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Art works by students of the
Clarke County School District

2021-2022 Biennial Exhibit
October 11, 2022 – January 14, 2023

The South Gallery

211 Hoyt St
Athens, GA 30601
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accgov.com/lyndonhouse
Arts Division, ACC Leisure Services Department



School: Clarke Middle School**Art Teacher: Chance Hunter**

Teacher Statement: Students chose a pair of elements from the Elements of Art and a principle from the Principles of Design to focus on within their triptych assignment. Giving students the choice of how they wish to focus on their work leads to a better understanding of the core principles of art.

Title: Memories of Amber

Artist: Ginny Finch

Grade: 7th

Media: Ink on paper

Title: View of Mt. Fuji

Artist: Sterling Williams

Grade: 7th

Media: Mixed media

Title: III (Eye, Eye, Eye)

Artist: Koah McClellan

Grade: 7th

Media: Pen and ink

Student Statement: My project was created because I really like to draw eyes and I wanted to get better at them. The colors I chose were chosen because it resembles the beach in a way. I chose green as the pupil because it is one of my favorite colors and it matched the eye super well.

Title: Untitled

Artist: Molly Orbock

Grade: 8th

Media: Cut Paper

School: Clarke Central High School**Art Teacher: Cammi Newby**

Teacher Statement: Students used value and form to re-envision a fantastic scene or focused on value and form while creating their own theme. For this project students re-envisioned everyday objects into a theme of their choice. Students focused on value and form, using slices throughout these forms.

Title: Fantasy Sliced Dessert Land

Artist: Kendria Sturdivant

Grade: 9th

Media: Pencil on paper

Teacher Statement: Kendria created a fantasy land of sweets. Throughout her fantasy land she renders the forms in slices, showing these ordinary desserts in a new re-envisioned way both through the slices and in a landscape.

Student Statement: I made a dessert land with all types of sweet foods. For the drawing, I used a pencil, and ruler for precision. I used many shading techniques, and I added value to the sliced food. This piece

of art is special because this art represents foods people enjoy from a different perspective. This art shows my viewers how you can make food look fun in a drawing. This piece of art shows the theme re-envision through the slices. The slices give a fantasy feel, and it makes my food appear to be floating.

Title: Self-Made

Artist: Carolina Albaran-Velazquez

Grade: 10th

Media: Pencil on paper

Teacher Statement: In this work, Carolina presents geometric forms as robots. Her focus on form and value is shown through slicing forms and using pencil shading. She re-envisioned simple forms into a fantastic scene.

Student Statement: I made an art piece of a geometric robot that is picking its pieces back together. I used an ordinary pencil to sketch, outline, and shade my artwork. My art has been made by practicing and knowing how to shade and highlight the shapes I needed to create the robot. I had to plan and sketch out my ideas until I could find what shows me re-envision. This artwork in particular is special because it really did make me re-envision how my art can be interpreted, and how many themes it can fit into. It can show people a simple robot or a complex idea of self-repair representing self-care and building yourself up. It's art which means it can represent many things. Art can't be put into a small box of ideas or else what's the point of creating it.

Title: Fever Dream

Artist: Sofia Morales

Grade: 9th

Media: Pencil on paper

Teacher Statement: Sofia incorporated outer space into her drawing, adding slices throughout her forms. Sofia's imagination brought to life a re-envisioning of value and form.

Student Statement: I made a space-themed drawing. The medium I used to make this drawing was pencil. I started with a sketch of the main idea and I slowly started shading from the astronaut to the extra details. I just wanted to add things I thought looked interesting to me and details that would make the viewer want to stop and look closer at it. It's nice when I show people my artwork and they look close enough at it to be able to comment on details I worked hard on.

The theme re-envision applies to this artwork because there isn't a particular story or explanation of what's going on for this piece. People can view it in different ways and create different stories for it and none of them will be necessarily wrong. There's so many things unresolved in this artwork that makes it so the viewer can make up their own ideas as to what it is.

Title: Untitled

Artist: Christian Rivera

Grade: 10th

Media: pencil on paper

Teacher Statement: Christian rendered a Christmas scene in a new way using a variety of 3-dimensional forms.

Student Statement: I created a drawing using 3-dimensional forms and pencil shading. I used Christmas as my theme and showed this by showing the night before Christmas inside a home. I showed a re-envisioning of Christmas the way it looks in my own house but with slices through everything. This drawing is special because Christmas has always been my favorite holiday and it brings me a lot of happiness.

Title: Untitled

Artist: Anna Ogilvie

Grade: 10th

Media: Pencil on paper

Teacher Statement: Anna creates an underwater scene showing value, form, and slices throughout these forms. Her scene re-envisioned an underwater scene for the viewer to interpret in a new way.

Student Statement: My art project was a drawing of a coral reef and all the different plants and animals were sliced into different pieces. I made this piece with pencils and sketch paper. On this project, I really focused and created dimensions by shading. This project is special because I love animals and plants so drawing such a diverse ecosystem was really fun. I have also always wanted to go scuba diving. In my project many of the objects were sliced in half, this allowed the viewer to see the hollow inside of the objects you wouldn't normally see. I wanted the viewer to re-envision my piece and see it in a different way than if everything was normal. It also created a lot of dimension and made all the plants and animals look very 3-d.

Title: Birthday Party

Artist: Emily Solis

Grade: 12th

Media: Pencil on paper

Teacher Statement: For this project students reimagined a scene of ordinary objects. Emily created a birthday party scene with slices throughout her forms. Through value and form, Emily presented her birthday party theme in a new way, asking viewers to see in a different way.

Student Statement: I made artwork that had many objects that were sliced. I used a pencil and shading to create my artwork. When I was making my artwork I made sure to do a light stretch of it first. Then I started drawing all of my objects and slicing them. From there I started shading my artwork. I then added little details and I was finished. This piece of art is special to me because it was one of my first art pieces that I was able to shade successfully. It shows the viewers that normal everyday objects can be seen in different ways. When I was drawing my artwork I wanted the viewers to re-envision how normal everyday things can be looked at differently. My artwork was based on a birthday party. I wanted to show my viewers that anything such as a birthday cake, candles, balloons, etc. can be broken up into different parts and still be one object. My artwork shows re-envision by making the viewers look at

normal everyday objects and see that they can be broken up and still be one object. My goal was to make sure my viewers were able to re-envision normal everyday items.

School: Clarke Central High School

Art Teacher: Jessica Shelden

Teacher Statement: Students had to REconstruct a normal space to make it surreal.

Title: Lovely

Artist: Jada Eberhart

Grade: Grade 9

Media: Colored pencil on paper

Teacher Statement: Jada created a surreal space by using her personal experiences to rearrange and warp a bathroom space. She used symbols that were personal to her to express her personal feelings. She used colored pencil techniques to complete the image with shading and mark making.

Student Statement: This art piece really describes me and the way I think others see me. The theme with the bathtub and the bottles represents my image on the outside and how I may seem clean and calm. The black goop shows the anxiety and the negativity that tends to come out from time to time and you see that coming out from the tub and the ground.

School: Clarke Central High School

Art Teacher: Jessica Shelden

Teacher Statement: Emile has been exploring the theme of war including both the imagery and the symbols associated with it. This includes images that romanticize and showcase the horrors of war. He further explored it through the expressiveness of various materials. For this project, he explored the use of contour lines and their loose energetic nature to capture the fervor of galloping soldiers. Thematically he focused on REvolution for this image in his series. He wanted to showcase the excitement of a revolution through materials and the adoption of the image of a gallant soldier on horseback.

Title: Rough Riders

Artist: Emile Swartz

Grade: Grade 11

Media: Pen on paper

Student Statement: During my time exploring the art of war, I had taken notice that many pieces depicted men on horseback gallantly galloping across landscapes. This was a constant for a plethora of cultures, each one depicting a fleet of soldiers who believed in their own cause ever-charging forward. Inspired, I sought to capture that through the means of contour line drawing and a feeling of excitement in this piece.

School: Clarke Central High School

Art Teacher: Amanda Price

Teacher Statement: This installation was created as part of Connor's AP 3D Sustained Investigation portfolio as a way to explore the idea of sustainability, particularly through the use and juxtaposition of sustainable and unsustainable materials. The artistic process began with brainstorming and sketching ideas around the idea, including sketching in 3D with smaller materials. After developing an idea,

construction of the tree began through manipulation of many pieces of wire. The form of the tree was created and then multiple bases and positions were considered. Connor was inspired by natural materials found in various places related to his life. Ultimately, the final piece synthesizes these ideas in the collection of work.

Title: Metalurgic forest

Artist: Connor Allen

Grade: 12

Media: Mixed media

Student Statement: The exhibit is representative of a perception we as humans have of our environment: the trees will always be there. The metal component of the exhibit is biodegradable to a point, but unless harvested for scrap will practically last forever. However, the actual flora in our environment will not last forever. We see trees and other valuable natural resources as dispensable. But at the rate we seem to be using them, they are not. The bases upon which the trees are placed are also representative of this seemingly infinite nature. Unless touched or affected by some anthropogenic force, it will last forever. The sculptures then, as a whole, make us RETHINK the roles of these materials in our lives. They make us question our disposition towards the sustainability of the products we use and toss away. They explore the ironic juxtaposition between the everlasting sheen of recyclable aluminum used in the sculpture with the short lifespan and extreme waste of natural resources.

I cut hundreds of pieces of aluminum wire to a specified length depending on the type of tree I want to make. (Whether they will have leaves or long branches so that I might account for the extra length on the end properly.) I then measure how long I want my roots to be and begin twisting the entire bundle just above that line to create the trunk. Again, depending on the type of tree, I may shape the branches differently. But for every tree I twist bundles off of the main trunk to create said branches. If the tree has no leaves, I'm done, and I'm able to shape and glue the roots down to the base of my choosing. (Always a piece of wood, rock or recyclable material that I found myself.) If I do want to create leaves, I use thin needle nose pliers and take the extra lengths of wire at the end of each branch and twist them until they form a small bundle of wire to give the appearance of leaves. The whole process takes anywhere from 2 hours to 22 hours depending on the size of the tree.

School: Clarke Central High School

Art Teacher: Amanda Price

Teacher Statement: This piece was created as an independent study for Photography as a way to explore the idea of community through a double exposure. The artistic process began with brainstorming and planning ideas around the idea, specifically how to represent the school through the architecture and what makes Clarke Central what it is. Two different photographs representing what everyone sees as being representative of Clarke Central and what truly makes the school what it is were taken, and then layered together digitally.

Title: Clarke Central High School

Artist: Ava Sims

Grade: 12

Media: Photographic print

Student Statement: My work is a communication of the unity and student body that reflects Clarke Central. The art connects to this theme because of what the photo represents. The image shows a group of Clarke Central students gathered in the auditorium along with an image of the front of the school building. This represents a sense of togetherness within our school. I created this piece by combining two images with Pixlr-E and adjusting things such as saturation and exposure.

School: Cedar Shoals High School

Art Teacher: Laura Lee D'Huyvetter and Adrienne Shapiro

About AP studio art: Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

Title: Reminiscence

Artist: Esmeralda Figueroa

Grade: 12

Media: Ink and watercolor on paper

Teacher Statement: Esmeralda was inspired to create a work of art she learned about in AP Art History for her AP studio art portfolio.

Student Statement: My inspiration came from the original statue "Winged Victory Of Samothrace". I learned about this beautiful statue in AP art history, and the context of it fascinated me. The statue itself is a Hellenistic-era Greek sculpture that depicts the goddess Nike. She was created as a tribute to the goddess Victory, but also to commemorate a battle. The reasons I chose to illustrate this sculpture were because of the beauty of the fabric folds, and how soothing and realistic she appears. The emotion this statue conveys is quite compelling. I incorporated things that are no longer visible in the statue today to make the statue come alive again, such as the extra pair of wings, extra fabric, etc. I wanted its original setting to come back to life, I believe I achieved that goal. I hope you enjoy this piece as much as I enjoyed creating it.

Title: Reveal

Artist: Michael Niedzwiecki-Castile

Grade: 12

Media: Mixed media

Teacher Statement: Michael created a self portrait as part of his AP portfolio coursework.

Student Statement: This work represents the crossover between inner and outer self and the acceptance of the qualities of one's identity that may be seen as negative. The movement from tight to loose, grayscale to color removes the separation between inner and outer self. I hope this prompts the viewer to consider their own subconscious boundaries between what they feel inside and the person they present to the world. The messy and chaotic is just as valuable to this work as the tight and calculated, without one or the other, the piece would be imbalanced. Only as a whole can the work, and the self, be appreciated.

School: Clarke Central High School**Art Teacher: Amanda Price**

Teacher Statement: This piece was created as an independent study for Photography as a way to explore the idea of reconnecting to nature. August took all the photos in the field in areas in and around Athens; some photos used a telephoto zoom lens, though they all required a respect of nature and patience to capture the shot. Unlike other photography genres, nature photography has quite a large part left to circumstance and chance. August's persistence and strong photographic eye reflect the quality of this photograph as a portrait of the animal.

Title(s): Midland Watersnake (*Nerodia sipedon pleuralis*), Eastern Copperhead (*Agkistrodon contortrix*), Eastern Grey Squirrel (*Sciurus carolinensis*), Eastern Coachwhip (*Masticophis flagellum*), Northern Mockingbird (*Mimus polyglottos*), Spotted Salamander (*Ambystoma maculatum*)

Artist: August Pearson

Grade: 12

Media: Photographic print

Student Statement: Reconnecting to nature, it's a phrase that is commonly used. But what is it aside from a catchy slogan that resorts and cruises use to advertise their curated, limited, capitalist and frankly inaccurate versions of the natural world? I define reconnecting to nature as spending time appreciating and protecting the many living things we are lucky enough to share this planet with. With my photography I seek to bring awareness to the beautiful creatures that live on this earth, I also try to redefine reconnecting to nature as a way to spread education and help protect the few truly wild places we have left.

Capturing these photos is a long and arduous task. You either spend hours hiking through the woods with your camera equipment strapped to your back or you have to sit in one spot for hours on end and do everything possible not to startle the animals so you can observe them acting naturally. Of course that is only when you are photographing mammals or birds, reptiles and amphibians are a completely different story. When photographing reptiles and amphibians you have to actively search for them. I spend a huge amount of time looking under rocks, logs, and other cover to find snakes, lizards and salamanders. (I always leave everything exactly how I found it so as not to damage the habitat) When working with wild snakes I get bit quite frequently so I have to know how to identify every species in the area within seconds so I don't end up getting tagged by a venomous snake. I also have to be careful when handling snakes because the last thing I want to do is harm the snake. Despite the many challenges being able to capture moments of these beautiful creatures' fascinating lives is extremely rewarding and incredibly fun.

School: Clarke Central High School**Art Teacher: Amanda Price**

Teacher Statement: This project was created as part of Emma's AP 3D Sustained Investigation portfolio as a way to explore art as a comfort and to reclaim that sense of comfort. The artistic process began with brainstorming and sketching ideas, including drawing outside sources. After developing an idea, construction of the sculpture began using ceramic pinch pots and other additive techniques. The stylized bust was created using this clay sculpting approach, and then various approaches for glaze application were considered before finalizing the glaze colors. Emma was inspired by the color of succulents and

how that changes when the plant is under stress. Ultimately, the final piece synthesizes these ideas in the piece titled Is it Noticeable?

Title: Is it Noticeable?

Artist: Emma Scott

Grade: 12

Media: Ceramic

Student Statement: Re-claim: This bust has spikes growing on it, inspired by succulents, which can fade from green to orange when they are under stress. Like succulents, people often express stress in ways that affect their physical appearance by pulling hair, picking skin, etc. Hiding these physical abnormalities reinforces the idea that they are flaws, which can make us more anxious, creating a cycle. The stress that comes from self-consciousness for having orange spikes only makes us grow more spikes. I have found that allowing my “spikes” to be out in the open has helped me reduce the shame around them and slow down the cycle that makes them grow. I have re-claimed my spikes from shame and anxiety.

School: Cedar Shoals High School

Art Teacher: Laura Lee D'Huyvetter

Teacher Statement: At the beginning of the 2021-2022 school year, advanced art students explored the theme of transformation using their preferred media, style, and techniques. Students studied images of the butterfly life cycle, created thumbnails, and provided feedback to their peers throughout the art making process.

Title: Rebirth

Artist: Nancy Suarez-Gonzalez

Grade: 12

Media: watercolor

Student Statement: This piece represents transformation; specifically it relates to my personal change and acceptance within myself as I hold on to the last moments of my childhood. This artwork serves to show that growth can occur during and after changes that we face in life. The flowyness of the background serves to create movement and a soothing feeling. As for the other elements, both the butterfly and falling petals represent rebirth and development through changing seasons.

School: Hilsman Middle

Art Teacher: Heidi Hensley

Teacher Statement: Using Standard VA8.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art. a. Collect and explore inspirational images, words, thoughts, and ideas. b.

Maintain instructional information, consult resources, and create notes. c. Practice techniques using a variety of media and tools. d. Compose preliminary sketches and drafts.

We began to explore how words spoken to us in our past and present affect us, and how we can turn those emotions into a work of art to “restate” what has been said to us. We journaled, and planned how to present this piece of art.

Title: Re-State

Artist: Omnia Mansour

Grade: 8th

Media: Acrylic on canvas

Teacher Statement: Omnia landed on an image of her and herself.

Student Statement: In this piece, I wanted to show two sides of myself. One that is usually negative and the other that is usually positive. The positive is "Shouting" at the negative. The words around me represent the thoughts I've had and the things that have been said to me. Unfortunately, the negative side of myself always seems to take over, but what if those thoughts (Both positive and negative) make me who I am? If I embrace the negative and make it positive, can that be better than just focusing on one?

Title: Re-State

Artist: Cynthrell Johnson

Grade: 6th

Media: Acrylic on canvas

Teacher Statement: Cynthrell used a self portrait with words she was re-stating around her.

Title: Re-State

Artist: Kiyana Gaillard Beckom

Grade: 7th

Media: Acrylic on Canvas

School: Burney-Harris-Lyons Middle School

Art Teacher: Samantha George

Teacher Statement: For many of my middle school students, this tapestry unit was an introduction to the art form; therefore, we kept our designs simple by creating patterns of colored stripes as abstract representations of real-life landscapes. Each student searched landscape photos online and selected one with an appealing color palette. Students who wished to create more representational effects in their tapestries chose to learn a few additional techniques for creating angles or curves, and some students improvised their own techniques to form specific shapes in their designs. They showed remarkable aptitude for working in this art form with great skill for beginners, and many even embellished their finished work with creative fringe styled in unique ways.

Title: Sunset Mountain

Artist: Naomi Benavides

Grade: Grade 7

Media: Yarn

Student Statement: My artwork shows that there are pretty sunsets all over, and no matter where it is, it goes with everything. I used different colors of yarn, and I used string, a cardboard loom, and a tapestry needle. I learned that anything is possible and that no matter what colors you use, it will always look beautiful. What I feel about my artwork is that it inspires me to keep going with creativity and try new things – that no matter what materials you use, it is always artwork.

Title: Sunset

Artist: Yaquelin Garcia

Grade: Grade 6

Media: Yarn

Student Statement: My artwork shows a sun setting. I made it with yarn and string. This project taught me to be patient. It is amazing in many ways that I can't define. I am inspired to keep thinking creatively.

Title: Languor

Artist: Miranda Troncoso

Grade: Grade 8

Media: Yarn

Student Statement: My artwork shows hills on a nice day. I used yarn to create it. When making this, I learned how to properly make a tapestry. I'm proud of how much time and dedication I put into it. I can see myself in the future weaving and attempting to create another tapestry of a harder model.

Title: Water Landscape with Mountains and Trees

Artist: Isabella Hammock

Grade: Grade 6

Media: Yarn

Student Statement: This tapestry represents a landscape image with water in the foreground and mountains in the background, but it's recreated with stripes. I used yarn to create it. I learned that weaving takes SO LONG, and this artwork has sparked ideas for more projects like this with different media.

Title: The Mountains

Artist: Olivier Robles

Grade: Grade 8

Media: Yarn

Student Statement: My tapestry represents mountains and the sky. I used a loom, warp thread, yarn, and needle to create this. I learned that tapestry is not as easy as it seems. I am proud of it, and maybe I would like to make more tapestries.

Title: Horizon on the Plains

Artist: Jaritzy De Paz-Garcia

Grade: Grade 7

Media: Yarn

Student Statement: My artwork represents different shades and values of green, as well as the beauty of green in nature. The materials used were yarn and string, as to maintain the shape of the weaving. As for what I learned, I learned how to weave and how to mix different colors of yarn to create one piece. I feel as if my artwork is how I feel about nature. There are many green colored things in nature that are just not appreciated as much because of how common the color is. This piece gives me many ideas about how I will involve greenery in my artwork as I progress and experiment with many forms of art.

School: Burney-Harris-Lyons Middle School**Art Teacher: Samantha George**

Teacher Statement: For our still life drawing project, students in each class proposed and curated a selection of objects that would be representational of the year 2021. I assembled images of these objects into a digital collage, which served as a shared reference image for each class. We discussed the importance of aspect ratio and used a basic grid-drawing method to aid in representing scale, proportion, and shape accurately. We applied modeling concepts to create a three-dimensional effect with highlights and shadows. The broad selection of items demanded that we discover appropriate techniques for representing specific textures on a variety of surfaces. The aim of this project was to give students the opportunity to explore symbolic thinking as they documented their life experiences through art, while also developing their technical skills and self-confidence as young artists.

Title: 2021

Artist: Aaron Jackson

Grade: Grade 8

Media: Colored pencil on paper

Student Statement: My artwork shows a few popular items in 2021 (an iPhone, shoes, covid vaccine), but one of the most important things isn't the objects. It's the background. The twisty and turny orange pattern symbolizes fire, and fire is very chaotic, just like 2021. I only used the basics, pencils and colored pencils – those were all I needed. I learned how to use grids to my advantage at making still-life drawings look a lot more realistic. I feel I made a good piece for my experience in artistry, which is barely any. I believe that if I continue this way, I will continue to grow and soon become a professional.

Title: 2021

Artist: Jose Hernandez

Grade: Grade 8

Media: Colored pencil on paper

Student Statement: This drawing represents important things that happened in 2021. I used paper, a pencil, and colored pencils. I learned to make objects look sort of realistic, and I learned how to blend colored pencils. It inspires me to keep developing my skills in the future.

School: Burney-Harris-Lyons Middle School**Art Teacher: Samantha George**

Teacher Statement: For our still life drawing project, students in each class proposed and curated a selection of fruits to draw realistically in colored pencil. I assembled images of these choices into a digital collage, which served as a shared reference image for each class. We discussed the importance of aspect ratio and used a basic grid-drawing method to aid in representing scale, proportion, and shape accurately. We applied modeling concepts to create a three-dimensional effect with highlights and shadows. Furthermore, we explored techniques for rendering a variety of textures and developed precise blends of colors to match the hues found in each fruit. The aim of this project was to foster appreciation for the fine details of natural objects and the joy of learning how to capture those details through close observation and the development of strong technical skills.

Title: Summer on Table

Artist: Caleah Daniels

Grade: Grade 7

Media: Colored pencil on paper

Student Statement: My artwork “Summer on Table,” was my attempt to show the essence of summer using vibrant colors and fruit. I used colored pencils to create my artwork. I learned how to incorporate different scribbling ideas into my project. I am proud of my artwork since I don’t usually draw fruit or still life drawings. If there was one idea it’d give me about future artwork, it would be how to use different techniques and combine them into bigger pieces.

Title: Fruit Still Life

Artist: Flora Gallego Lomax

Grade: Grade 7

Media: Colored pencil on paper

Student Statement: My artwork shows three types of fruit drawn and colored in by pencils. I learned about shading, texturizing, and drawing proportions. I think it looks nice, but I would like to try redrawing this in the future.

School: Burney-Harris-Lyons Middle School

Art Teacher: Samantha George

Teacher Statement: For our still life drawing project, students in each class proposed and curated a selection of snack food items to draw realistically in colored pencil. I assembled images of these items into a digital collage, which served as a shared reference image for each class. We discussed the importance of aspect ratio and used a basic grid-drawing method to aid in representing scale, proportion, and shape accurately. We applied modeling concepts to create a three-dimensional effect with highlights and shadows. The aim of this project was to foster self-confidence in drawing skills by reaching an ambitious goal through a series of learnable, manageable steps.

Title: Snack Food Still Life

Artist: Leslie Zamudio Martinez

Grade: Grade 6

Media: Colored pencil on paper

Student Statement: This drawing represents the popular snacks people like to eat. I used colored pencils to create this artwork. I learned that creating realistic objects in a drawing isn’t that hard. I feel that my artwork is creative and great. In the future, I would like to draw living things instead of still life objects.

Title: Jorno

Artist: Bryan Hernandez-Duran

Grade: Grade 6

Media: Colored pencil on paper

Student Statement: I worked very hard on my artwork, which represents snacks. I used paper and colored pencils. I learned that with grid lines and a reference image, anything can look good. I would like to try making more realistic drawings.