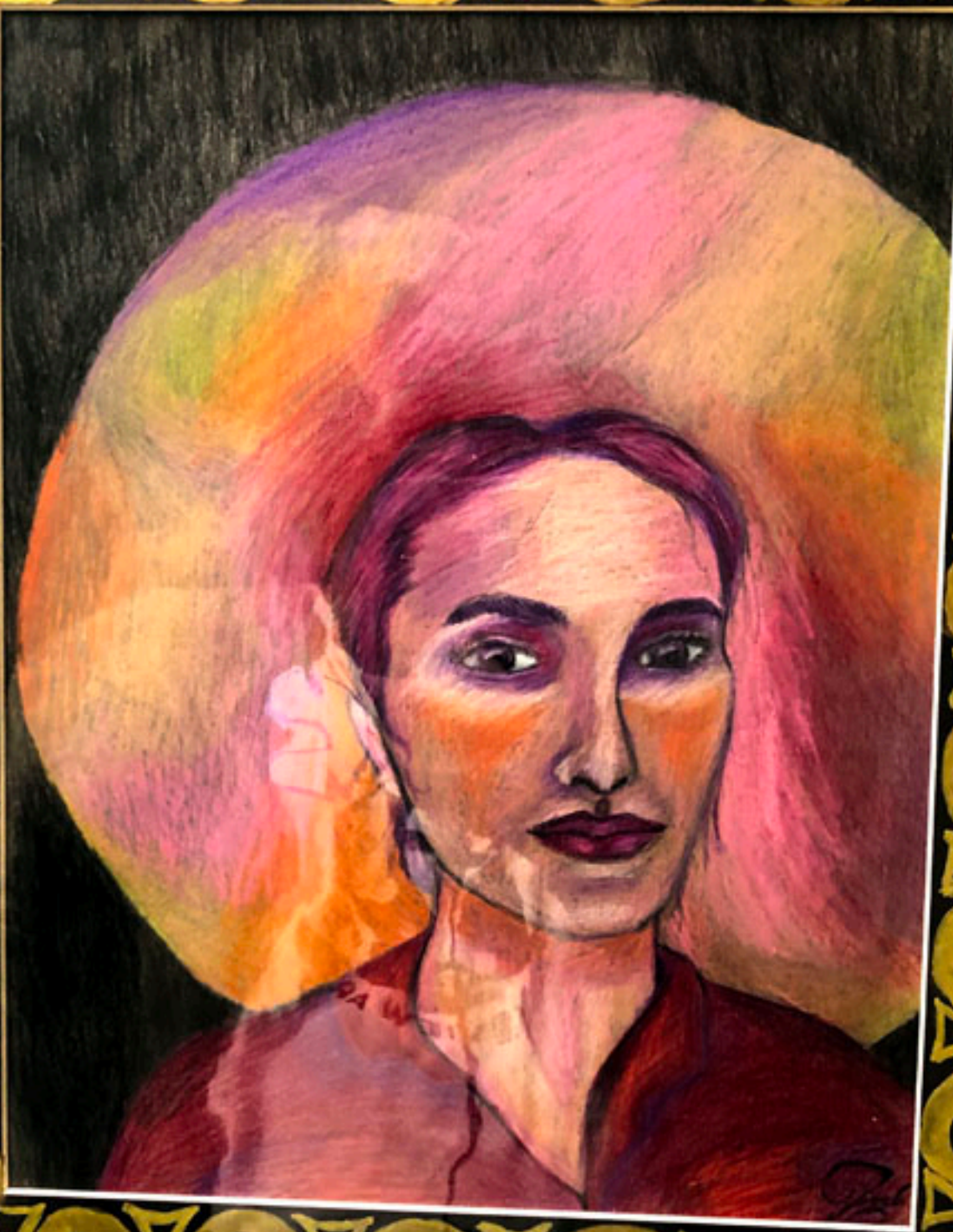
School: Osborn High School

District: DPSCD (Detroit)

Art Teacher: Gloria Byers

Learning Statement:

The lesson was about using the element line in creating a zentangle design with a body part. I chose my hand and used my favorite color blue to make it stand out from the pencil and ink background.



Michigan Department of Education Show

Julia Cifaldi

Title: Self Portrait

Grade: 9th

School: Tecumseh High School

District: Tecumseh Public Schools

Art Teacher: **Christine Obeid**

Learning Statement:

For this art piece, I wanted to create a portrait using colored pencils, showing expression. I chose to use myself as the subject for the drawing. I sketched a halo around the head because I wanted to add to the hopeful nature of the drawing. I tried to recall paintings I had seen with a hopeful nature and I remembered the renaissance paintings of madonnas, so I tried to replicate the feeling of the paintings by adding a halo. This piece relates to who I am as a person by the way it relates to my wishful and optimistic nature.



Michigan Department of Education Show

Leonardo Garcia

Title: District 12

Grade: 12

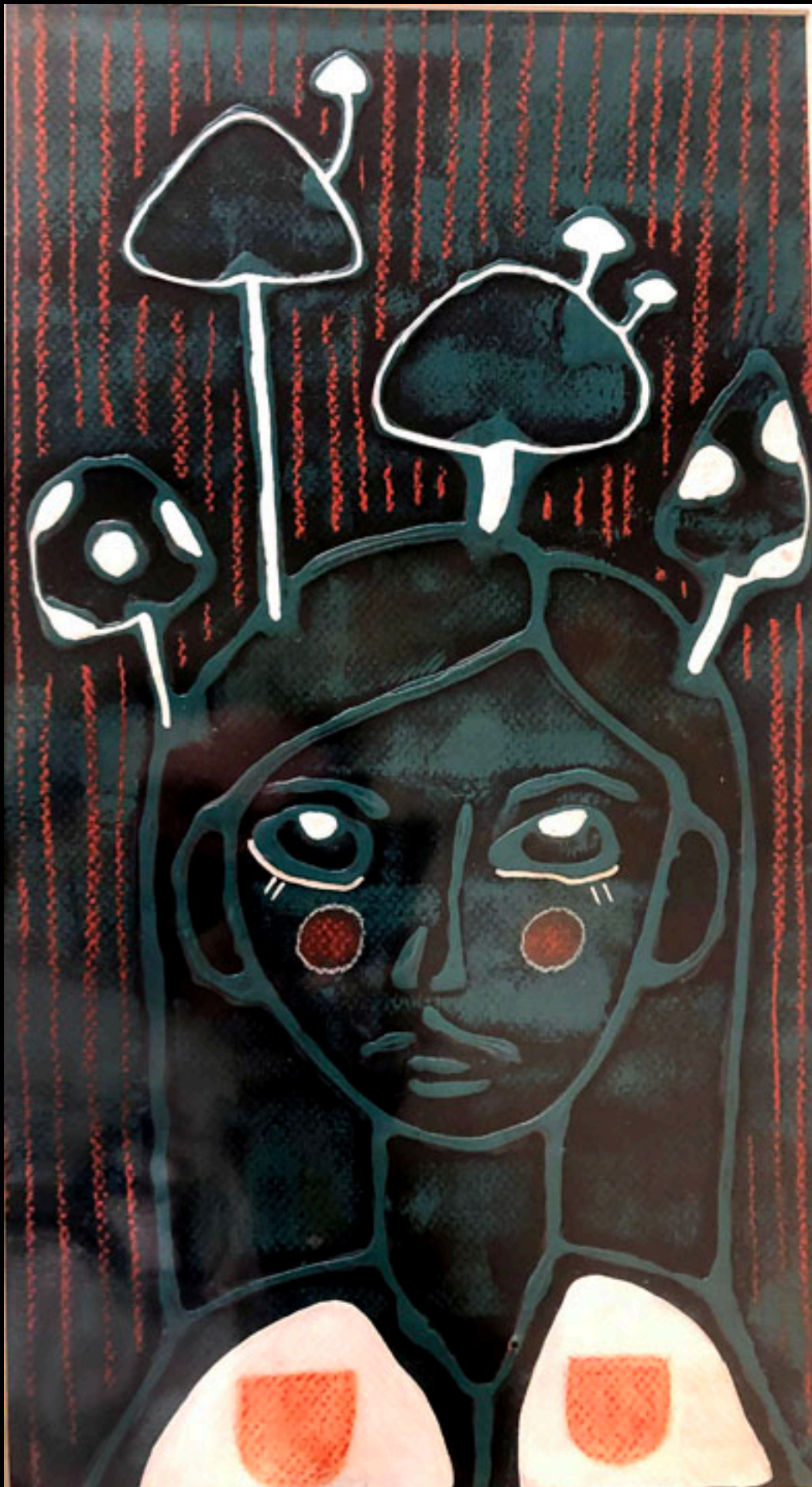
School: Sturgis High School

District: Sturgis

Art Teacher: Carie Arseneau

Learning Statement:

I learned to understand perspective, which was the most difficult part of this work. It taught me a lot of patience, because I worked on parts over and over in order to get that down correctly.



Michigan Department of Education Show

Annabelle Collier

Title: **Let The Plants Take Over**

Grade: **11**

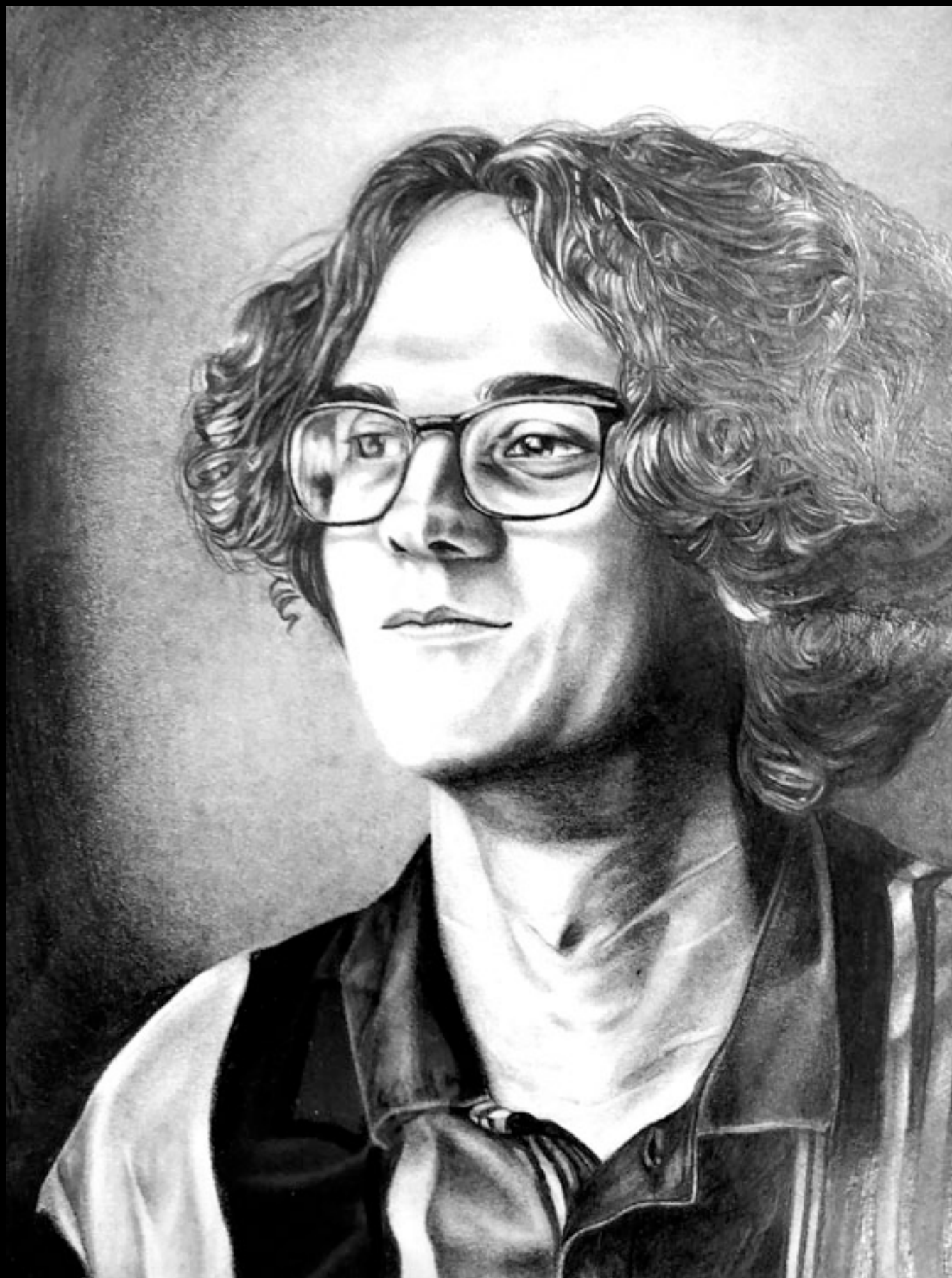
School: **Lakeview High School**

District: **Lakeview Public Schools**

Art Teacher: **Keith Rayner**

Learning Statement:

They wanted to be one with the Earth, to get away, they placed mushrooms and moss throughout their hair before it slowly began to take them away, and they finally began to grow.



Michigan Department of Education Show

Madison Kasat

Title: "Ethan"

Grade: 12

School: Lutheran High Northwest

District: Avondale/Lutheran High School Association

Art Teacher: Jeff Davis

Learning Statement:

When people view my art, I hope they notice the detail and understand the challenge it presents. I learned that it takes time and extreme patience to finish a portrait in pencil. I am most proud of how well I did with the detail because my usual style is not realism. But, I have developed a new appreciation for realism, and will continue to make more pieces like this.



Michigan Department of Education Show

Landen Blixt

Title: **Quite Evening**

Grade: 10th

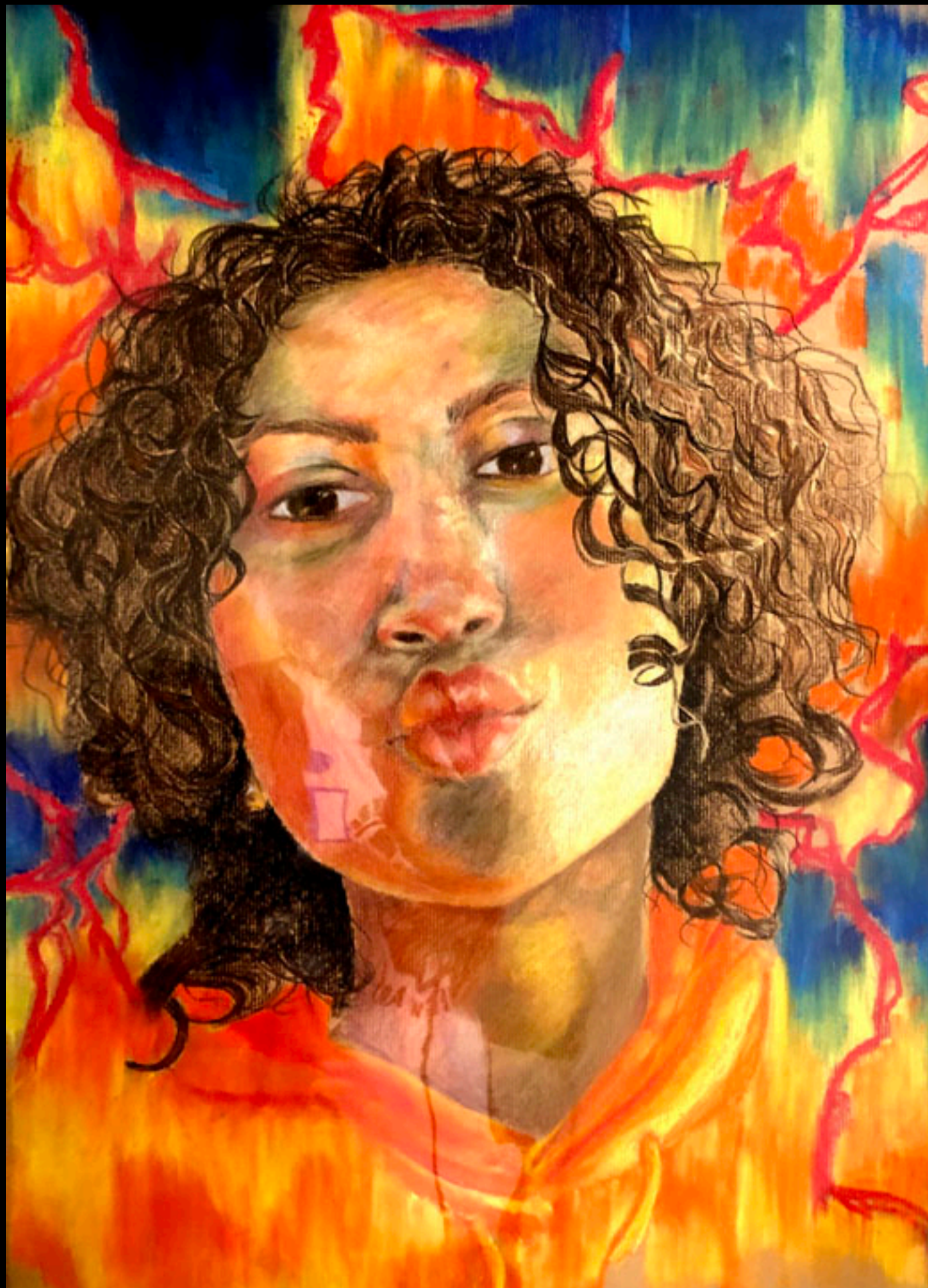
School: **Fowlerville High School**

District: **Fowlerville Community Schools**

Art Teacher: **Christine Hesch**

Learning Statement:

In this piece *Quite Evening* I wanted to have vibrant colors so it catches the viewers eyes. Also for the piece to be calm so the viewer could picture them in the piece as a place they have always wanted to go. I used water color to get a nice variety of dark and light hues.



Michigan Department of Education Show

Leelah Richardson

Title: **Living Diversity**

Grade: 11th

School: **East Kentwood Highschool**

District: **Kentwood Public Schools**

Art Teacher: **Le Tran**

Learning Statement:

The message I am trying to convey in making this piece is to show that there are people of mixed races, cultures, and ethnicities who make up a society of people that are putting their slight differences aside to create a more understanding and diverse world. The person in this image is someone I've known since the beginning of 2019 & like me; she is of a mixed race. We understand what it is like to not fit in & yet be comfortable with who we are. It's a comfortable feeling, but outside of that, you notice that you are surrounded by a majority of one race. You may feel out of place even if you are part of that majority in some way. Going to a school with such diversity, you see a wide range of more color and culture. Just being around that you learn things as they reflect on you.



Michigan Department of Education Show

Alaina Curry

Title: Mother's Dream Garden

Grade: 11th

School: Saginaw Arts & Sciences Academy

District: Saginaw Public School District

Art Teacher: Lisa Ewald

Learning Statement:

In this piece, I wanted to demonstrate the use of different colors to create a garden of flowers that brings to life the joys of nature. By using oil pastel and a traditional pointillism technique, I constructed a balance of both bright colors and shadows. Where we live, flowers are scarce and we rarely experience their beauty. My mother often dreams of having her own flower garden filled with vibrant colors. When creating this artwork, I wanted to utilize an array of colors to create a romanticized garden under a brilliant sunset to honor the dream my mother has.



Michigan Department of Education Show

Viktoria Huber

Title: **"First Snow"**

Grade: **12**

School: **Standish-Sterling Central Jr/Sr High School**

District: **Standish-Sterling Community Schools**

Art Teacher: **Edye Neid**

Learning Statement:

This class was my first time working with white chalk. I have learned how intriguingly complicated it is. I had to force my mind to go against its natural instincts. Thanks to my art class, I have been encouraged to venture out of my comfort zone and try other mediums. It has opened my mind and imagination.



Michigan Department of Education Show

Isabelle Freeland

Title: **Experimental Gouache & Ink Still Life** Grade: **12th**

School: **Fruitport High School**

District: **Fruitport**

Art Teacher: **Mrs. Dawn Jacobson**

Learning Statement:

I explored the use of gouache, colored pencils, and ink together in this Still Life. This was experimental for me because I have never mixed medias before. Although I originally didn't plan to use ink at all, in the final days of this project; I thought I should add black and white to push myself and to make the painting the best it could be.



Special Thanks

Elementary Division Chair
Denise Barrett

Middle Level Division Chair
Michael Orlando

MI Youth Arts Festival Co-chair
Sarah Nott
Laura Todd
Kerry Shadbolt