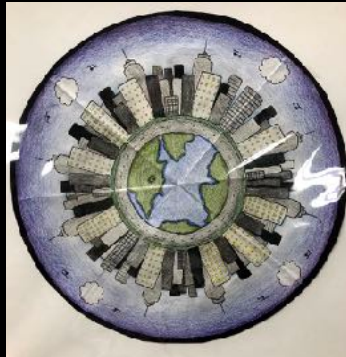
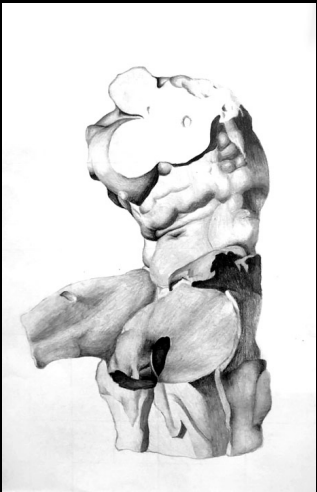
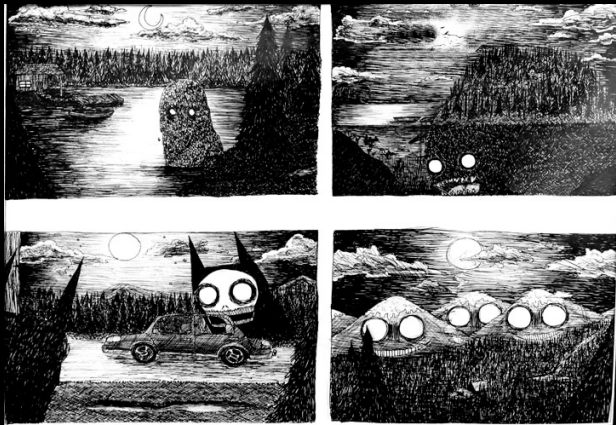
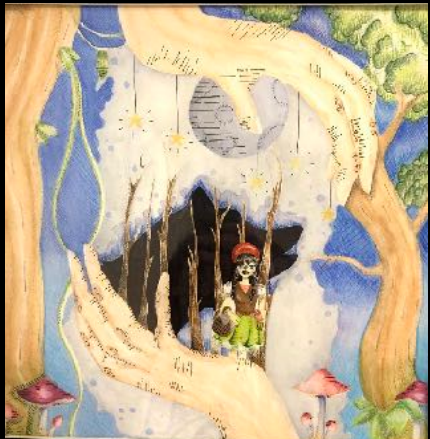
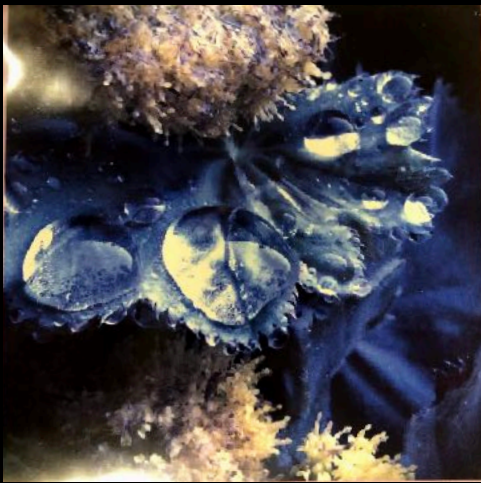
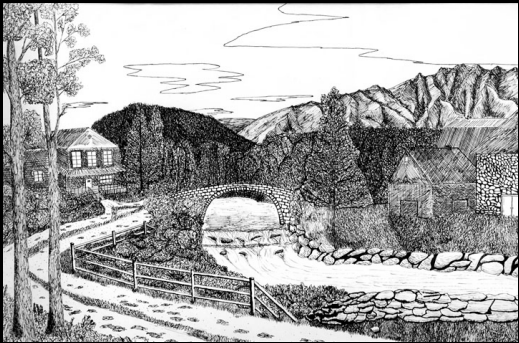
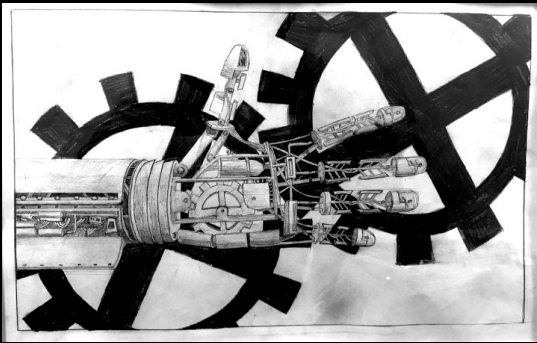
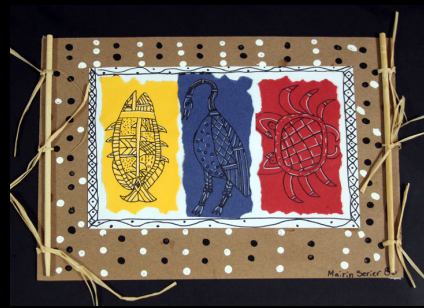
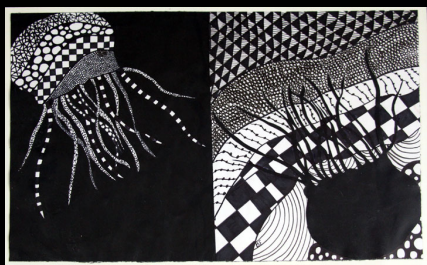
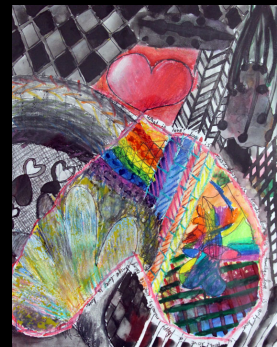
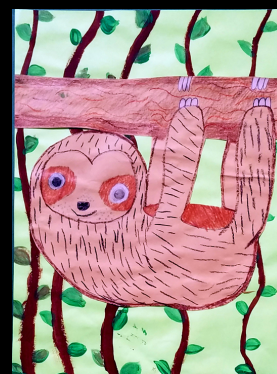
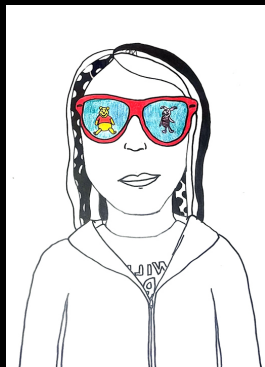
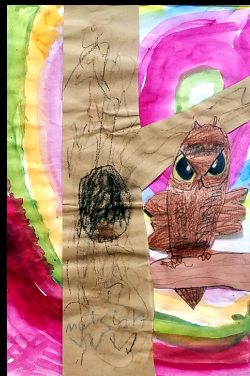
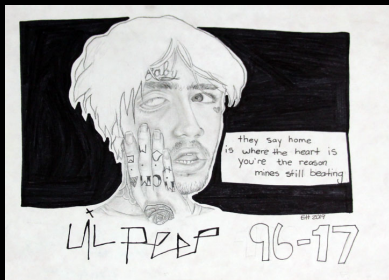
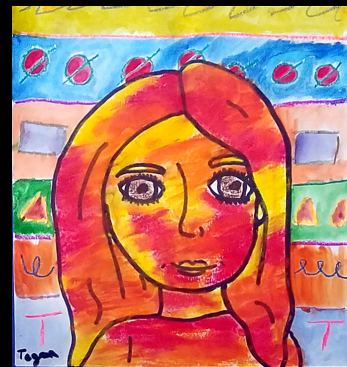
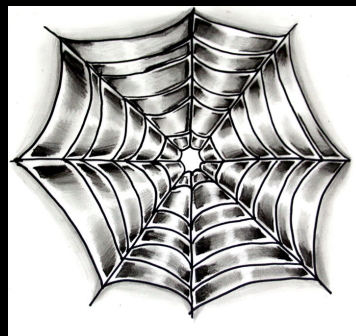


Region 11 show

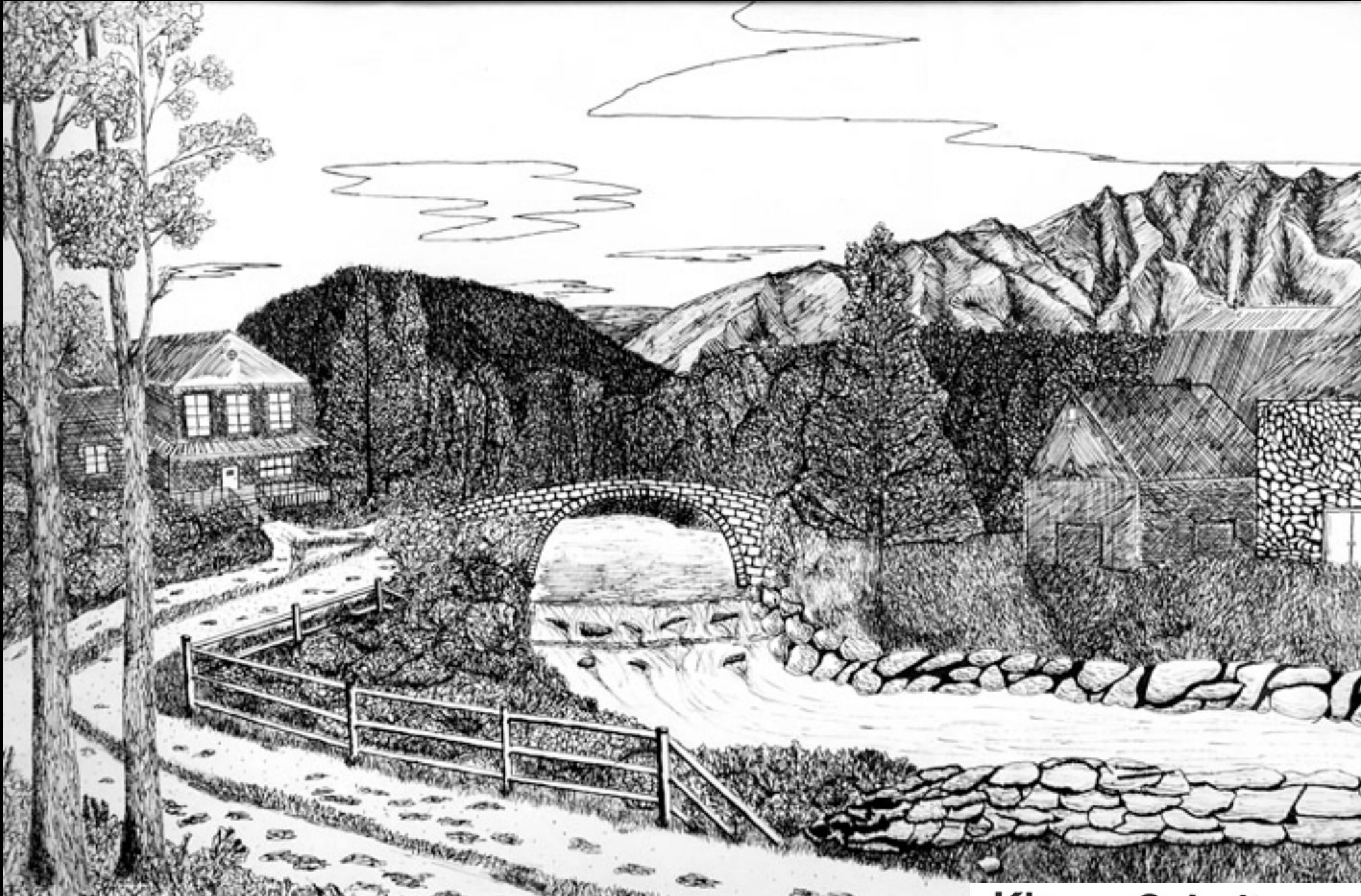












## Kieran Schultz

Title: The Dream Setup

Grade: 12th

School: Nouvel Catholic Central H. S.

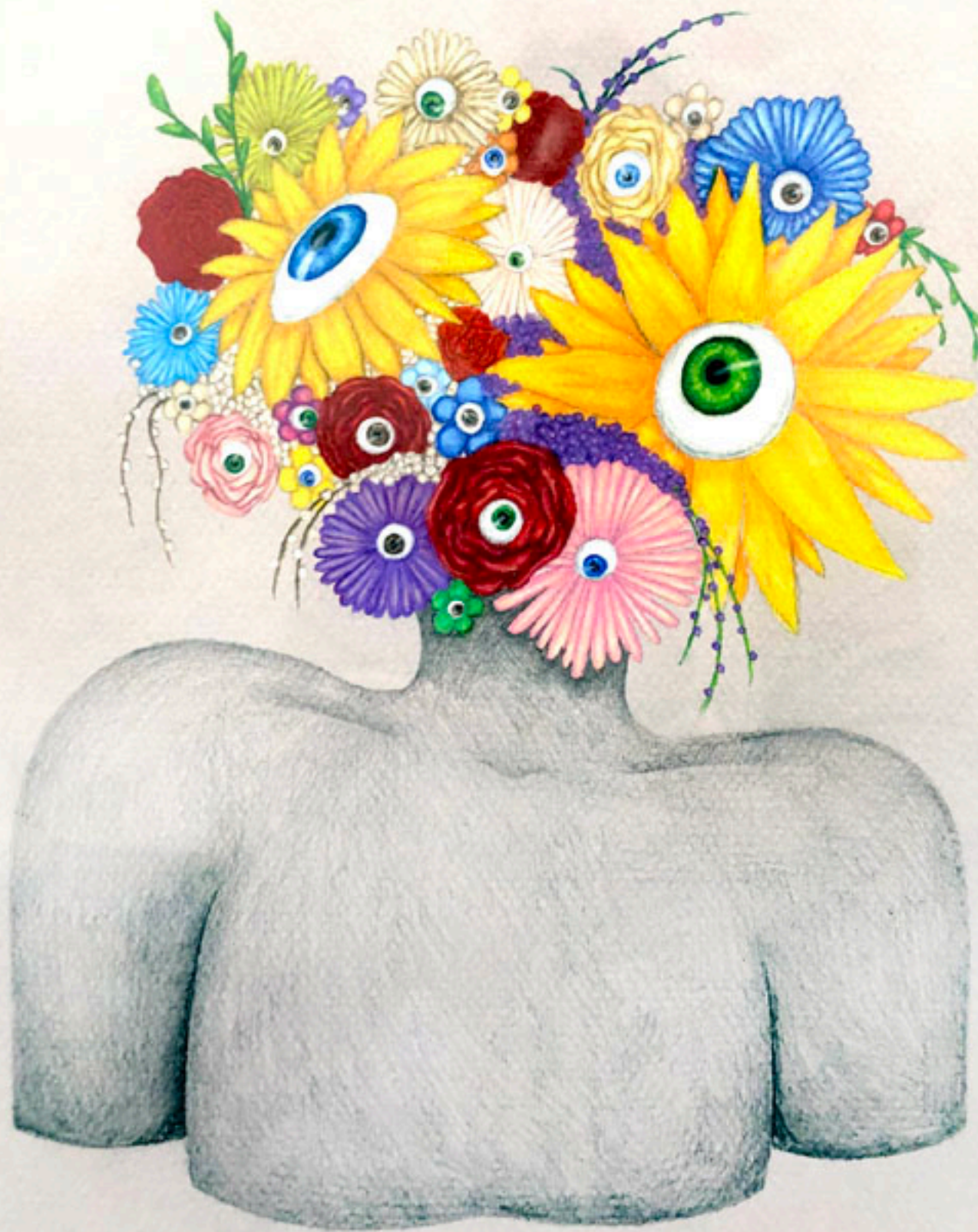
District: Diocese of Saginaw Catholic Schools

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**

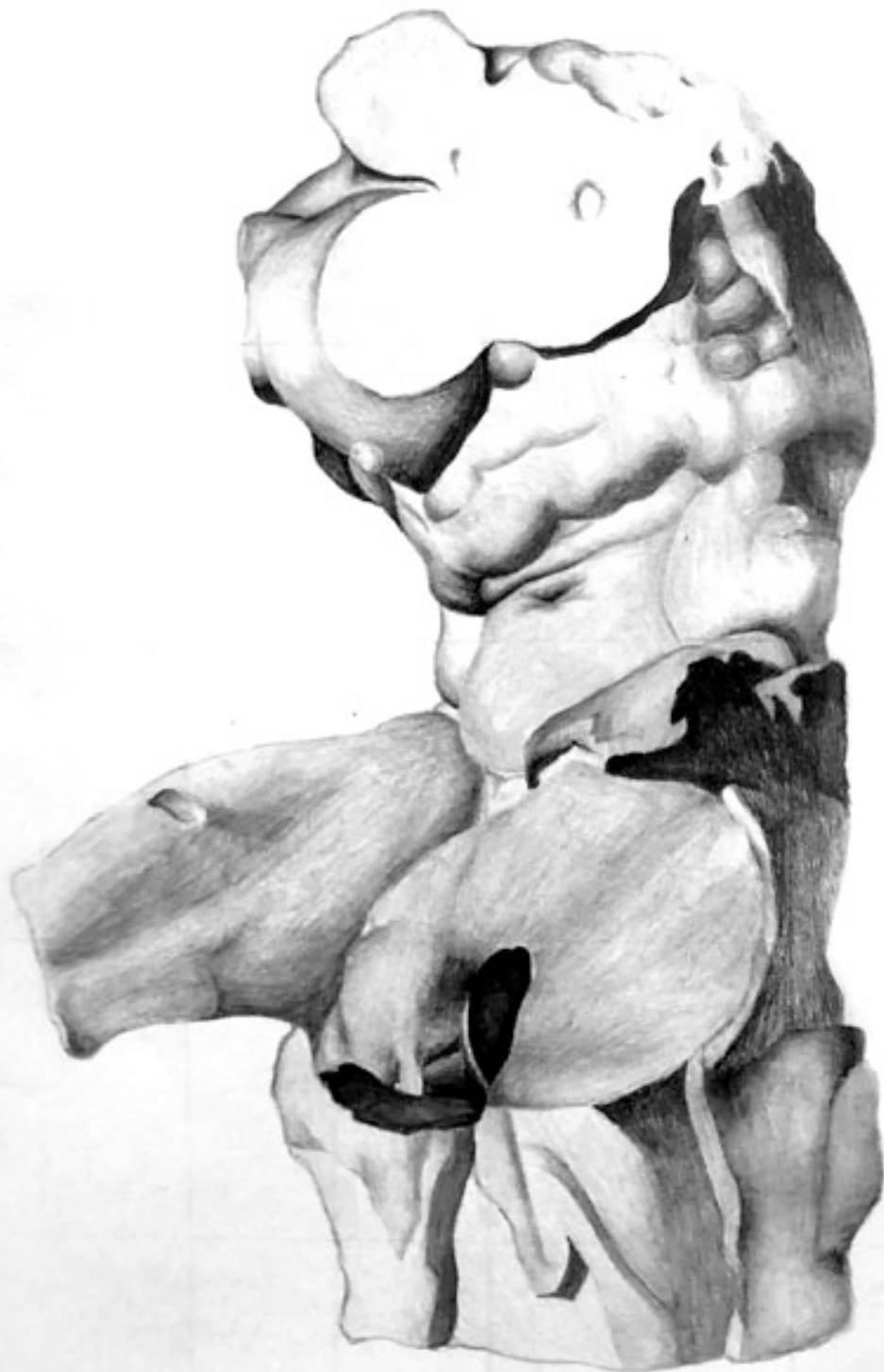
Art Teacher: **Danielle Kearney**

#### 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 alot 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 Peraita

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

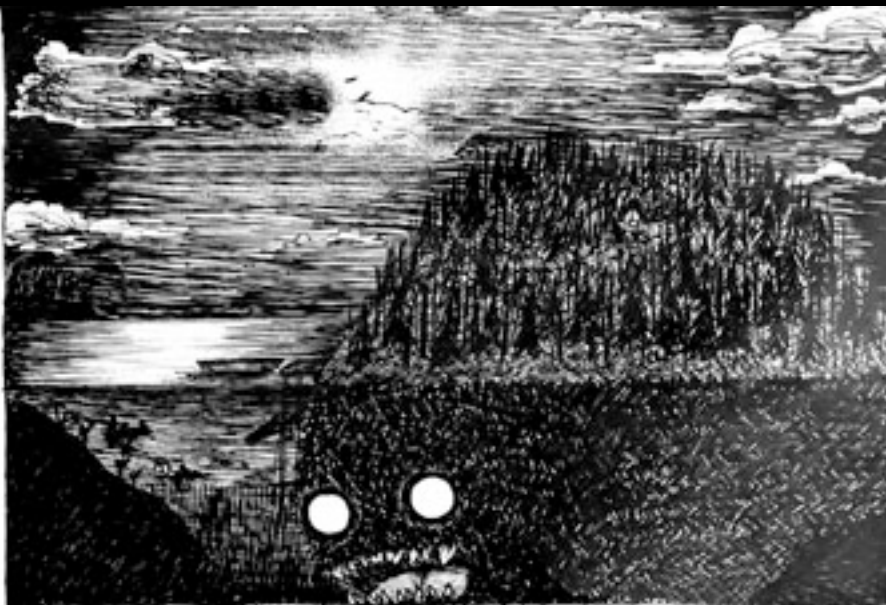
District: STCS

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**

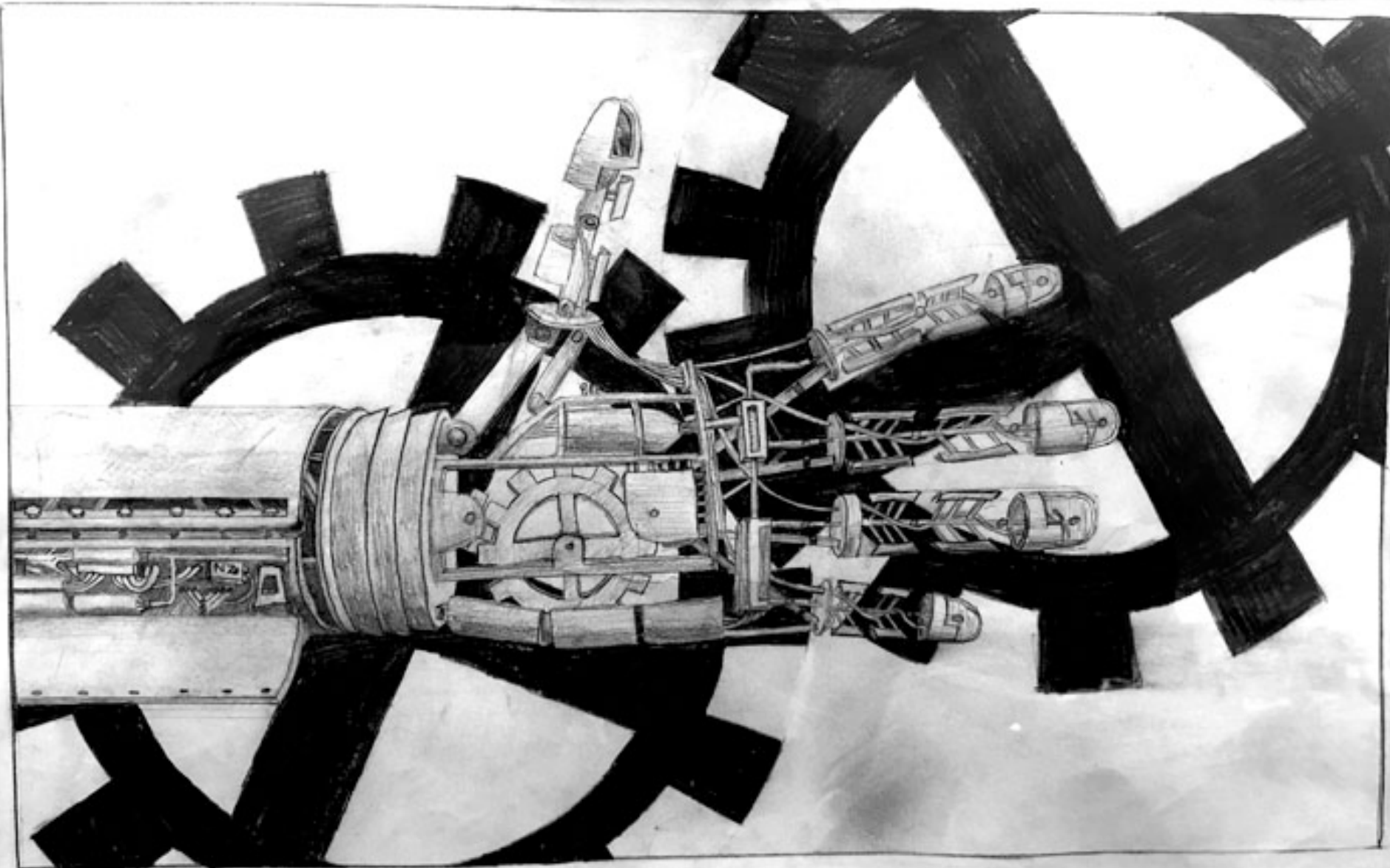
District: **STCS**

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.



Top 15  
Middle



## Isabella Robles

Title: A Glimpse Into Reality

Grade: 8th

School: Saginaw Arts & Sciences Academy

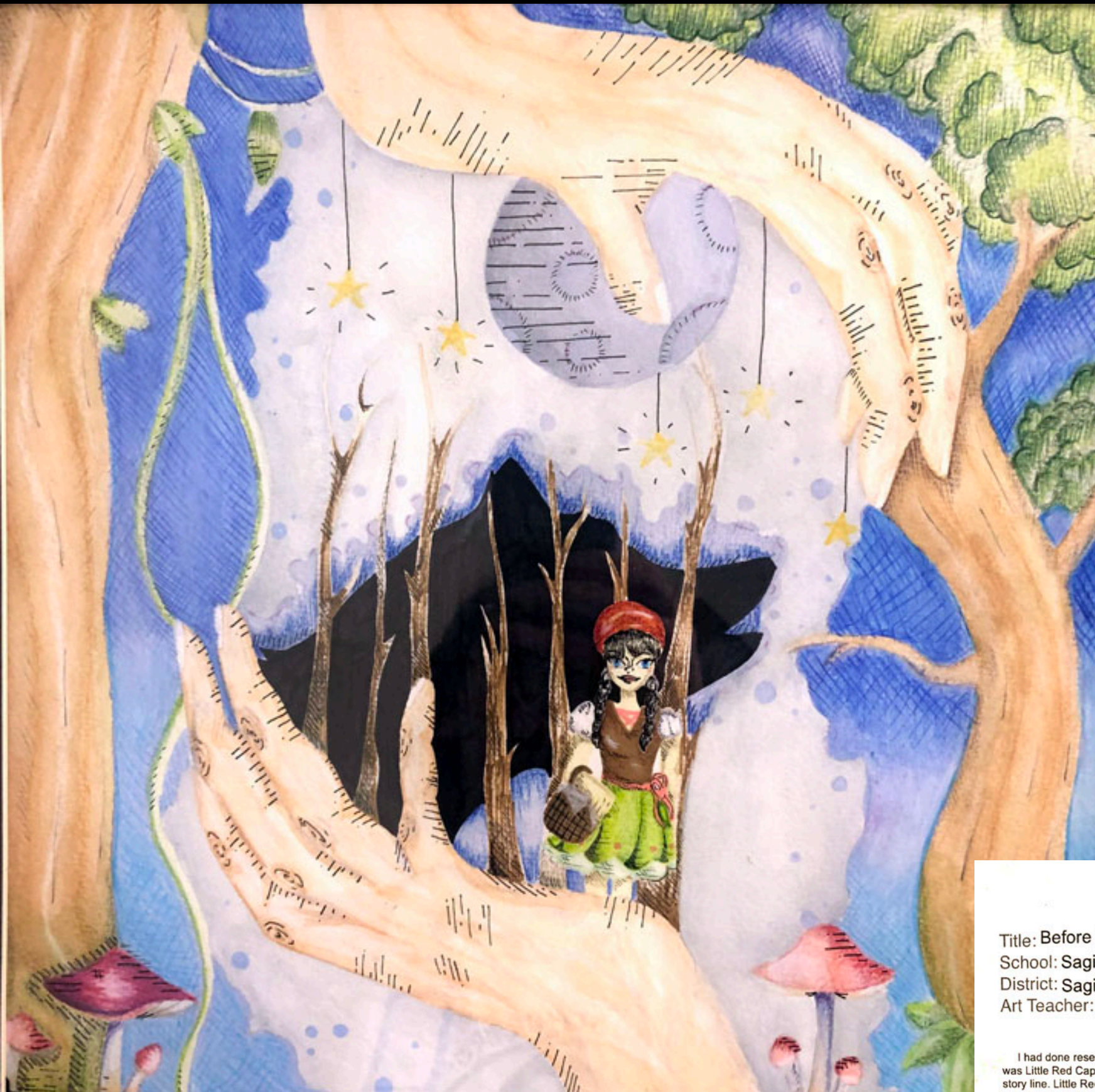
District: Saginaw Public School District

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.





## 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.





## Madison O'Laughlin

Title: Anchored in Hope

Grade: 8th

School: Peace Lutheran

District: Region 11

Art Teacher: Connie Wollenweber

### Learning Statement:

I like trying new things, like wax carving. Even if I thought it looked bad at times, I kept trying to improve it. Once you see something you want to do, you're not going to give up on it. I saw this and I knew that I wanted to do it, so I never gave up on it.



# Jenna Princing

Title: Complimentary Corn

Grade: 8th

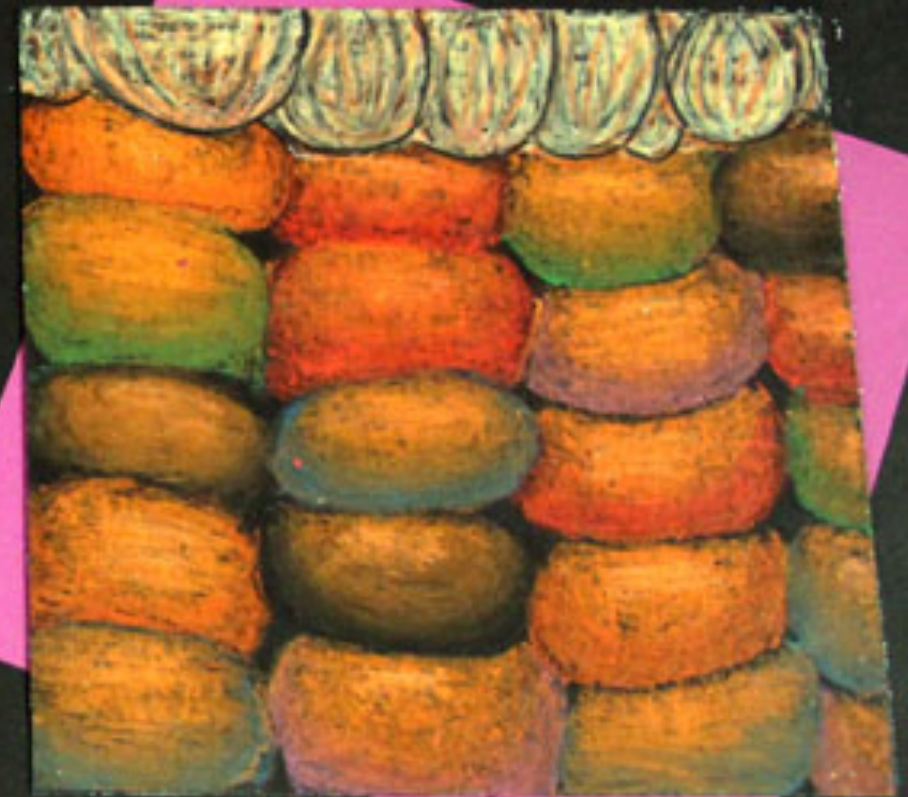
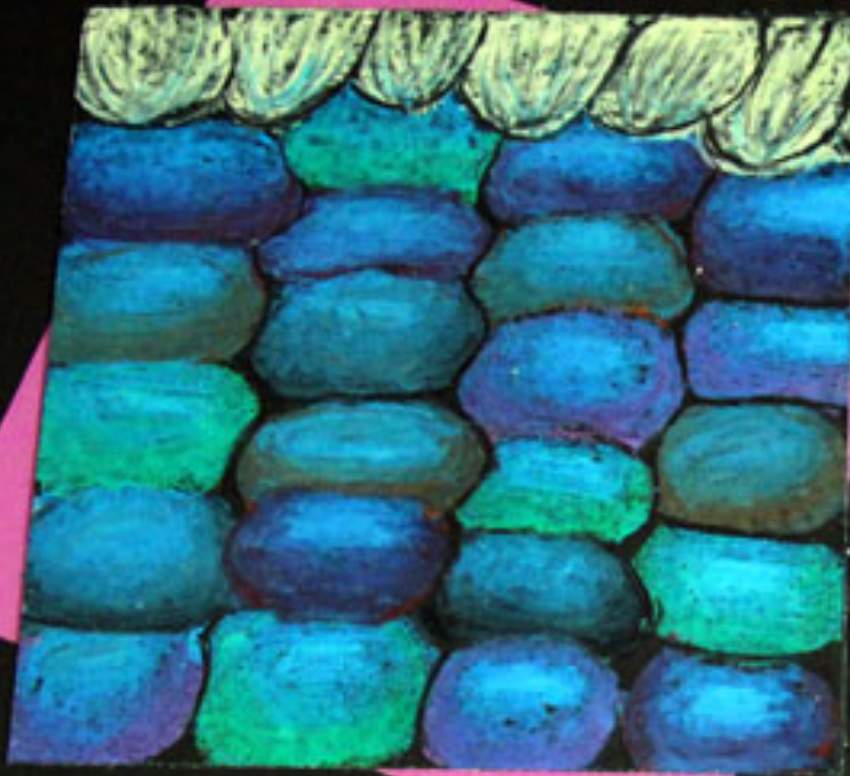
School: Peace Lutheran

District: Region 11

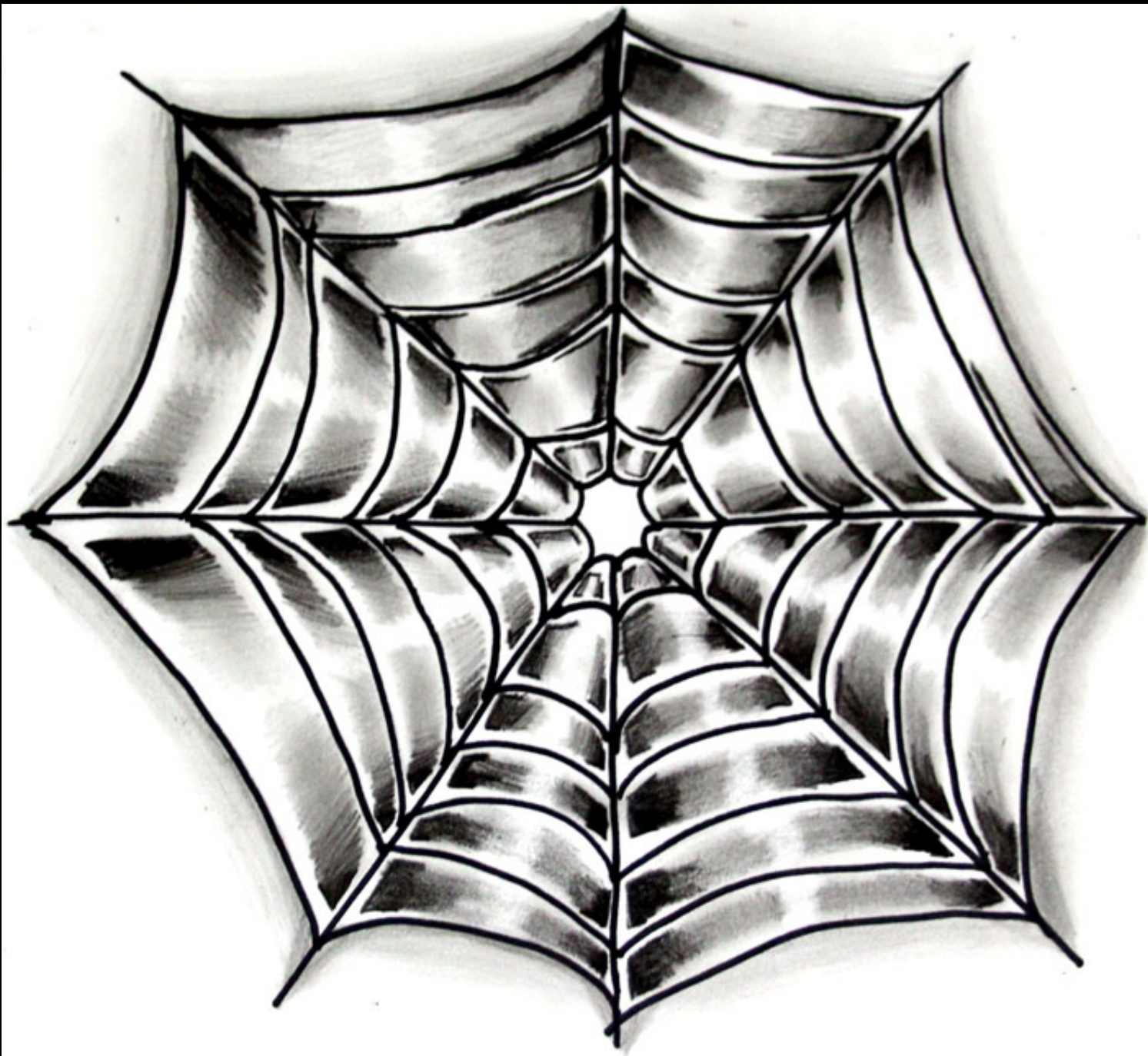
Art Teacher: Connie Wollenweber

Learning Statement:

During the Indian corn project I learned more about color schemes. My favorite part about this was using oil pastels because they are my favorite! I hope people notice my use of complimentary colors, blue & orange, to look nice side by side.







## Caroline Shaheen

Title: Creepy Cobweb

Grade: Grade 7

School: Nouvel Catholic Central Elementary

District: Saginaw Area Catholic

Art Teacher: Melissa Carpp

### Learning Statement:

My artwork is a spider web that has many details in the shading. I used a variety of different drawing pencils, with soft to hard graphite. I like how I used different pressure on the pencils to create darker and lighter shades. I think all the details in my web make my piece unique. This artwork took a long time to complete, but I like the way it turned out!





## Duyen Dang

Title: The Beauty of Nature

Grade: 7th

School: White Pine Middle School

District: Saginaw Township Community Schools

Art Teacher: Kimberly Cairy

### Learning Statement:

I want viewers to know the beauty of snow in the winter. A lot of people tell me winters are very cold, they don't really like winters. For me, the winter is the best when it snows. When I created this piece, I thought I would look for scenes with natural beauty in winter. Our assignment was to capture bird's eye & worm's eye view pictures on our school campus. When I came across a big tree at school, I had the idea of lightly lifting a snowy tree branch up. After I took the photograph, I felt very happy with this idea. For me this is the best picture I have taken so far. It had all the requirements I like. It symbolizes the natural beauty of trees and snow. I felt very happy I made it myself, because when we make something and others enjoy it, we will feel very proud of it!



# Mairin Serier

Title: Australian Animal Drawing

Grade: Grade 6

School: Nouvel Catholic Central Elementary

District: Saginaw Area Catholic

Art Teacher: Melissa Carpp

Learning Statement:

We looked at pictures of Australian exray animal paintings. I drew a detailed fish, bird, and crab. I used sharpie and white charcoal pencil on the drawings. We used to paint to make dot desings around the border. I like this artwork because I took my time adding details to the animals and painting the border.







## Serena Lin

Title: Geometric Letter

Grade: 8th

School: White Pine Middle School

District: Saginaw Township Community Schools

Art Teacher: Kimberly Cairy

### Learning Statement:

I learned about the process of printmaking to create my letter S. I created my design, drew it on the linoleum backwards (so it mirrors the right way when you print it), and carved it out. I picked blue & red to ink my linoleum piece for the 3 main images, and the middle print is a mashup of the 2 colors. The last step was creating ghost prints for my background. I picked black paper to print red, white, & blue on. These were printed in random places, making sure to get the corners. What I like about this piece of art is how the main images correspond with the background. This creates balance and harmony. The geometric shapes I chose seem to make it seem like a puzzle. The thing I like about creating is, you can do whatever your mind can think of, and after working hard on a piece, you can just sit back, and be proud of it, something that you made!





## Lane Trabalka

Title: **Among Symbols**

Grade: 7th

School: **Saginaw Arts & Sciences Academy**

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

Art Teacher: **Sally Giroux**

### Learning Statement:

In the process of making my self portrait from symbolic colors and symbols, I learned that you can express yourself not only by the look of your art, but by the meaning of symbols and colors. When I was working on my self portrait, I had to think of the meanings of the colors and symbols to represent me. I chose the Sagittarius cusp symbol because it's my Zodiac symbol. I chose the pencil to symbolize my love of art, the cruelty free logo to show that I love animals, and the leaves to show my love of fall and its colors. My colors (yellow, orange, green, blue, mint, black, and rainbow) show that I'm happy, love nature, swim as a sport, and I'm weird. The rainbow shows that underneath my quietness, I am full of color. I express my identity through these colors and symbols. By looking closer at anyone's art, you can begin to see the true meaning. Through my art, I am trying to tell people to not only look at art, but to look closer to discover the true meaning. Colors and symbols do not always mean what you think at first glance just as we don't really know another person with our first glance or impression.





## Brady Gotham

Title: **The Yellow Headed Beattle**

Grade: **7th Grade**

School: **White Pine**

District: **Saginaw Township Community Schools**

Art Teacher: **Christina Mulford**

Learning Statement:

The process of creating this artwork consisted of making symmetrical lines and creating a pattern of shapes that would be painted over and printed, to make this awesome design. I enjoyed that I was given a chance to create whatever design I wished to make because of this my imagination ran wild while creating my initial design. I came up with the title "The Yellow Headed Beetle" after seeing the beetle after I made my first print. I then was able to make it unique by adding color with oil pastel making it stand out for everyone to see.





5/5 "Heavenly Hog" Samantha Ursuy

## Samantha Ursuy

Title: "Heavenly Hog"

Grade: 8th

School: Marshall Greene Middle School

District: Birch Run

Art Teacher: Libby Sanders-Ford

### Learning Statement:

The message I am trying to convey in making this art is that every thing has detail. At first glance, you don't notice the curve of the ears or the shiny spots in the eyes. These details give the animal a real appearance. I colored the sun rainbow because the name of the piece is "Heavenly Hog" so the sun rays kind of resemble that concept.





## Elena Wells

Title: "Wind Through The Bulrush"

Grade: 8th

School: Marshall Greene Middle School

District: Birch Run

Art Teacher: Libby Sanders-Ford

### Learning Statement:

Oil pastels can be challenging for even a seasoned artist, so as an introductory assignment to the method, this piece presented many obstacles to me. I learned that with this particular style you have to find contentment with what has been created and not overwork the piece. Incorporating specificity in my work was the most satisfying aspect of the piece. The moments in our lives can be overwhelming at times, thrilling at others, but as we move away from that moment, the intensity softens and the fixed points in time blend to create one cohesive image.



# Marizza Humes

Title: **Bee Hive**

Grade: 7th

School: **Saginaw Arts & Sciences Academy**

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

Art Teacher: **Sally Giroux**

## Learning Statement:

The most important things that I have learned while making this art work is the contrast and emotional meanings of each color. As I kept working on my self-portrait, I noticed that the colors that I worked with went well together; even though they seemed to be completely random. These contrasting colors is what made it pop. It was important to realize the meanings to each color so I could stick to a certain theme. Knowing these emotions would also help me understand other's art work. The message that I am trying to convey while making this art is that I want people to realize that everyone is complex and different. People are almost like Rubix Cubes, waiting to be solved. This is why I used so many different colors. One of the main colors I had in focus was the yellow, mainly in my hair. I wanted the yellow to represent the love I have for it, white the black stands for the burden I think my hair is. This is the reasoning for the title Bee Hive.







## Layla Baber

Title: Evening Beauty

Grade: 7th

School: Saginaw Arts & Sciences Academy

District: Saginaw Public School District

Art Teacher: Lisa Ewald

### Learning Statement:

I am developing my artwork based on the African American culture. The reason why I chose this culture is because most of my ancestors were African Americans and I really wanted to learn more about it. Their beliefs and religion makes African American a culture as well. My personal revelations towards me choosing this culture is that I learned that a "black fist raised into the air" represents the African American culture. I really understand that now because we used to be slaves but now we have freedom and we are all equal. I also learned that studying African history and current events gives us a deeper understanding of world history and even modern American history. Also the things that we are told about African American culture at school is not all the information. We as African Americans made a big impact to the world and everyone together can make a bigger impact.





## Isabella Robles

Title: **With and Without Love**

Grade: 8th

School: **Saginaw Arts & Sciences Academy**

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

Art Teacher: **Sally Giroux**

Learning Statement:

What is love? Love is music. Love is friends. Love is family. Love is art. Love is pets. Love is happy moments. Love is being unique. Love is Love.





## Jieying Chen

Title: Showdown

Grade: 8th

School: Saginaw Arts & Sciences Academy

District: Saginaw Public School District

Art Teacher: Lisa Ewald

Learning Statement:

My piece about the culture of Brazil revolves around the stylized aspects of street art in Brazil. My art piece is a story like painting of a jaguar hunt in the Amazon forest. I had many personal connections which drove me to create the painting relating the Brazil, such as the bright vivid colors of murals used by Brazilian artists, and the sharp edges and forms of the stylized art pieces. Upon researching about Brazilian street art, I noticed many artists used their talents to display controversial topics, such as racial inequality; which has a great political impact. My painting regarding Brazilian street murals adds to the whole of Brazil by illustrating the importance of Brazilian culture and the diversity of various art styles. I faced challenges such as balancing the opaque colors with washed out gouache, but also had successes with my use of forms and how I presented the shapes and forms. Ultimately, I wanted to show the beautiful murals of Brazil with vibrancy and visual representation.



# Audry Espinoza

Title: **The Sunset**

Grade: **7th Grade**

School: **White Pine**

District: **Saginaw Township Community Schools**

Art Teacher: **Christina Mulford**

Learning Statement:

I used glue to create the outline for the artwork and then filled in the spaces with chalk pastels. I also used different kinds of line to create texture with the glue and later the chalk pastels. My favorite part of this artwork is the birch trees but the sunset is also an important part of the artwork. Did you notice how the light fades behind the birch trees? I enjoyed using the chalk pastels it was cool how many different colors I could create while blending. The chalk pastels also make the landscape look more realistic.





# Baleigh Flora

Title: Zentangle Jellyfish

Grade: 7th

School: Peace Lutheran

District: Region 11

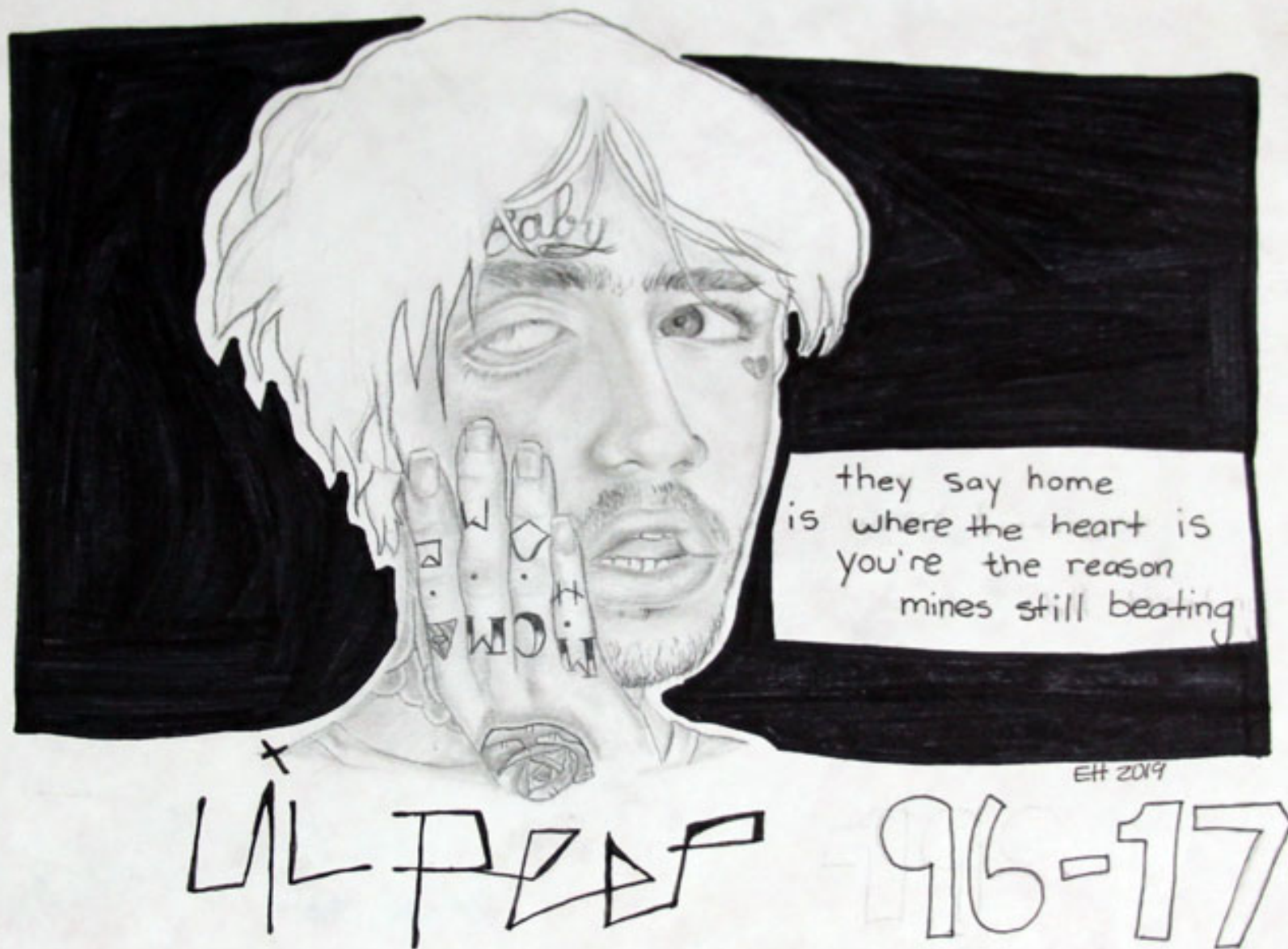
Art Teacher: Connie Wollenweber

Learning Statement:

My favorite part of this project was doing all of the abstract zentangle patterns. I learned while doing this project that when cutting out the jellyfish I had to be very precise to save the positive & negative space. I hope that when people see my art they realize how hard I worked on this.







Region 11

## Emilee Hanshaw

Title: Gustav Elijah Ahr

Grade: 8th

School: Millington Community JR/SR High

District: Millington Community Schools

Art Teacher: Alberta Guralczyk

Learning Statement:

Artist influence: Henri Matisse

Positive/Negative Space/Hyperrealism

I enjoyed the realism part of this piece, I disliked the background for the positive/negative part of the piece. What I would do differently in the background is that when I finished I realized there was more positive space than negative space.





# Amber Libby

Title: Sheila

Grade: 7th

School: Millington JR/SR High

District: Millington Community Schools

Art Teacher: Alberta Guralczyk

Learning Statement:

Artist influence: stephen wiltshire

Style: Collage

I created my art piece in the style of collage. I made this piece to represent a 2015 Ford Mustang. This lesson was on the principles and elements of art theme. I liked the freedom that was given to create this piece because of all the different ways I learned to make my collage. It was also a nice way to be more creative with my work.

I choose a Mustang because it was a good way to represent me as a person because of my love of cars. What I disliked about this lesson was it was time consuming and tedious. Also, I had to scout for my colors. What I would change about this piece is I would make the mustang more prominent and add more details to the Mustang and the road.





## 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

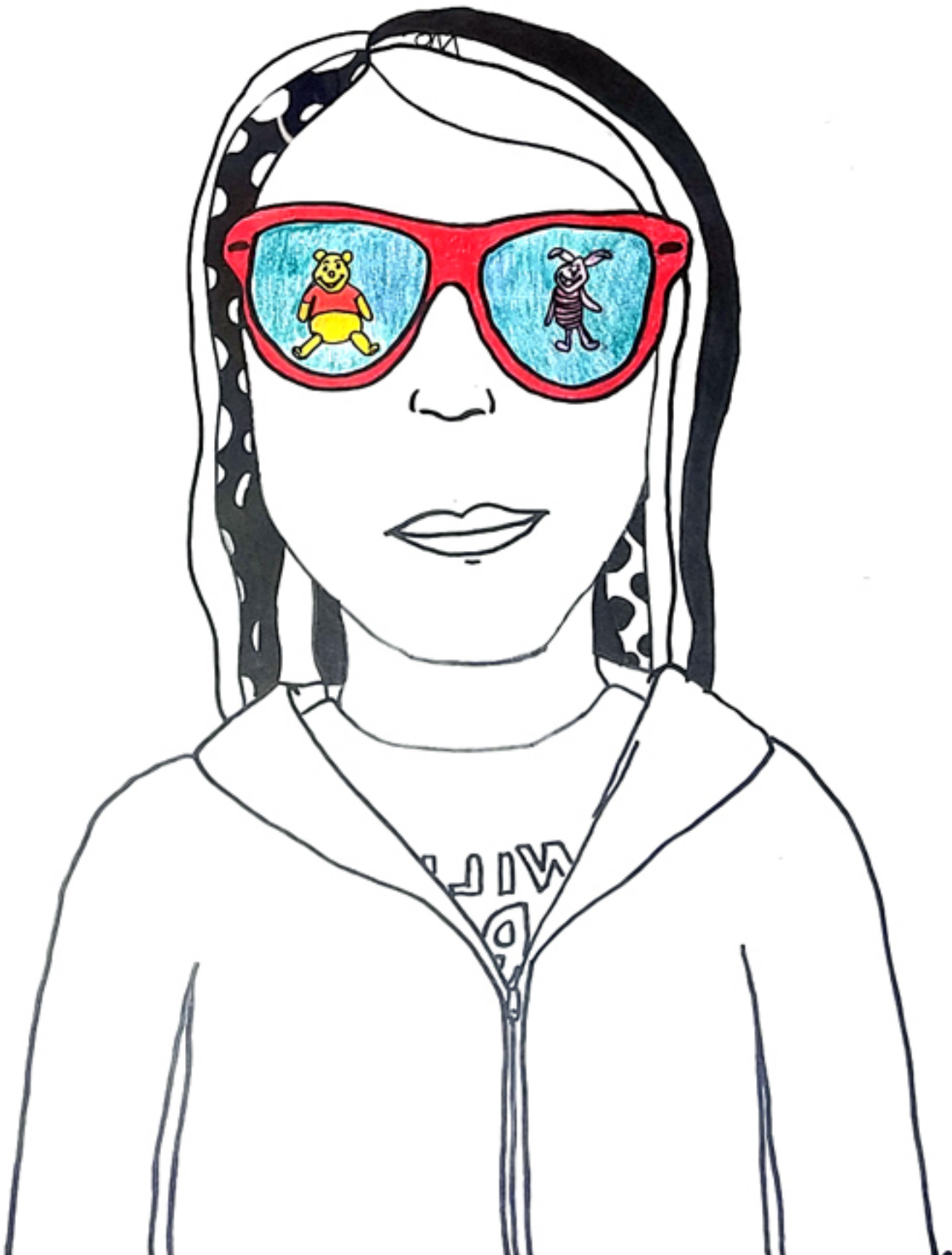
Title:  
School: Carrollton Elementary  
District: Carrollton Public Schools  
Art Teacher: Chris Bowen

Grade: 2

### 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.





## Olivia Maday

Title: The Imaginary Vision

Grade: 5th

School: Peace Lutheran

District: Region 11

Art Teacher: Connie Wollenweber

Learning Statement:

I learned to draw light and erase lines to make things look like they overlap & make the picture look like it's wearing the clothes. I liked that I could put anything I wanted into my glasses.





## Anna Robbins

Title: "Weaving"

Grade: 5th

School: Marshall Greene Middle School

District: Birch Run

Art Teacher: Libby Sanders-Ford

Learning Statement:

The most important thing that I learned while making this art is you don't rush and you need to take your time.



# Evan Gower

Title: Pumpkin Patch

Grade: 5th

School: Peace Lutheran

District: Region 11

Art Teacher: Connie Wollenweber

Learning Statement:

I learned that if you make the lines curve toward the stem the pumpkin will look round. I like how it looks round to my eye even though it's only 2D. I shaded my colors light to dark. I chose to make one white & green because it reminded me of when my dad & I went to the farmer's market and we saw cool white & weirdly shaped pumpkins with green bumps on them.







## Zeva Bright -Bellingham

Title: Glowing Leaf

Grade: Grade 3

School: Nouvel Catholic Central Elementary

District: Saginaw Area Catholic

Art Teacher: Melissa Carpp

### Learning Statement:

I liked blending oil pastels to make my leaf. I made different shades like reds, blues, greens, and purples. I think my leaf looks like it is glowing. I love art it is my favorite thing in the whole world. Art makes me happy when I am sad. I like the way my leaf turned out because it is so colorful.





## Teagan Kennelly

Title: **Colorful Me**

Grade: **5th Grade**

School: **Arrowwood**

District: **Saginaw Township Community Schools**

Art Teacher: **Christina Mulford**

Learning Statement:

This is a self-portrait. We learned about the artists that were called Fauvist. They used colors in their paintings that had not been used in the past. I colored my face with hot colors, they are my favorite colors. I like to try materials in new ways and loved experimenting with colors.





## Cadance Sinkel

Title: Fantastic Life

Grade: Fifth Grade

School: Kirk Elementary

District: Millington

Art Teacher: Deborah Oakwood

### Learning Statement:

In this lesson we learned about the Day of the dead and the stylized art of Mexico.

Cadance: Designing the skull was my favorite part of this project. I enjoyed using the metallic paint and adding highlights to my background. I'd like people to notice the detail of my design and the complimentary color combinations I used in my painting.





## Mason Allen

Title: Owl at Sunrise

Grade: First Grade

School: Kirk Elementary

District: Millington

Art Teacher: Deborah Oakwood

### Learning Statement:

In this lesson we read the story Adopted by an Owl. The students learned about, owl habitat, collage, texture and tempera cakes. Mason: My favorite part of this project was painting and using my colors in swirls. I want people to notice the mouse that my owl caught.









## Rowan Hughey

Title: Beautiful Forest

Grade: Third Grade

School: Kirk Elementary

District: Millington

Art Teacher: Deborah Oakwood

Learning Statement:

In this lesson we learned about landscape, watercolor techniques, and pencil shading.  
Rowan: I enjoyed painting the rainbow sky and shading the trees too. I want people to notice how I created value and texture in my birch trees.





## Grace Grant

Title: **Sloth**

Grade: **4th Grade**

School: **Arrowwood**

District: **Saginaw Township Community Schools**

Art Teacher: **Christina Mulford**

Learning Statement:

I love sloths they move so slow and only leave the tree to go to the bathroom. My sloth is hanging out on a tree. I added a background to show where my sloth was living. I made my sloth look silly because of the position of the mouth. I created different textures for the tree branch, sloth, and background by making different kinds of lines.





## Tatum Haines

Title: Punck

Grade: 3

School: Carrollton Elementary

District: Carrollton Public Schools

Art Teacher: Chris Bowen

### Learning Statement:

Tatum's still life of pumpkins was a culmination of her study of line, form, and value. Tatum described how she used chalk pastels and "rubbed it in so one side of the room is lighter and the other is darker." This sense of light and shade is evident throughout the piece on the pumpkins themselves as well as the foreground in which they sit.





## Lucas Chernich

Title: The Bear in the Northern Sky

Grade: 2nd

School: Peace Lutheran

District: Region 11

Art Teacher: Connie Wollenweber

Learning Statement:

I learned that chalk is really messy and if you smear it, it goes all over, but you can also make the head pop out 3D when you smear the chalk to make shadows. My favorite part was all the different colors in the northern sky.





## Alivia Phillips

Title: "Girl"

Grade: 5th

School: Marshall Greene Middle School

District: Birch Run

Art Teacher: Libby Sanders-Ford

Learning Statement:

The most important think that I learned while doing this art work was to step out of my comfort zone and try something new.





## Jaevion Leitz

Title: Untitled

Grade: K

School: Carrollton Elementary

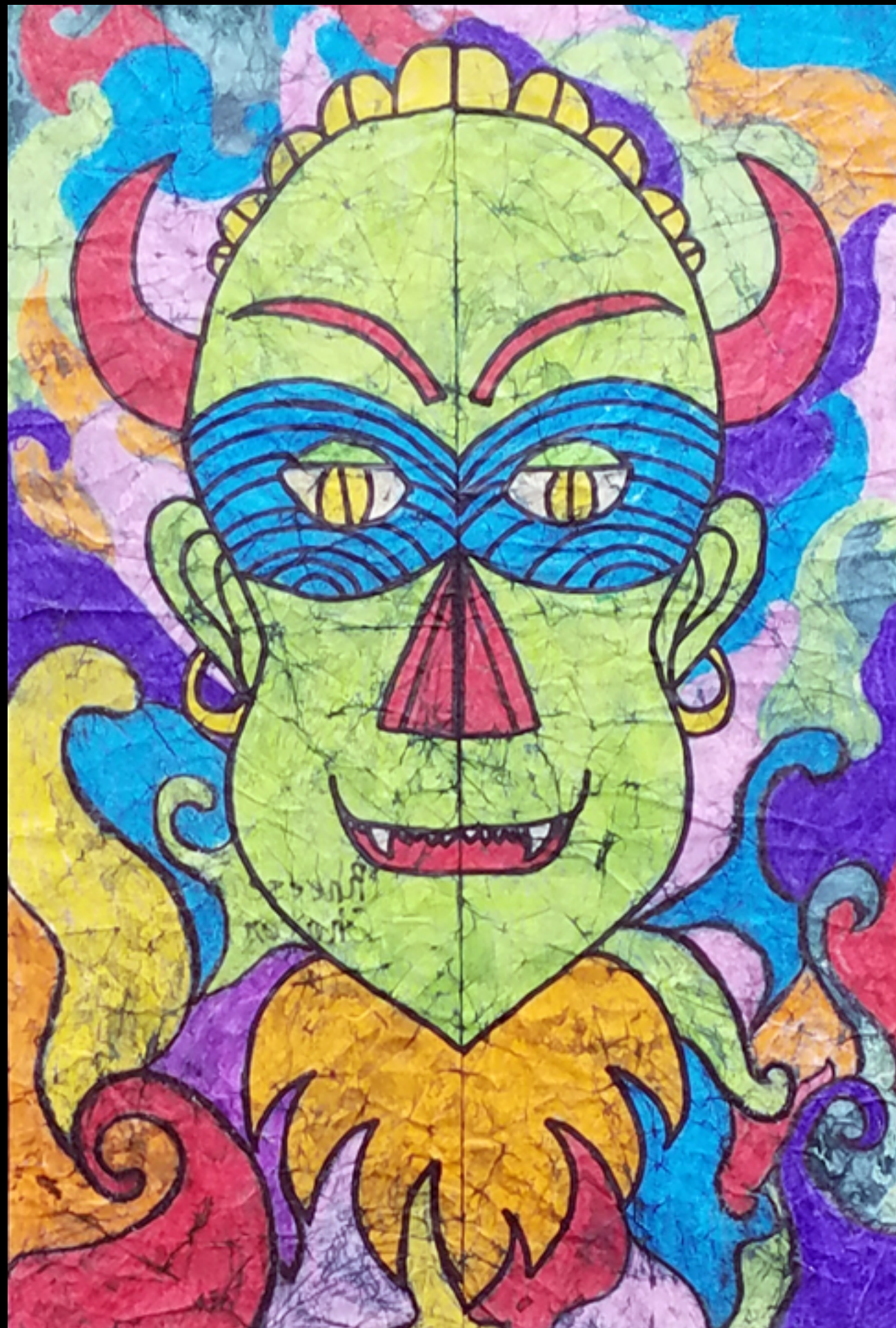
District: Carrollton Public Schools

Art Teacher: Chris Bowen

### Learning Statement:

Jaevion's drawing was inspired by the book "Elmer" by David McKee. Besides learning about such foundational art concepts like shape, color, and pattern, Jaevion explained how his family provided inspiration for this masterpiece. "My Mom teaches me to add lines and make stuff in the middle" Jaevion stated. He also explained how he chose colors based on his mother's preferences as well as his own.





## Rheese Chacon

Title: The African Mask

Grade: Grade 5

School: Nouvel Catholic Central Elementary

District: Saginaw Area Catholic

Art Teacher: Melissa Carpp

### Learning Statement:

My African Mask came out better than I thought it would. We folded the paper in half and drew one side of the mask. Then we traced the mask on the other side of the paper, the mask is symmetrical. We colored hard with crayon, crumbled the paper up, and painted it with black ink. I like my mask because it is very bright and colorful.



Marlie M. 月



## Marlie Mitchell

Title: The Three Enchanted Vases

Grade: Grade 4

School: Nouvel Catholic Central Elementary

District: Saginaw Area Catholic

Art Teacher: Melissa Carpp

Learning Statement:

In art class we learned about Chinese Ming Pottery. I enjoyed using the paint and oil pastels. I used a stick to scratch in the designs and pictures. I like the details on my tree and I thought the dragon turned out very beautiful. I like this artwork because it is pretty and looks like ancient vases





## Michigan Department of Education Show

### Brooke Milostan

Title: Arctic Fantasy

Grade: Fourth Grade

School: Kirk Elementary

District: Millington

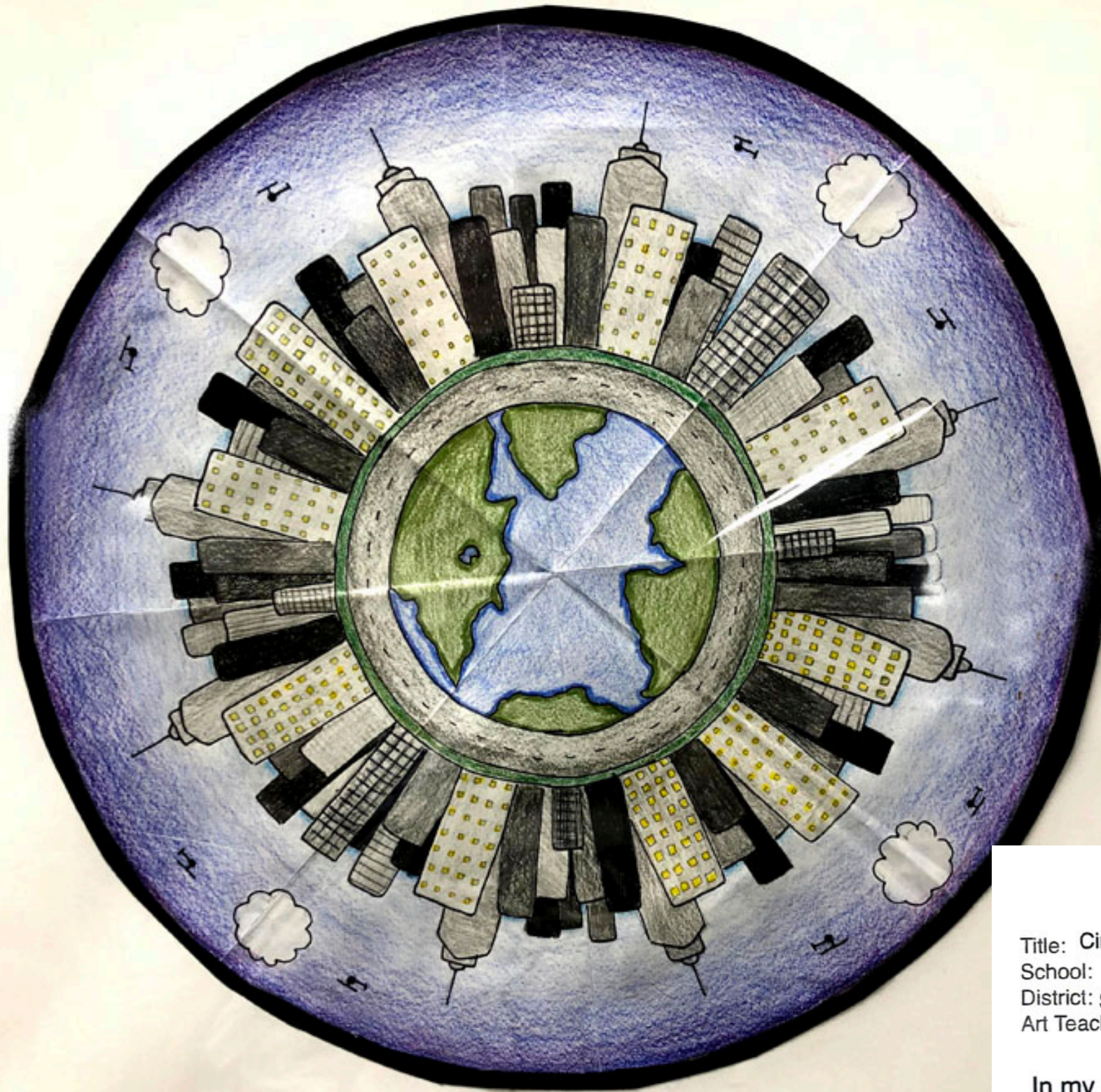
Art Teacher: Deborah Oakwood

#### 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



**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

### 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.