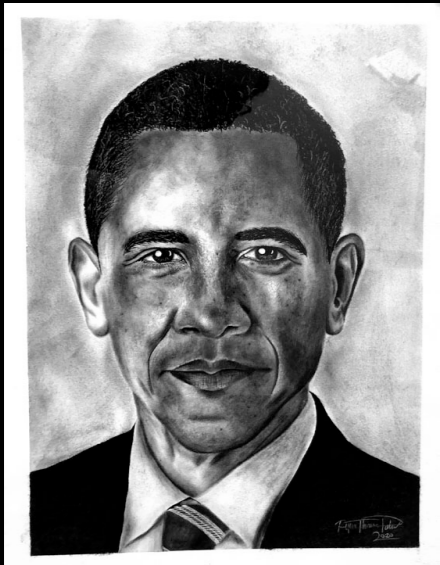
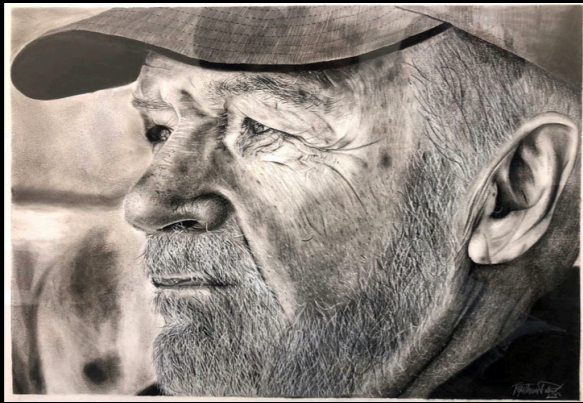
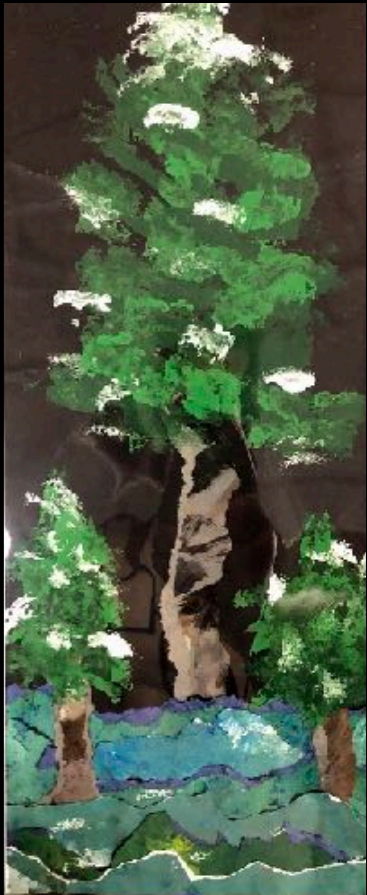
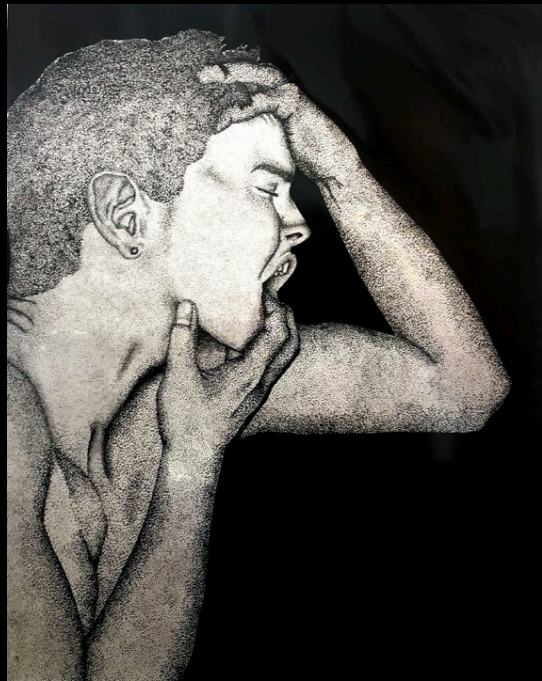
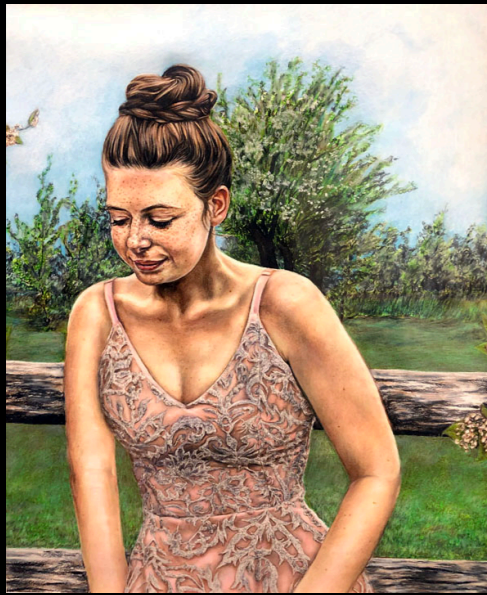
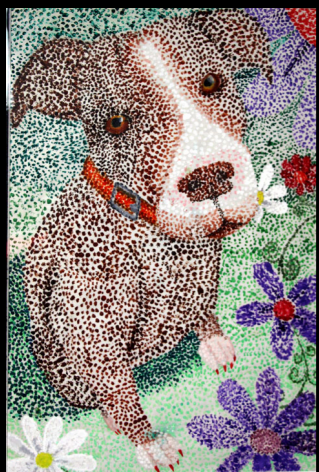
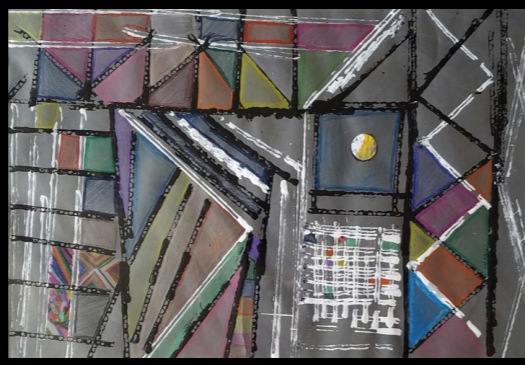
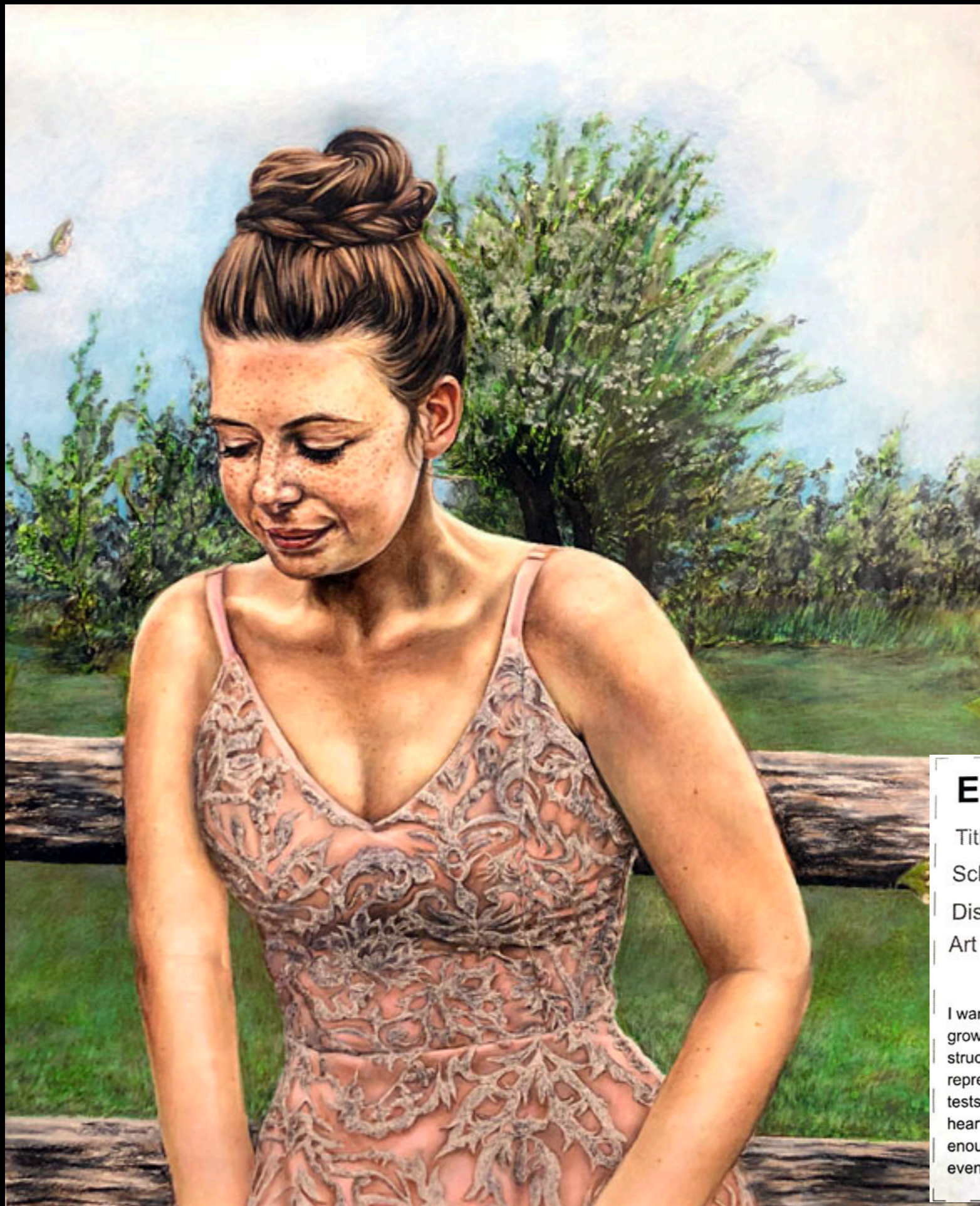


Region 3 Show









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**

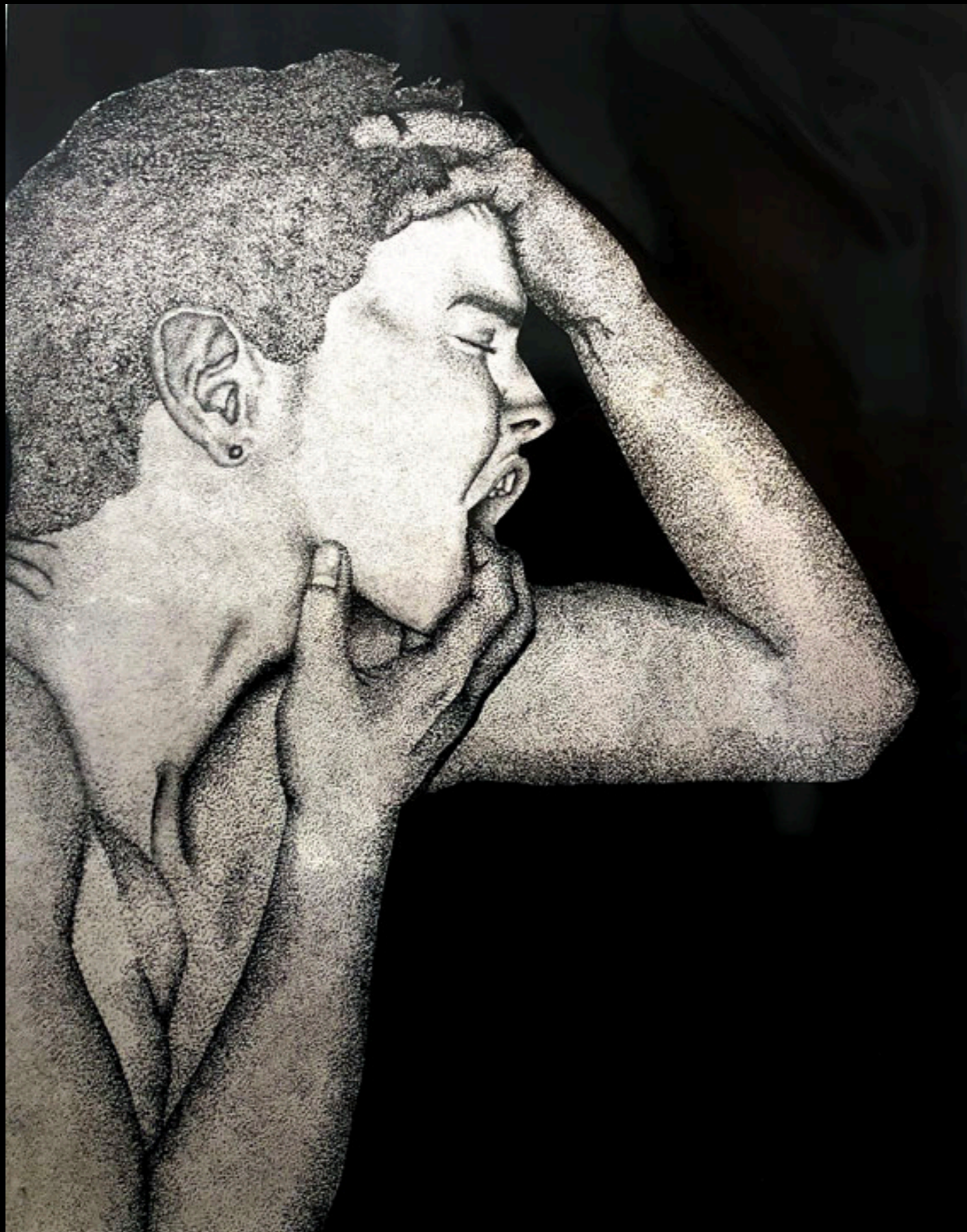
District: **Clinton Community School**

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**

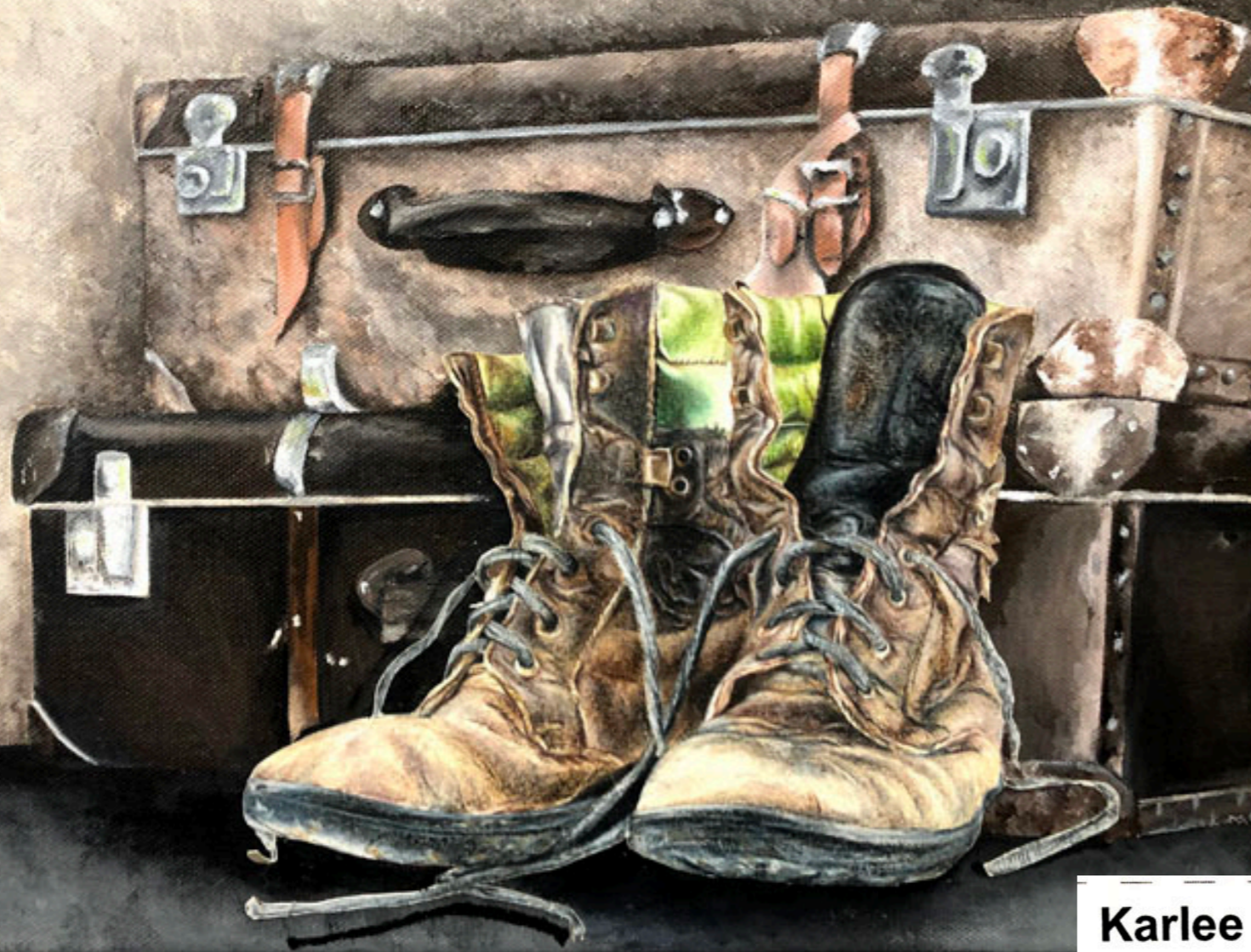
District: **Clinton Community School**

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.

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.

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**

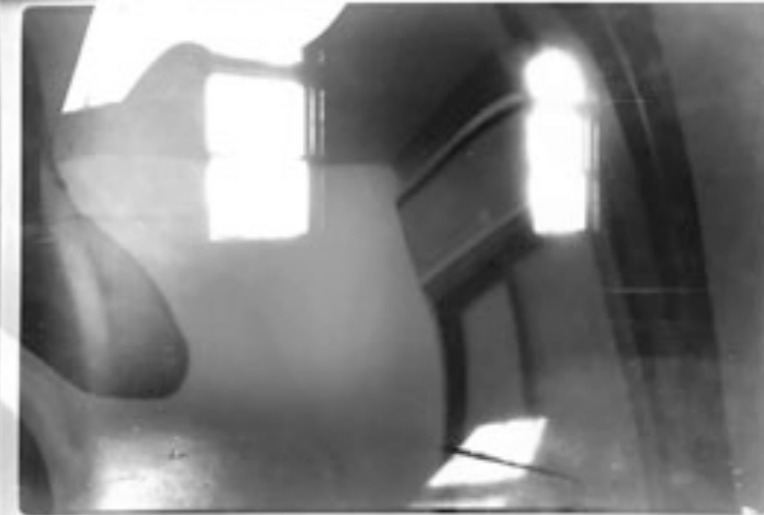
School: **Saline High School**

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.**

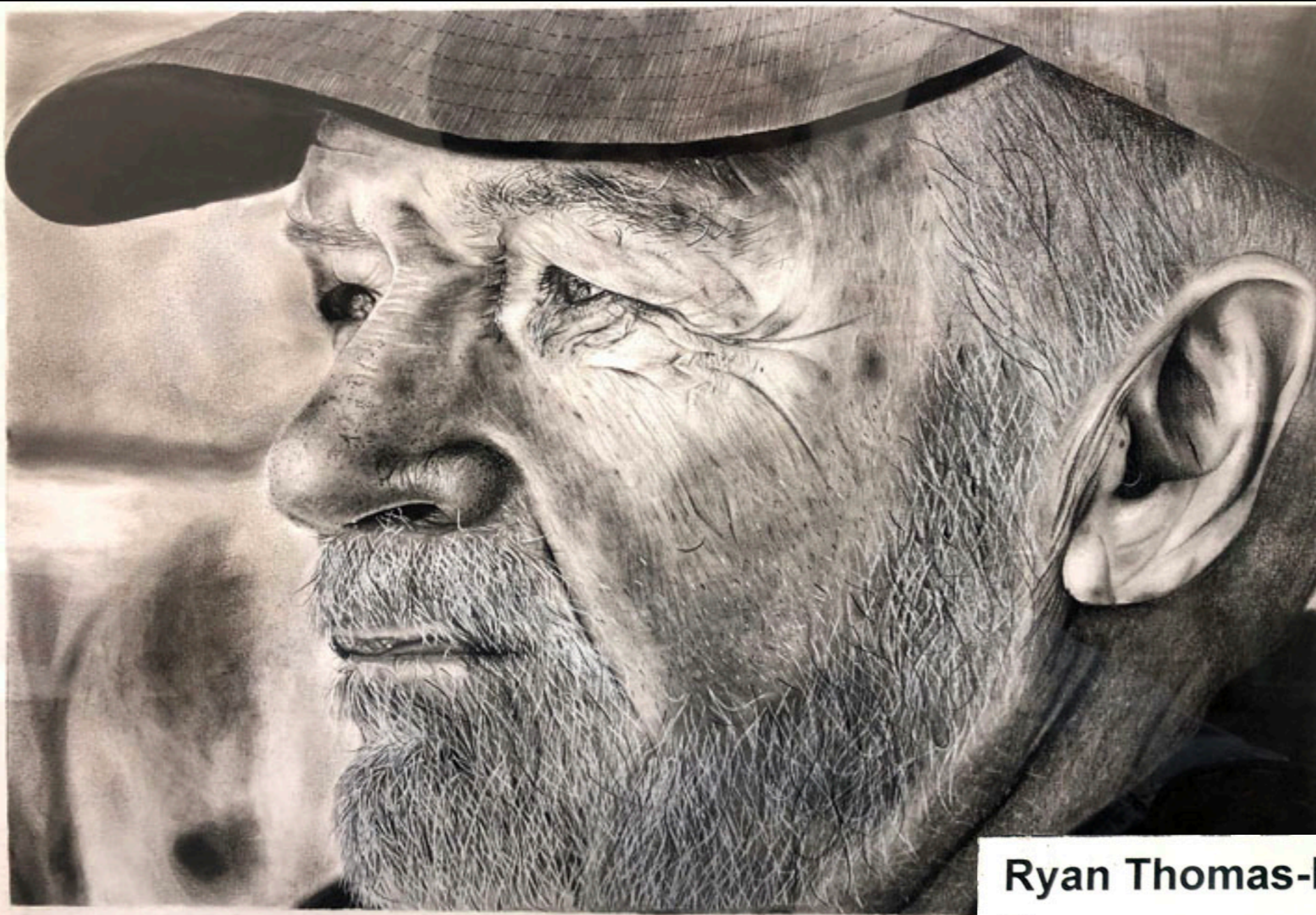
District: **Britton Deerfield Schools**

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.

**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.



Madison Burnett

Title: Peacock

Grade: 6th

School: **Madison Middle School**

District: **Madison**

Art Teacher: **Heather Yeager**

Learning Statement:

I began this painting because I wanted to paint a peacock because I think that they are a very beautiful bird. I painted this picture with watercolor and acrylic paint on watercolor paper. With guidance from my art teacher I learned how to blend and create a light and dark effects with watercolor to the piece. I acquired new skills drawing & painting through this process and applied them to my art piece. This has all been new to me, but I found the experience to be a lot of fun.



Ty Cottrell

Title: **Expressive paper mask**

Grade: **6th**

School: **Creekside Intermediate School**

District: **Dexter Community Schools**

Art Teacher: **Jane Montero**

Learning Statement

After viewing examples of masks from all over the world, students created a paper mask to represent an expression or emotion. Construction paper, scissors, and glue were used to complete these masks.



Siena Taylor

Title: **Amaté Bark Painting**

Grade: **6th**

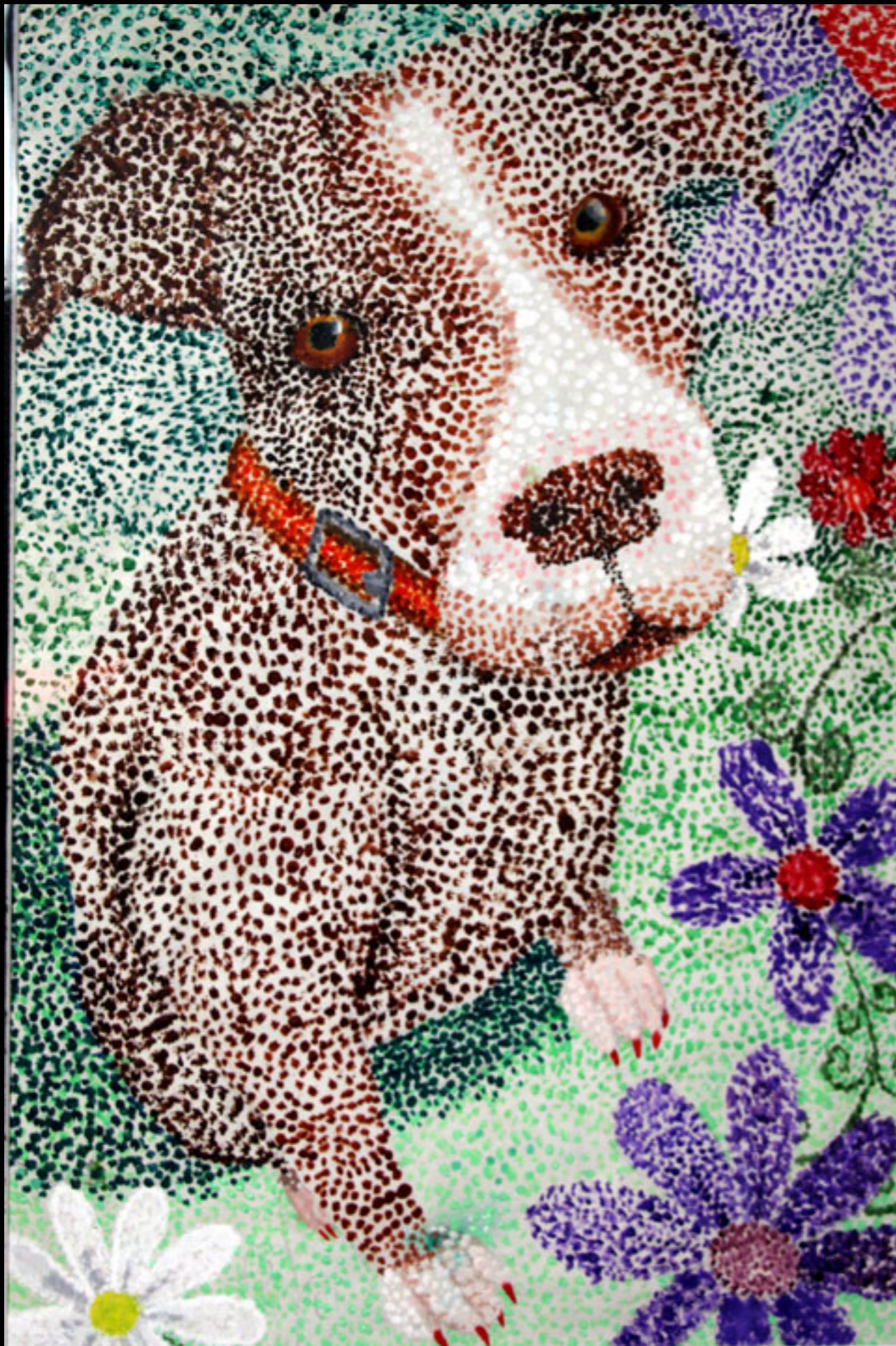
School: **Creekside Intermediate School**

District: **Dexter Community Schools**

Art Teacher: **Jane Montero**

Learning Statement:

After learning about the history of bark painting, students drew animals and plants representative of this style. Students used fluorescent paint, white paint, and black Sharpie's for detail.



Zoey Sierer

Title: Lily

Grade: 7th

School: Clinton Middle School

District: Clinton Community Schools

Art Teacher: Lora Forgiel

Learning Statement:

This work of art allowed me to explore how to transfer subject imagery onto the paper using the gridding method as well as Pointillism painting technique. The most challenging experience with this painting was capturing the perspective of the angle and the shadows of Lily the dog. After many drawing revisions and the use of small dots; this project impacted my artistic ability through perseverance and patience.



Title: Contour Self Portrait
 School: Scarlett Middle School
 District: Ann Arbor Public Schools
 Art Teacher: Caitlin Huff

Grade: 6

Learning Statement:

I am Jasmine Marshall and am in 6th grade. The most important thing that I learned while making this picture is that it's ok to fully restart on a project. While making the sketch I had to restart around 5 times before getting a sketch I liked. I made lots of mistakes erasing too hard, not fixing early mistakes, and at the end never being happy with the results.



Paige Babcock

Title: Early Morning

Grade 8

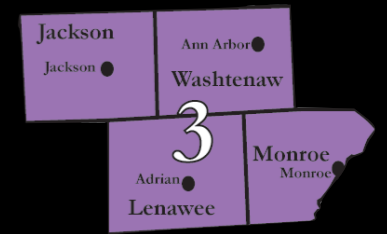
School: Mill Creek Middle School

District: Dexter Schools

Art Teacher: **Amara Karapas**

Learning Statement:

This artwork allowed me to explore reduction printmaking. Each color in the print was created by carving a new layer of the linoblock. The print is of breakfast foods with simple shapes allowing me to concentrate on the registration and inking process.



Ethan Richardson

Title: **Lazy Days**

School: **Western Middle School**

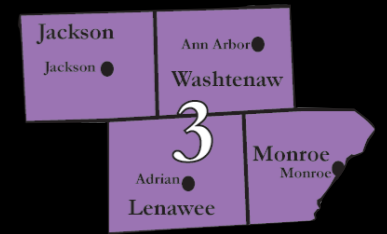
District: **Western**

Art Teacher: **D'Andra Clark**

Grade: **7**

Learning Statement:

The reason I chose a sloth for my painting is sometimes people just need to slow down and relax, and the sloth is a good role model. Before I added fur, I put down a color layer. I used a brush and lightly dipped it in the paint before doing short strokes. The claws were kind of a risk because I didn't want it to look like one claw. I put a little white line between each claw. I chose a sloth because it is my favorite animal.



Teagan Sullivan

Title: Jelly of the Fish

Grade: 7th

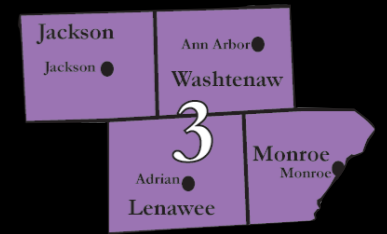
School: **Madison Middle School**

District: **Madison**

Art Teacher: **Heather Yeager**

Learning Statement:

This art piece was fun and not that complicated to do. This artwork took a lot of time and there were a lot of new things to learn, but my art teacher taught me many things help me get through it successfully. My art piece was made with acrylic paint on paper. This project was challenging in some parts, like when I needed to blend the acrylic paint for the jellyfish, but in other parts like creating the backgrounds it was much easier for me because it is more of a solid color. I am glad I did this project I learned a lot.



Abigail Lloyd

Title: **The Rose**

Grade: **7**

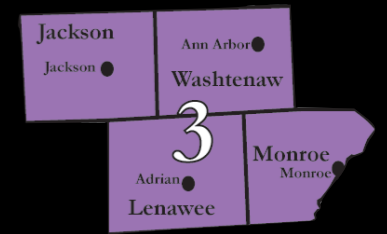
School: **Western Middle School**

District: **Western**

Art Teacher: **D'Andra Clark**

Learning Statement:

The most important thing I learned while doing this artwork is the value of shading and the correct proportion. The message I am trying to convey in making this art is that you will mess up, you will make mistakes but in the end it will all be worth it. When people view my art, I hope they will notice all of the effort and time that went into this piece.



Jovie Hernandez

Title: Skyscraper City

Grade: 6

School: Sand Creek Junior High School

District: Sand Creek Community Schools

Art Teacher: Victoria Beagle

Learning Statement: In my 6th grade art class, we learned about the artist Marz Jr. I looked at his paintings as inspiration for my drawing. I am especially proud of the way I cut out the building on white paper to "fit behind" the buildings I drew on the yellow paper. This drawing took me a long time, but I liked making it.



Lily Hawkins

Title: A "Lily" Bit of Color

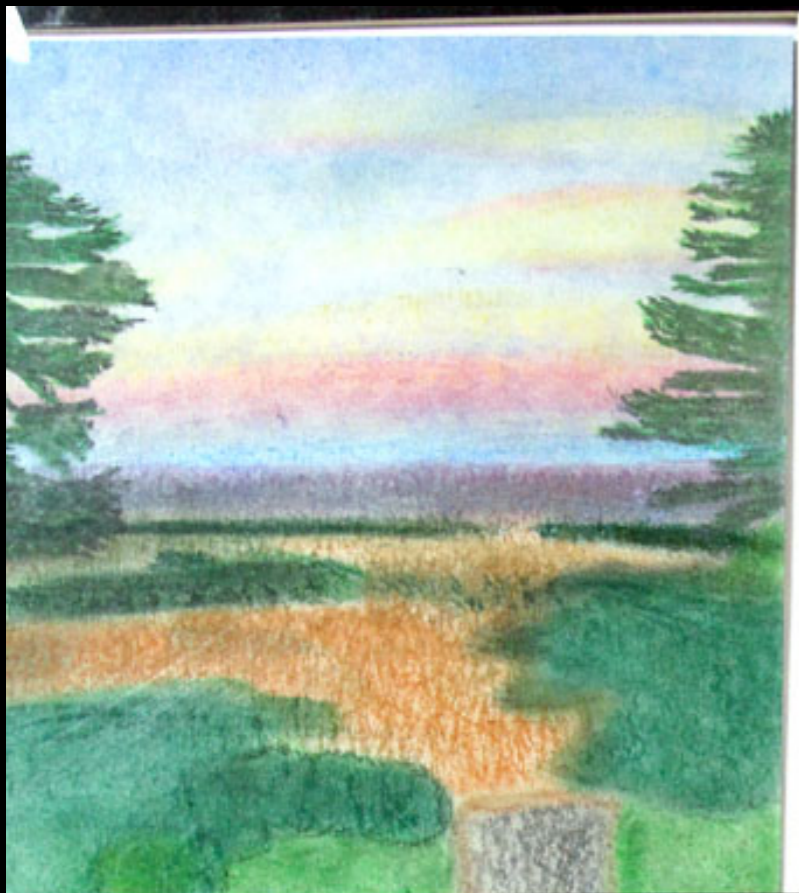
Grade: 6

School: Sand Creek Junior High School

District: Sand Creek Community Schools

Art Teacher: Victoria Beagle

Learning Statement: This artwork allowed me to explore so many patterns and colors. When people view my art, I hope they see the bright side of the world. My inspiration is from Romero Britto, his artwork stands out from any artist I have ever seen. I have never seen so many different patterns and colors on any artwork I have ever done.



Kiersten Crosby

Title: **Grandma's Cottage**

Grade: **8**

School: **Mill Creek Middle School**

District: **Dexter Schools**

Art Teacher: **Amara Karapas**

Learning Statement:

When looking at this artwork, I hope people notice that the location of the work is meaningful to me. My grandmother and I have a close relationship with one another and the lake shore is a place we visit often. My photo shows foreground, middleground and background to form a strong composition. I recreated the work in pastel and finally needle felting.



Charlotte Malo

Title: **Shoe prints**

Grade: **6th**

School: **Creekside Intermediate School**

District: **Dexter Community Schools**

Art Teacher: **Jane Montero**

Learning Statement:

After learning about the history of printmaking and Andy Warhol's fabulous shoes, students drew shoes of their choice. Students were shown how to carve and each student carved their design and printed various colors using printmaking ink.

**Top 15
Elementary**



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.



**Top 15
Elementary**

Evelyn Berg

Title: **The Sunflower**

Grade: **K**

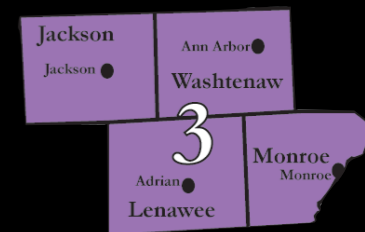
School: **Lakewood Elementary**

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.



Alexandra Ferree

Title: **Michigan Watercolor Landscape**

Grade: 4

School: **Wylie Elementary**

District: **Dexter Community Schools**

Art Teacher: **Valerie Eninsche**

Learning Statement:

Fourth Grade students created a mixed media painting about their home state of Michigan. These landscape paintings use MULTIPLE HORIZONS to show FOREGROUND, MIDDLE GROUND, and BACKGROUND. Students used masking techniques for the bright white birches, watercolor washes for the backgrounds and tempera sponging for the tree tops. Can you spy some of our native Michigan wildlife in these scenes? We hope that you enjoy our color tour.

TAKE THE LONG WAY HOME

SCHOOLS OUT

First I hop on a private jet to Mackinac Island with my Family.

MACINAC ISLAND

Now, I have reached Mackinac Island. First we will rent bikes to bike around the island. We will stop in town to get some fudge and check out the fort.

LUXURY JET TO PARIS

Now We will take a private Jet to Paris, France. On board the jet we will play Risk, Scrabble, and Chess. We will also draw.

PARIS, FRANCE

Now We Have reached Paris, France. We will check out famous buildings like the Eiffel Tower, the Louvre, and the Arc de Trioumph.

ALP MOUNTAINS, SWITZERLAND

From Paris we will fly to Geneva, Switzerland. From there we will drive to the Alps Mountains Where we will enjoy Skiing and Snowboarding.

PRIVATE JET TO ROME, ITALY

Now We will take a private Jet to Rome, Italy. On board the jet we will play Risk, Scrabble, and Chess. We will also draw.

ROME, ITALY

Now we have reached Rome, Italy. We will check out St. Peter's Basilica, the Colosseum, and the Leaning tower of Pisa.

HOME, DEXTER, MICHIGAN

Jack G.

Jack Grimes

Title: "Take the long way home"

Grade: 5th

School: Creekside Intermediate School

District: Dexter Community Schools

Art Teacher: JaneMontero

Learning Statement:

This was a graphic design assignment using an online design program called snappa.com. Students brainstormed where they would go after leaving school with time not being part of the plan. Each student brought their Google Chromebook to art and were taught how to use this design program. Students selected their own backgrounds, learned how to overlay colors and added graphic icons from the snappa.com free bank of images. Students wrote their own text to tell their stories.



Claire Zaski

Title: **Scientific Illustration**

Grade: **3**

School: **Wylie Elementary**

District: **Dexter Community Schools**

Art Teacher: **Valerie Eninsche**

Learning Statement:

In an art and science integrated lesson, third grade students learned about observational drawing and scientific illustration. Students viewed a slideshow explaining the purposes of scientific illustration, and discussed the video Austin's Butterfly. After picking out a natural object, students drew pictures as accurately as possible. Third graders created a watercolor painting of a realistic butterfly.



Anna Bogle

Title:	Spirit Tree	Grade:	5th
School:	Lakewood Elementary		
District:	Ann Arbor Public Schools		
Art Teacher:	Peggy Leonard		

Learning Statement:

The assignment was to create a spirit tree, a tree that represented me. If you look carefully you will see words that describe me and bubbles that represent my creativity and imagination. The bark has many colors and textures that represent all the different things about me. I love nature and hope you can see that in my work.



John Michael Jerome

Title: **Jazz Landscape Collage**

Grade: **5th**

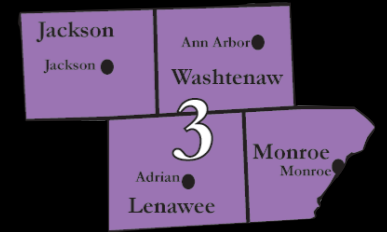
School: **Creekside Intermediate School**

District: **Dexter Community Schools**

Art Teacher: **JaneMontero**

Learning Statement:

After learning about the life and art of American artist, Stuart Davis, students created a collage based on big cities and jazz. While working, jazz music was played and students learned the history of jazz in America. Emphasis was placed on creating organic and geometric shapes, bright colors, and variety of big cities and jazz.



Lovisa Nystrom

Title: Rainbow Breeze
 School: Eberwhite Elementary
 District: Ann Arbor Public Schools
 Art Teacher: Sarah George

Grade: 3rd

Learning Statement:

I created a Rainbow Landscape. I learned to be careful while painting with watercolor and to take my time so the colors don't mix. I'm very proud of the colors I created in my sky! I really love to make swirls look like wind- similar to Vincent Van Gogh's paintings. I added oil pastel on the ground to look like textured grass. My painting looks like a dream!



Julianna Richards

Title: **Wild Landscape**

Grade: **5th**

School: **Creekside Intermediate School**

District: **Dexter Community Schools**

Art Teacher: **JaneMontero**

Learning Statement:

After learning about David Hockney's life and art work, students created their own wild landscape. Emphasis was placed on texture, pattern, and color. Students named their own landscape in honor of the Hollywood sign as seen in Hockney's 1980 "Mulholland Drive: the Artist's Road to the Studio" painting.



Grady Gardner

Title: **The Great Hunt** Grade: **KG**
 School: **Pittsfield Elementary**
 District: **Ann Arbor Public Schools**
 Art Teacher: **Lindsay Avenall**

Learning Statement:

In art class we learned about prehistoric cave paintings and I made an artwork in the same style. I reused coffee grounds mixed with different shades of brown and tan to copy the texture of a cave wall. In art class we researched animals that our ancestors hunted, like elk and bison. In my painting the hunters are hunting early in the morning when the animals move around. I used orange and yellow to show the sunrise. The animal on the left doesn't have very good hearing so he doesn't notice the hunters coming while he eats the yellow grass.



Baylan Moore

Title: Color Monsters

Grade: Kindergarten

School: Bryant Elementary School

District: Ann Arbor Public Schools

Art Teacher: Jennifer Sheppard

Learning Statement:

We read the book "The Color Monster" by Anna Llenas. This book is about a monster who has different feelings. We learned how to show feelings with facial expressions and color. I drew a mad, a silly, a calm, and a sleepy monster.



Seohyun Ha

Title: **Gradient Colors** Grade: **3rd**

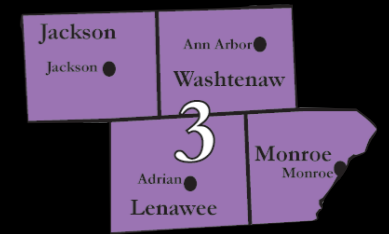
School: **King Elementary**

District: **Ann Arbor**

Art Teacher: **Laura Wayne**

Learning Statement:

I like my still life and painting with water it is magical. Making the objects look 3-D was fun. I mixed blue and magenta to make purple and darker colors. The darker colors I used as shadows. I made colors lighter by using more water and darker by not using water or a little water I like the way it turned out it looks so cool.



Michelle Kao

Title: **Tree of Life** Grade: **1st**
School: **King Elementary**
District: **Ann Arbor**
Art Teacher: **Laura Wavne**

Learning Statement:

I liked using metallic pastels on black paper to draw my life tree with patterns in the background. I also like using gold rings to make it look like stars or leaves falling from the tree or sky.



Logan Aymen

Title: **Impressionist flowers**

Grade: **2**

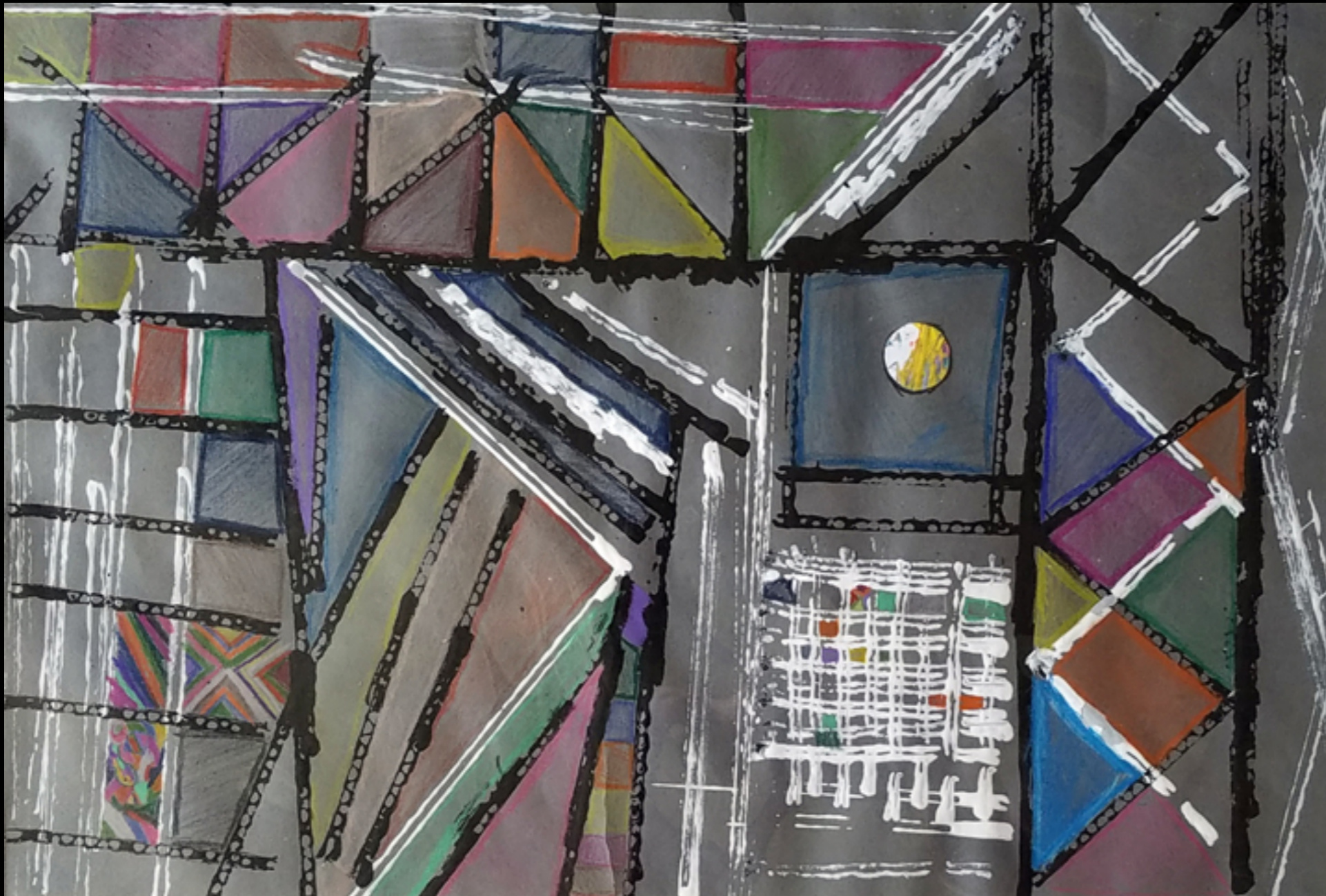
School: **Clinton Elementary School**

District: **Clinton**

Art Teacher: **Kathryn Machniak**

Learning Statement:

Logan created this painting from our introduction to Impressionism and Berthe Morisot. Drawing his flowers with paint, he went on to mix and layer colors of flowers. Building upon a former lesson on background and creating interest, Logan designed a patterned background that is stimulating and eye catching.

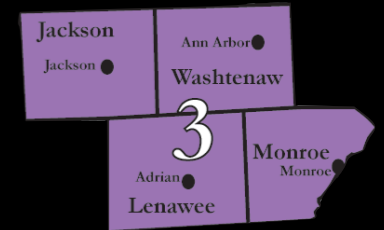


Ethan Neal

Title: **The Falling Sun** Grade: **5th**
 School: **Lakewood Elementary**
 District: **Ann Arbor Public Schools**
 Art Teacher: **Peggy Leonard**

Learning Statement:

In art we create an abstract picture based on Paul Klee's, Castle and Sun. I used cardboard to stamp lines and create the composition. I continued stamping to add more detail and make shapes. Next, I used colored pencil and spread the colors around. I hope you take a close look at my work and see all the details and the colors that I used.



Ainsley Stewart

Title: **Monochromatic Mansion**

Grade: **3**

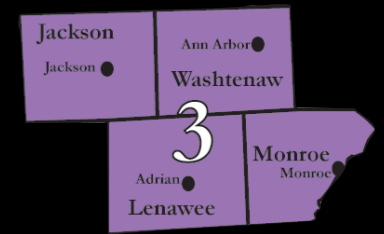
School: **Wylie Elementary**

District: **Dexter Community Schools**

Art Teacher: **Valerie Eninsche**

Learning Statement:

Third Grade students learned to use different values of a color to create a monochromatic painting. students viewed artwork by american painters Charles Burchfield and Edward Hopper, concentrating on Hopper's "The House by the Railroad." We discussed spooky Victorian mansions in visual culture. We discussed the difference between the value and intensity of a color or tone. Then, the students drew a mansion and mixed different values of a brown color using instant coffee granules. Dark values were used to outline the painting, and lighter colors used as a wash in the open areas. I hope you enjoy our spooky art!



Ethan Ying

Title: **Storm Comina** Grade: **3rd**
 School: **King Elementary**
 District: **Ann Arbor**
 Art Teacher: **Laura Wayne**

Learning Statement:

I enjoyed learning about the Edmund Fitzgerald and how it sunk. I liked drawing the ship, adding texture to the background sky and water. It was exciting to paint the storm comming with dark grey skies and lightening.



Lily Ellis

Title: **A Sunset of Memories** Grade: **3rd**

School: **Pittsfield Elementary**

District: **Ann Arbor Public Schools**

Art Teacher: **Lindsay Avenall**

Learning Statement:

We learned how to make structures look 3-D in art class. I chose to make a farm that I imagine is similar to the one my mom grew up on. All of the details in my painting are meaningful in some way. For instance, they loved chickens and the sky is a sunset that reminds me of watching sunsets with my mom before bedtime. Each sunset is a reminder that tomorrow is a new day and fresh start, especially when you have a bad day. I want people to feel happy when they look at my artwork and the world they are living in now. Because when you are happy it is nice to feel happy.



Michigan Department of Education Show

Charlotte Bruski

Title: Cat

Grade: Young 5

School: Bryant Elementary School

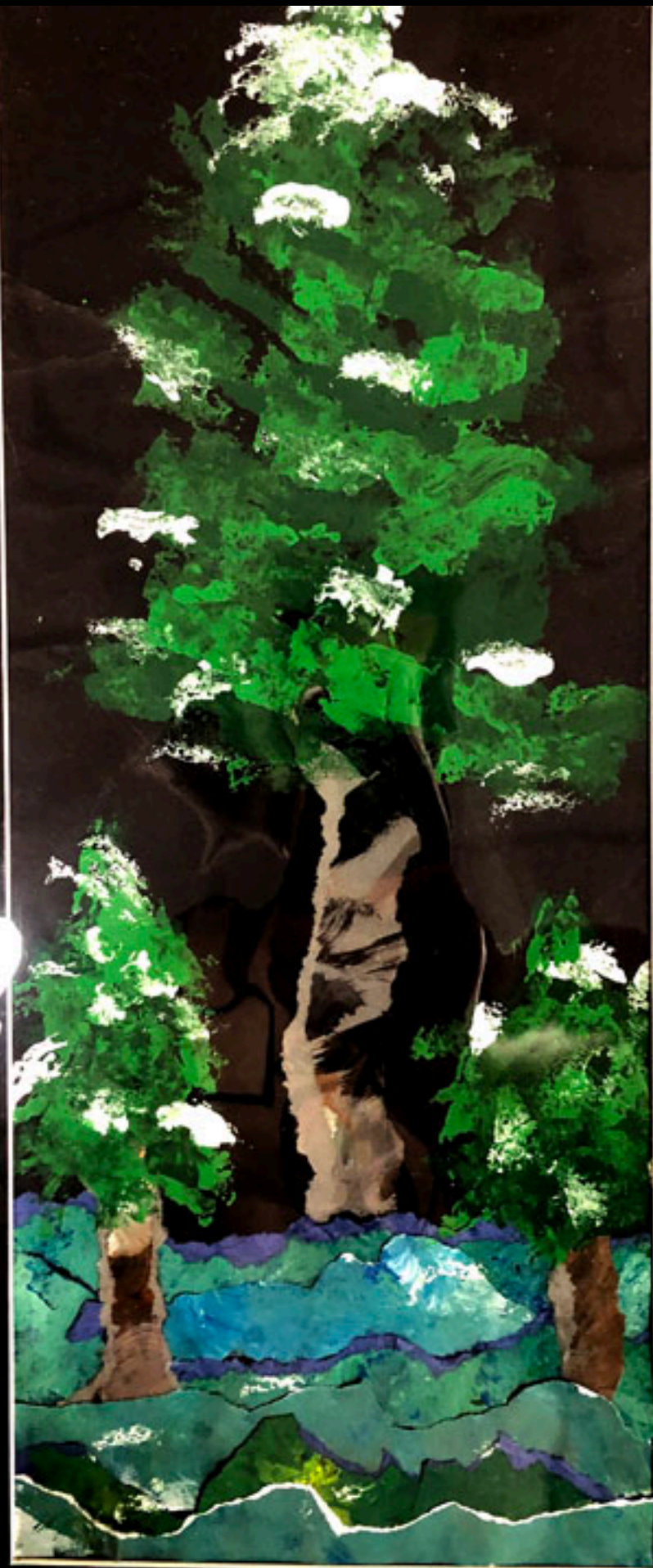
District: Ann Arbor Public Schools

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.



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!



Michigan Department of Education Show

Carmela Reusch

Title: Fall Leaves

Grade: Kindergarten

School: Brooklands Elementary

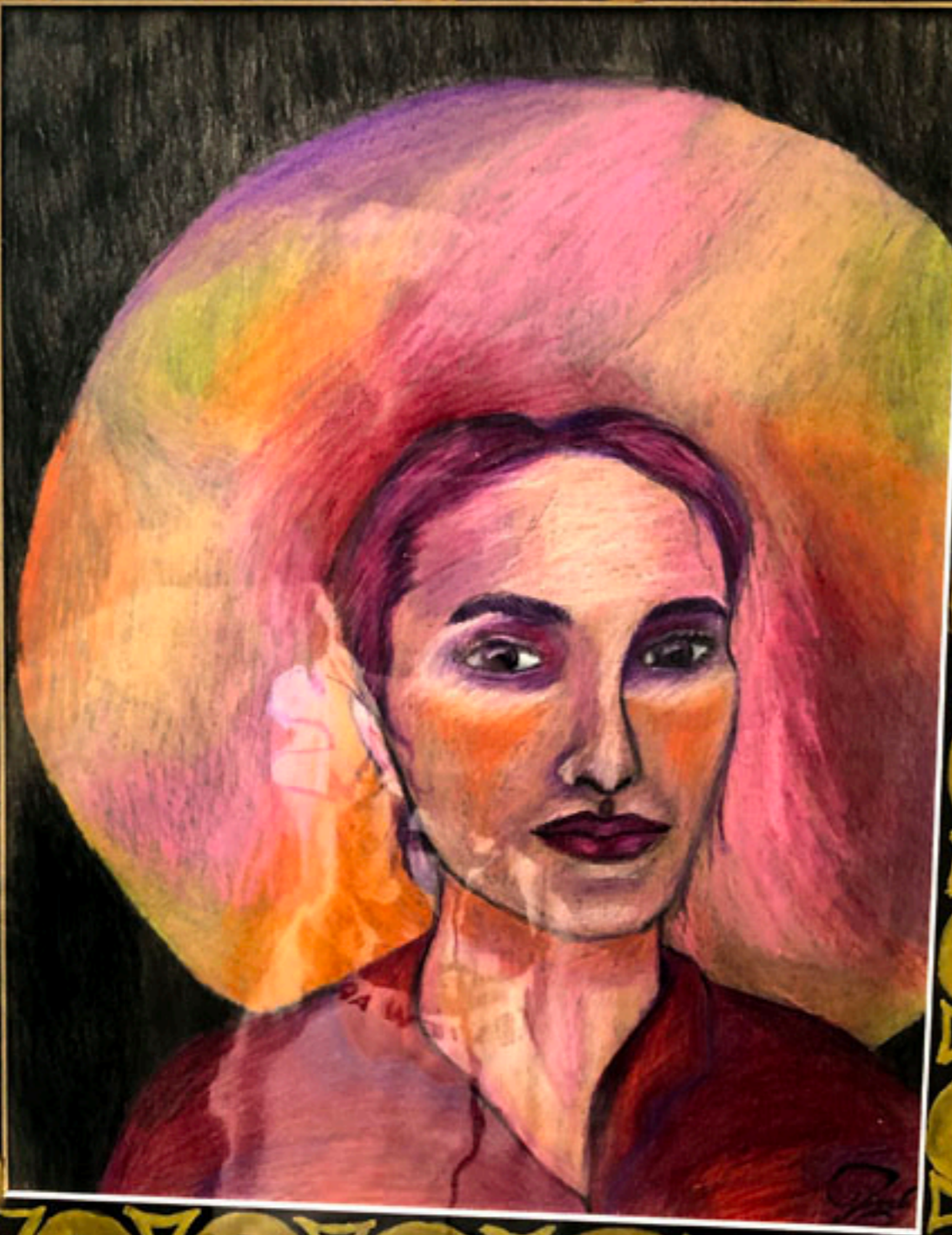
District: Rochester Community Schools

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



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.