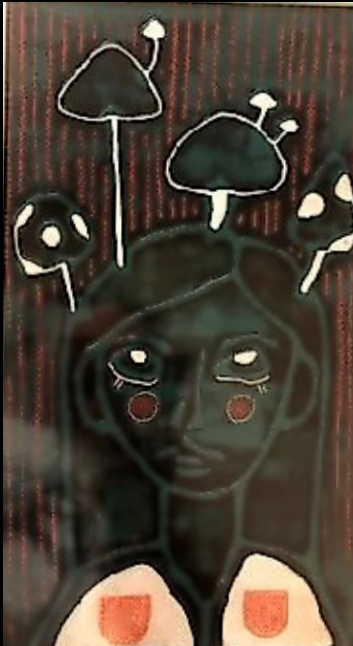
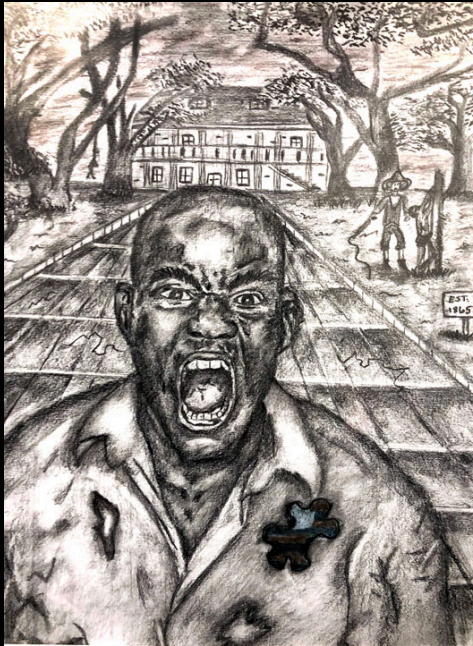
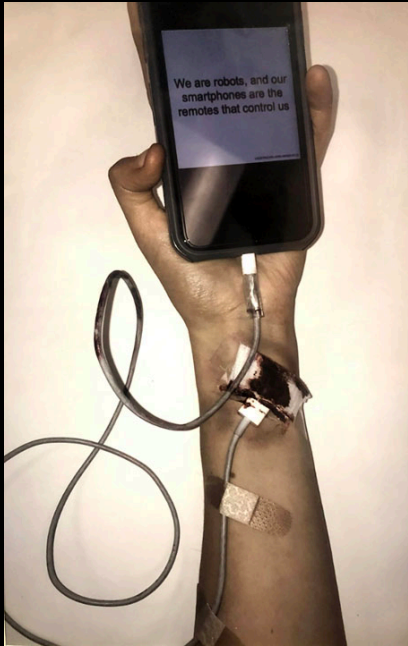




Region 6  
show







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**

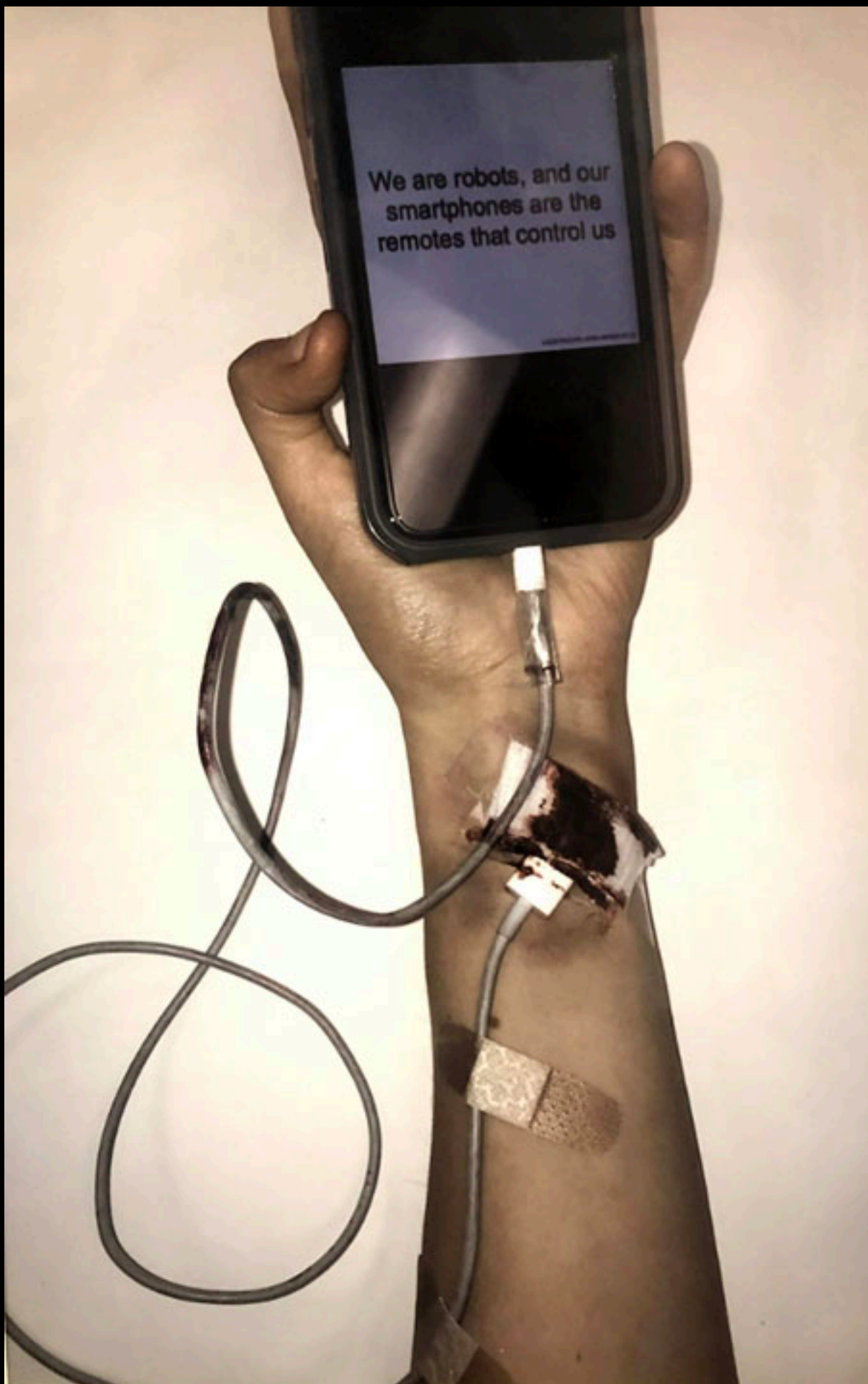
District: **Fraser Public Schools**

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**

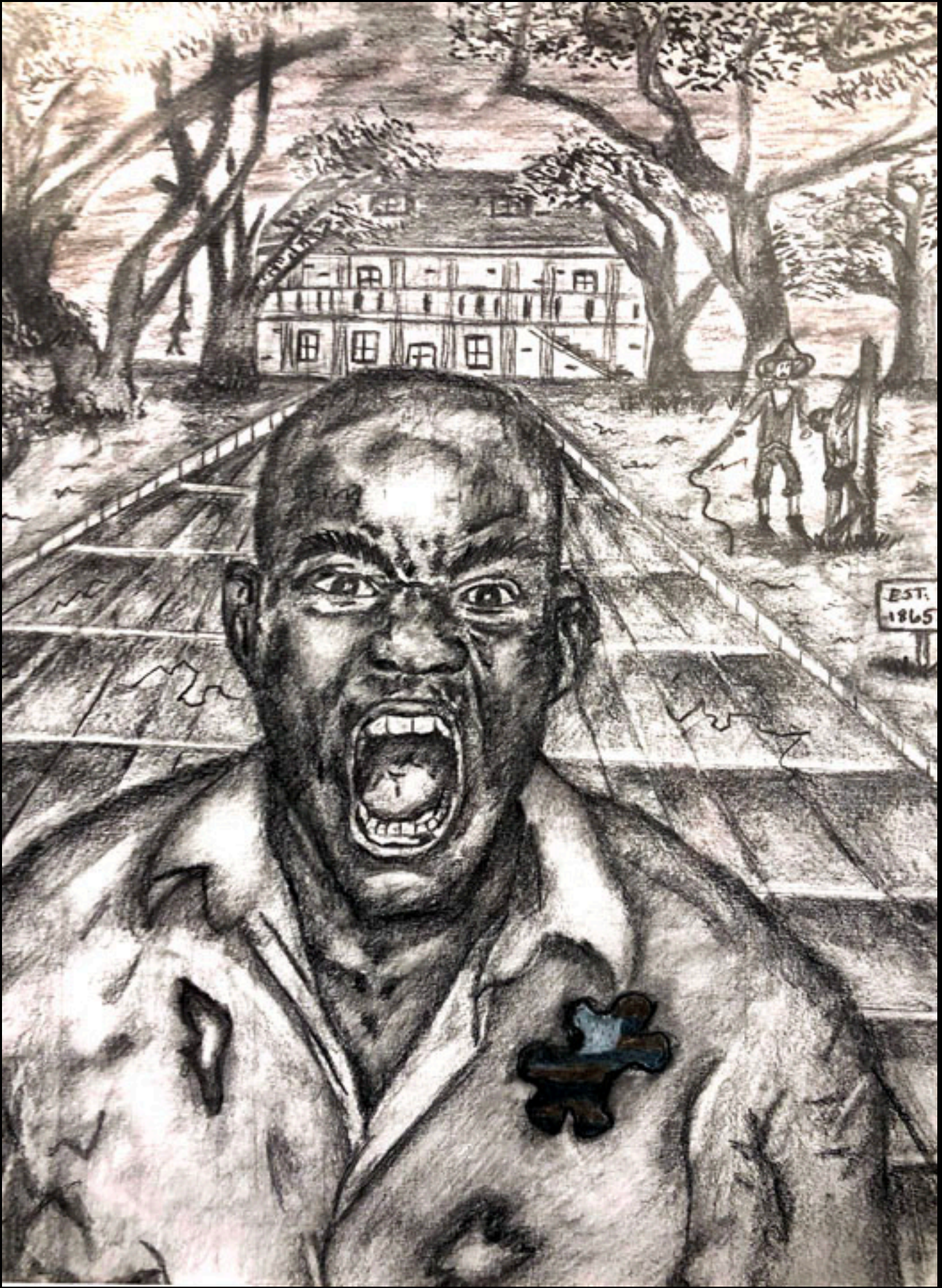
District: **Lakeview Public Schools**

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**

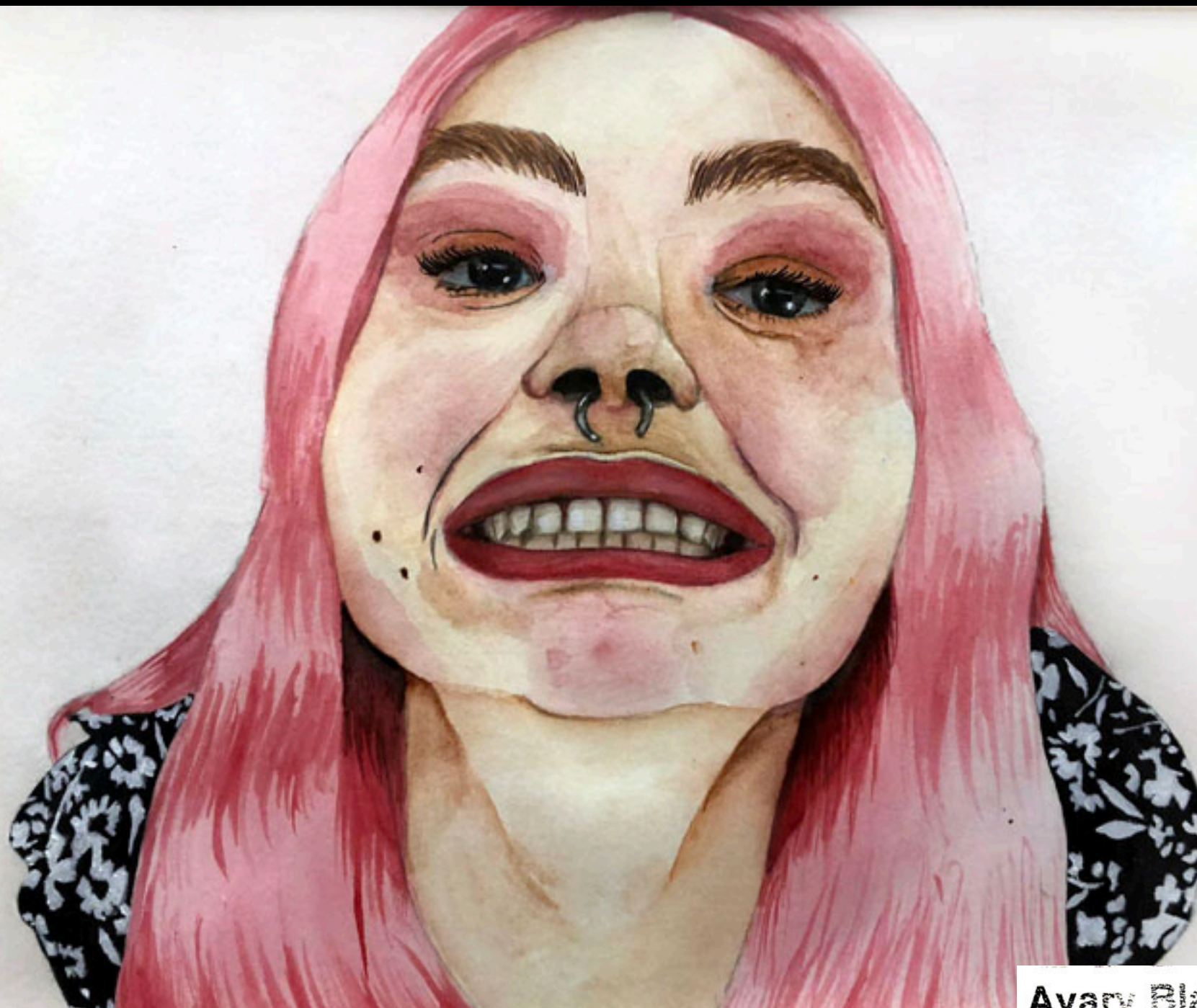
District: **Warren Consolidated Schools**

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**

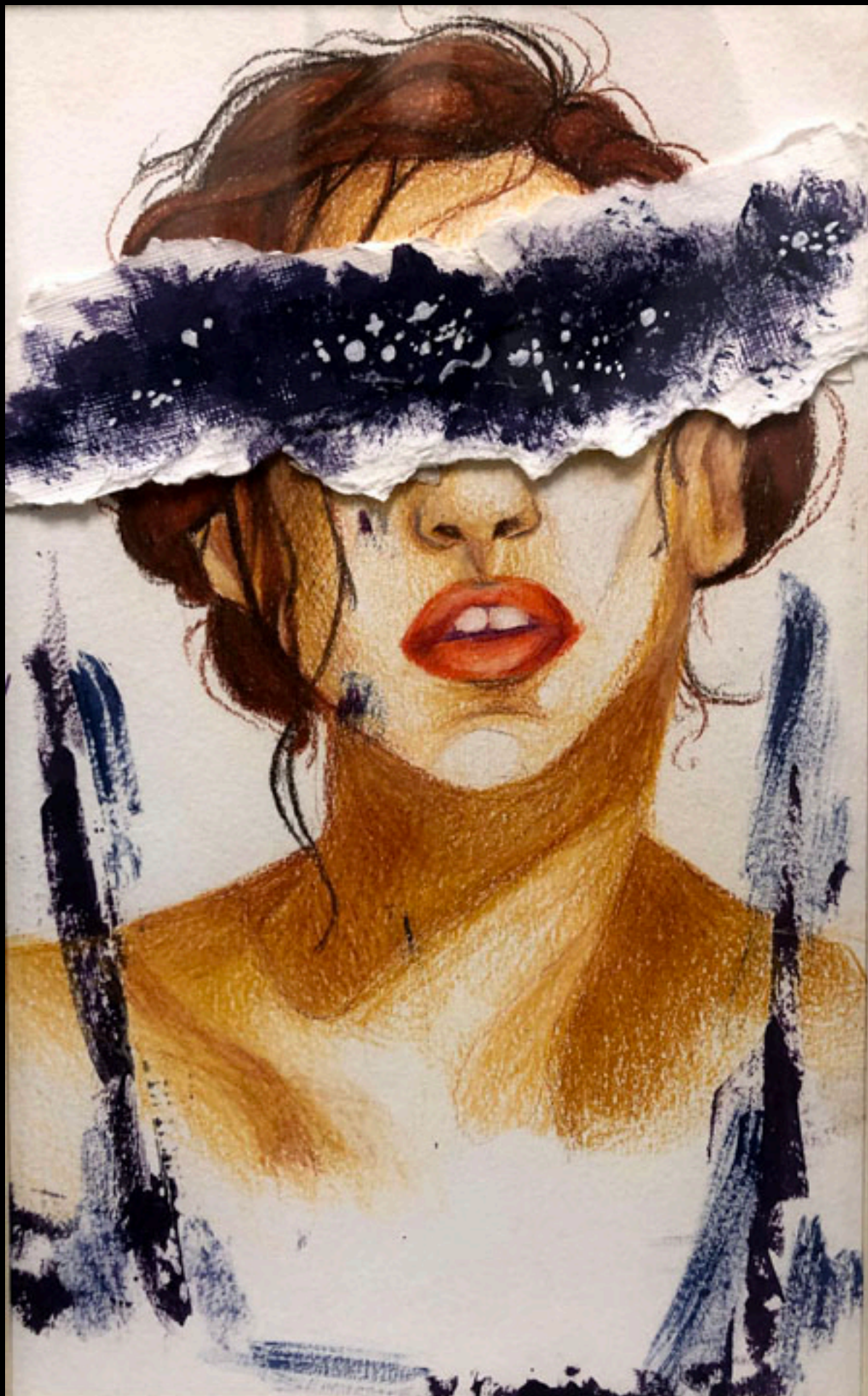
District: **Port Huron Area School District**

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.





## 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.