

# 2020

Top 100 Middle School Show

Top 15 Elementary School Show

Governor's Traveling

Michigan Department of Education  
Show



Michigan Arts Education  
Association

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Show to go to that part of  
the slide show.

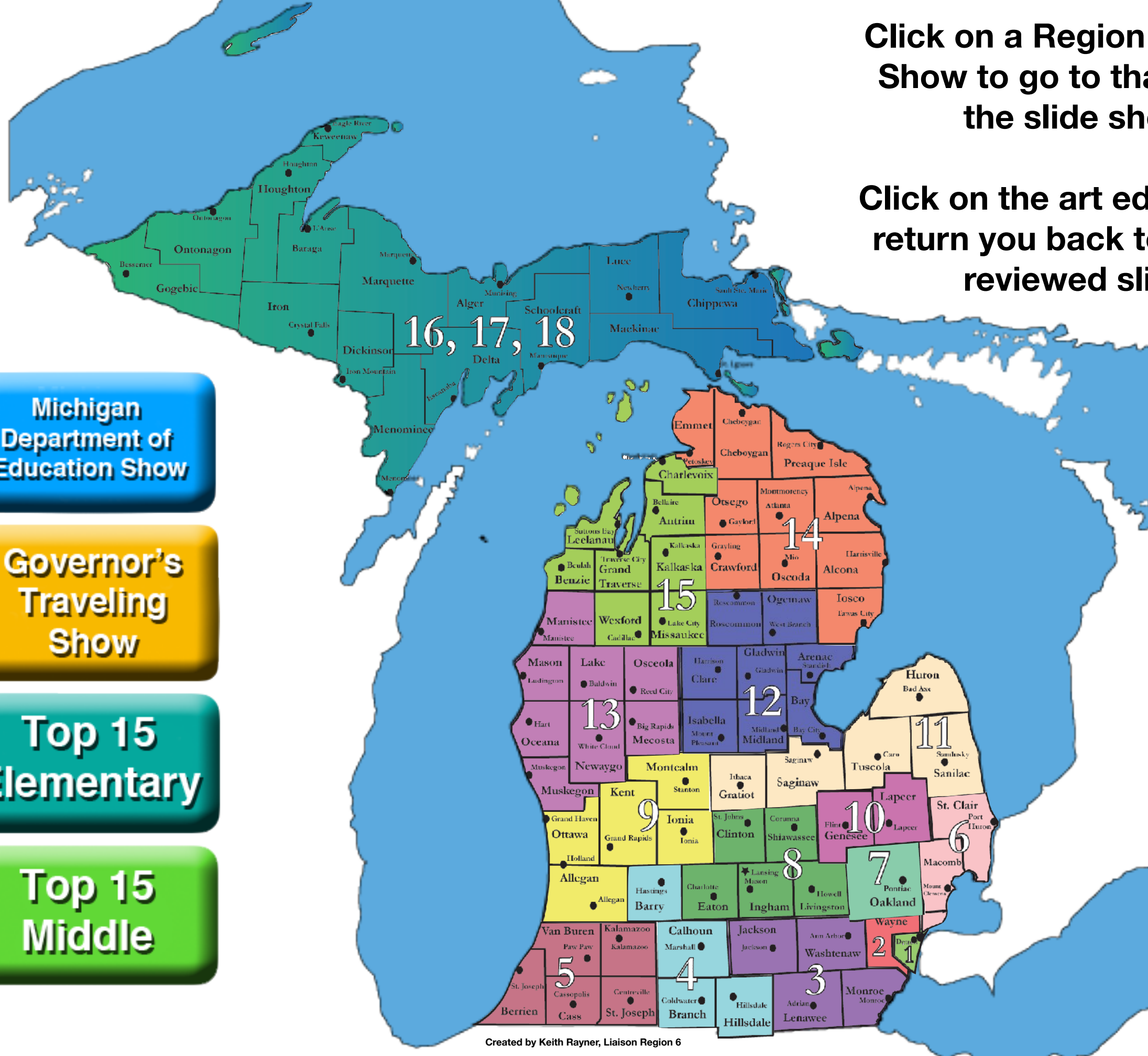
Click on the art ed button to  
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Michigan  
Department of  
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Governor's  
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Show

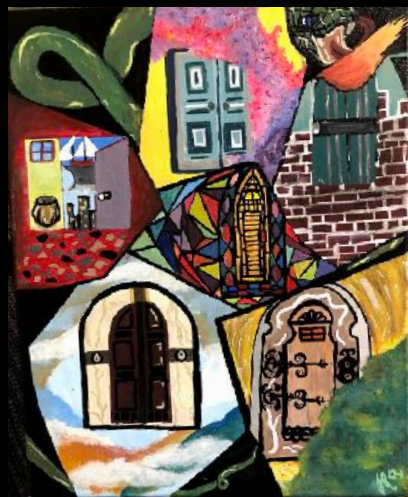
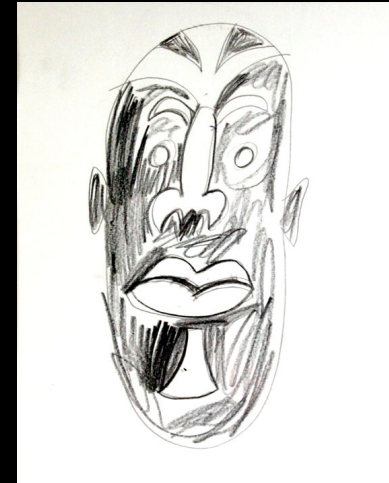
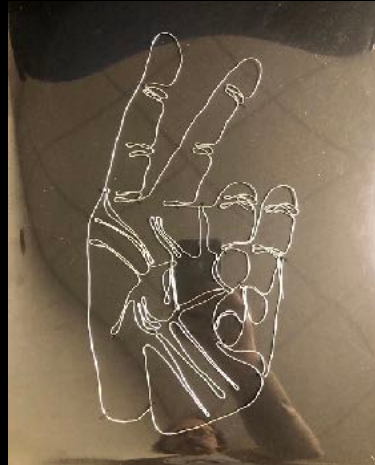
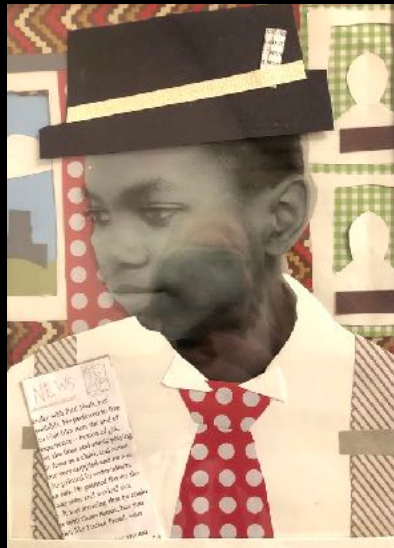
Top 15  
Elementary

Top 15  
Middle





# Middle School Top 15







# 100 Middle School Art Work



Students Name: James Ward

Grade: 8<sup>th</sup>

Title: My Mask

School: Ralph Waldo Emerson

District: Detroit Public School Community District

Art Teacher: Lisa White-Berry

#### Learning Statement

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





## Sarah Evans

Title: Difference

Grade: 6th

School: Ludington Magnet/Honors Middle School

District: Detroit Public Schools Community District

Art Teacher: Beverly Watson

Learning Statement:

While making my styrofoam prints I learned that I have to draw deeper lines for better details. I still like the results.





## Zaria Taylor

Title: "Z"

Grade: 8th

School: **Bates Academy**

District: **Detroit Public Schools Community District**

Art Teacher: **Illya Tolbert**

Learning Statement:

I choose to paint a zebra because the zebra used to my favorite animal. The name starts with a "Z" like my name Zaria. I tried to blend the colors for the flowers with mainly purple and pink.





## Xavier Musgrove

Title: 5 Things About Me

Grade: 7th

School: Ludington Magnet/Honors Middle School

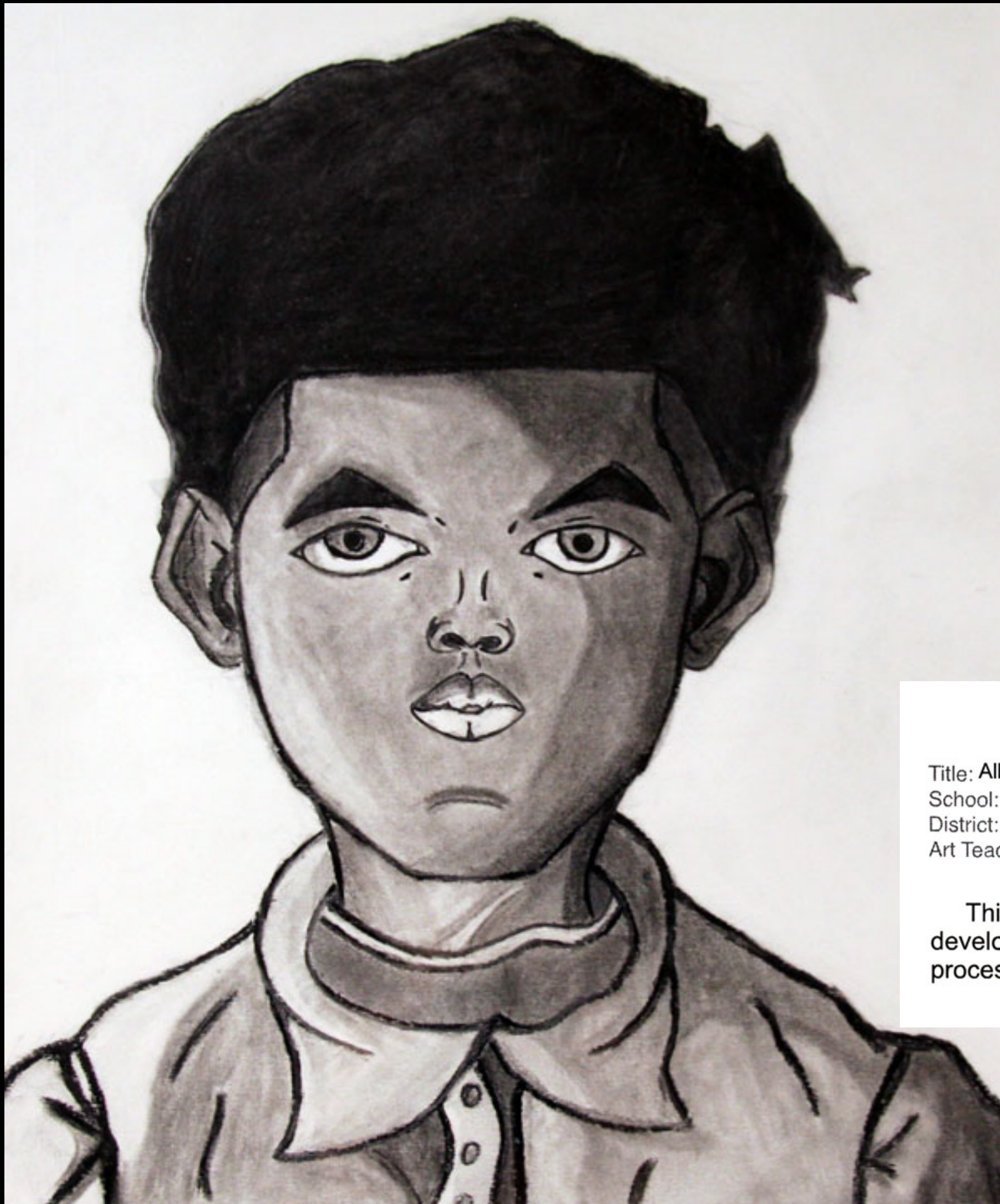
District: Detroit Public Schools Community District

Art Teacher: Beverly Watson

Learning Statement:

This artwork allowed me to show who I am and what I do daily.





## Auston Russell

Title: All About Me

Grade: 8th

School: Ludington Magnet/Honors Middle School

District: Detroit Public Schools Community District

Art Teacher: Beverly Watson

Learning Statement:

This work allowed me to explore the use of charcoal to develop light and shadow on my face. I felt challenged by the process and I am very pleased with the outcome.





## Asia Thompson

Title: Colors of Paint

Grade: 7th

School: Ludington Magnet/Honors Middle School

District: Detroit Public Schools Community District

Art Teacher: Beverly Watson

Learning Statement:

When people view my art I hope that they notice how much I liked using watercolors to paint my paper loom. I also enjoyed learning how to weave.





## Moses Mutua

Title: **Lonely Summer Tree**

Grade: **7th**

School: **Bates Academy**

District: **Detroit Public Schools Community District**

Art Teacher: **Illya Tolbert**

Learning Statement:

I made this pointillism style painting based on photo. I imaged it as lonely tree on a summer afternoon.





# Kehinde Ogunfuye

Title: Bright

Grade: 7th

School: Ludington Magnet/Honors Middle School

District: Detroit Public Schools Community District

Art Teacher: Beverly Watson

Learning Statement:

This work allowed me to explore the way different colors can be put together to make something new. I think the bright colors represent peace, and I love bright colors because I'm a peaceful person.



**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.





## **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**

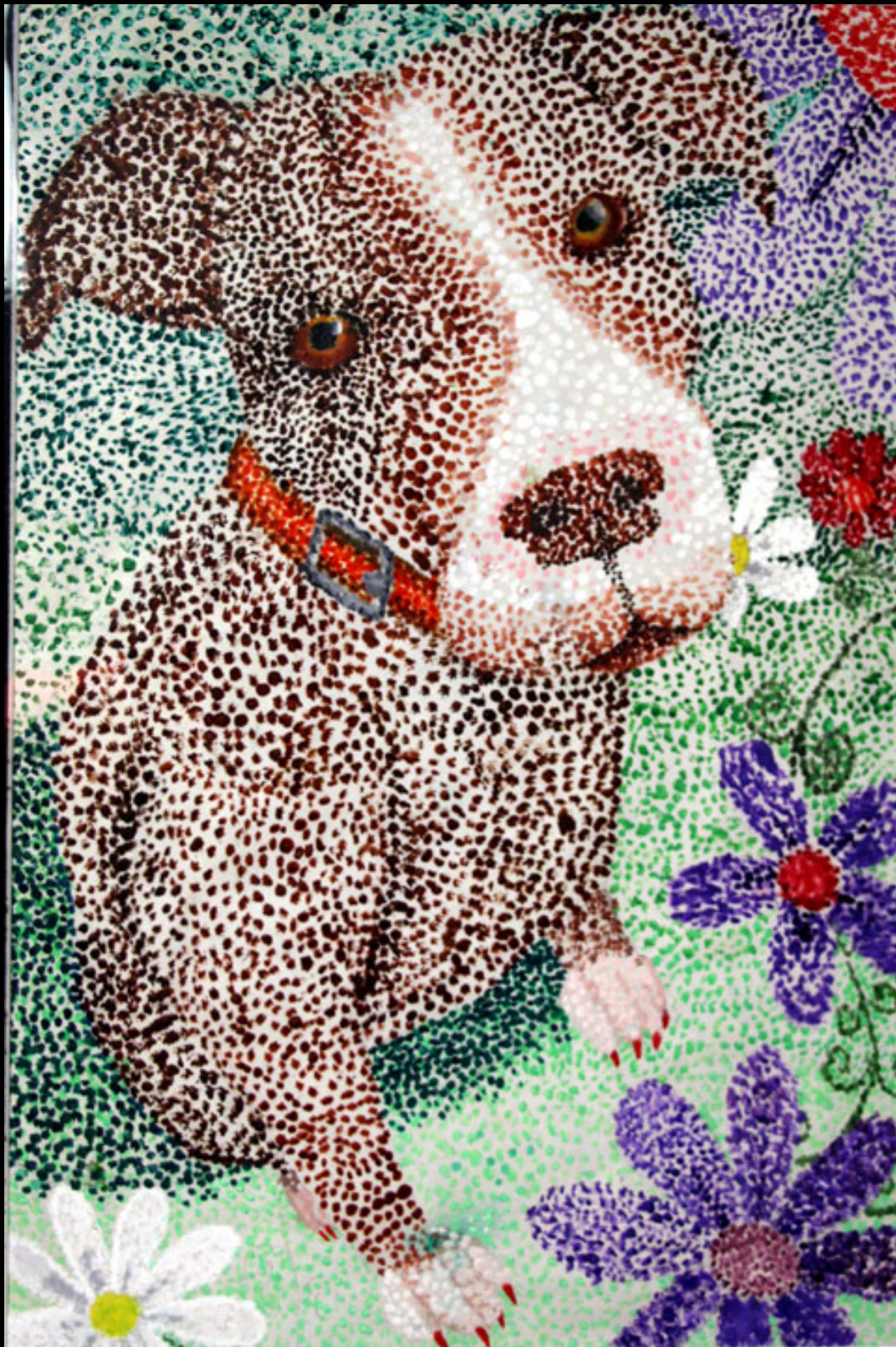
District: **Dexter Community Schools**

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.





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

**Grade:** 8th

**Top 15  
Middle**

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





Student: Laine Decker  
Title: Pop Art Portrait  
School: Lakeview Middle School  
District: Lakeview School District  
Art Teacher: Breeze Wattie

Grade: 8th

This allowed me to explore different colors and how they work with each other. For example, I explored how the primary colors in my project showed light and shadow without using black. This allowed the contours of my face to stand out!





## Hailey Russell

Title: Owl

Grade: 8

School: Jonesville Middle School

District: Jonesville Community Schools

Art Teacher: Christy Berry

Learning Statement:

I used value. I used this by going from light to dark. I also used emphasis. I did this by catching the viewer's attention. My art shows good craftsmanship because I took my time.





Gabrielle Petty

Pair of Pears

7th Grade

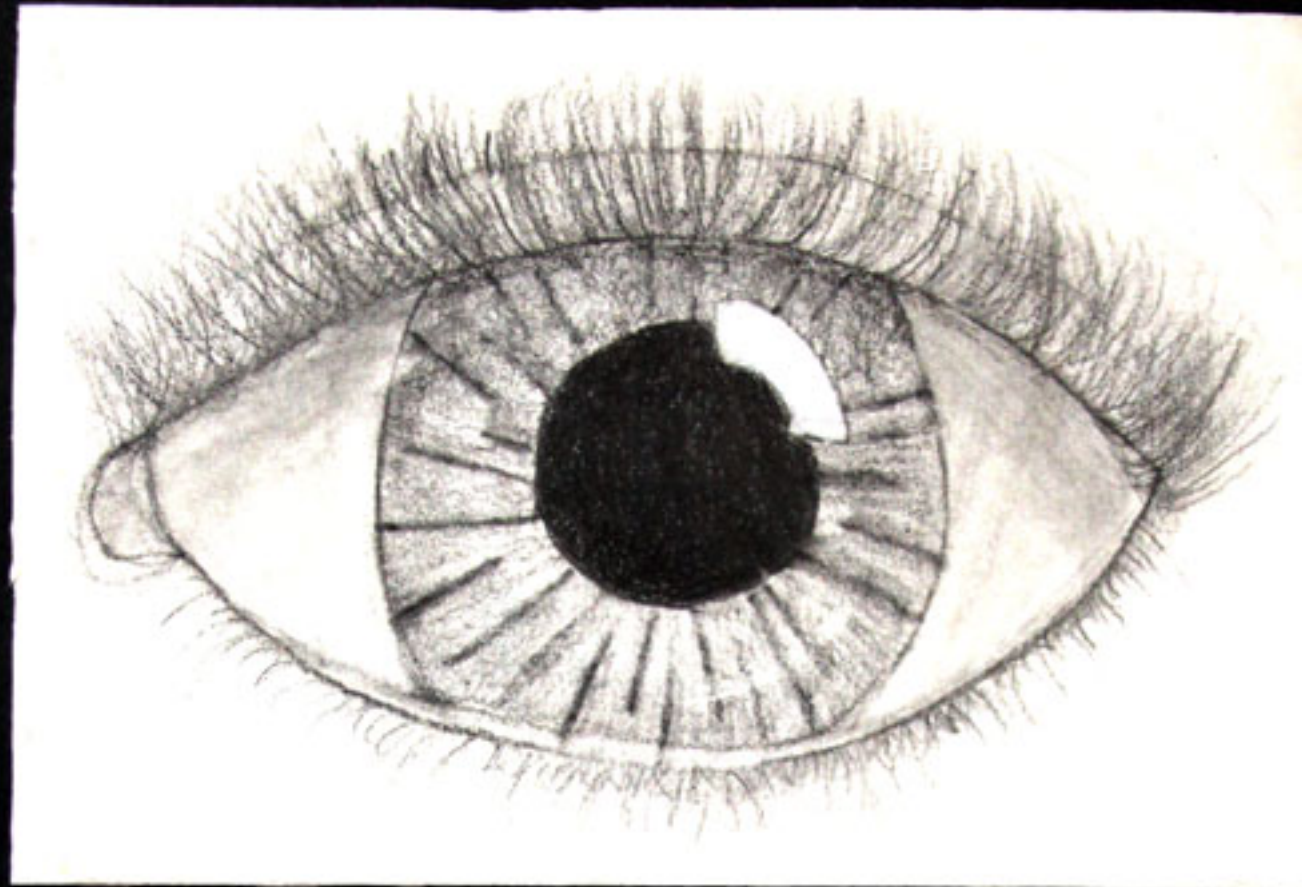
Lakeview Middle School

Lakeview School District

Art Teacher: Mrs. Nicole Stanger

We talked in seventh grade Drawing and Design class about what a still life is. Then we explored the medias of pencil shading, soft chalk pastels, and oil pastel, and how blending and shading techniques differ in each media. Seventh grader Gabrielle Petty made her three media study by looking carefully at the subject matter, a pear, and the colors, light, and shadows visible.





**Student: Carley Malcolm**

**Grade: 8th**

**Title: Surreal Eye**

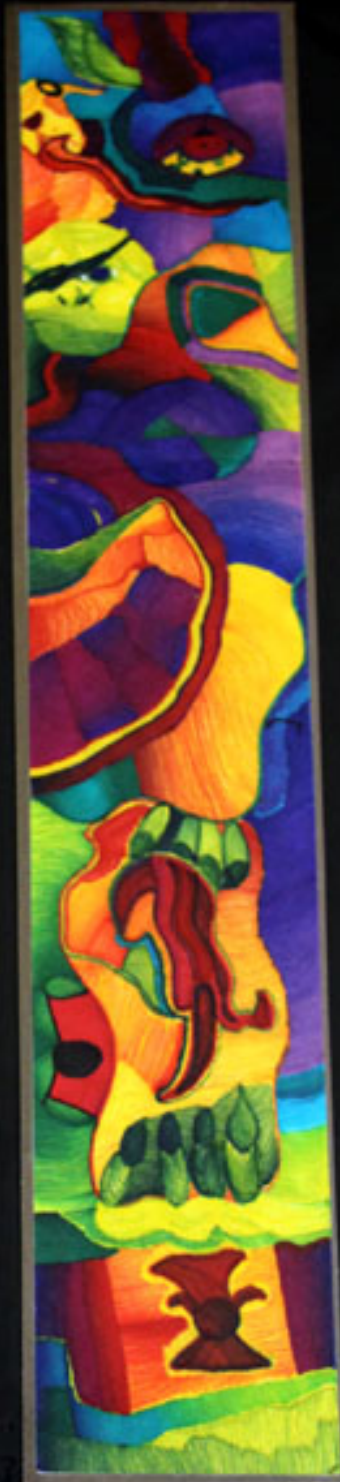
**School: Lakeview Middle School**

**District: Lakeview School District**

**Art Teacher: Breeze Wattie**

This work allowed me to explore my childhood dream of becoming a princess who starts in a magical cottage and ends up in a beautiful castle. Practicing how to draw a realistic eye, allowed me to better create my surreal image. Within the form of an eye, I've created a surreal image that illustrates my childhood longing.





## **Kasey Lock**

Title: **Mind Games**

Grade: **8th grade**

School: **Constantinte Middle School**

District: **Constantine Public Schools**

Art Teacher: **Dorothy Brueck**

### **Learning Statement:**

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





## Alahna "Golden" Vinsant

Title: **Primary**

Grade: **7th grade**

School: **Constantine Middle School**

District: **Constantine Public Schools**

Art Teacher: **Dorothy Brueck**

### Learning Statement:

This was an amazing challenge. I love all types of art and enjoy making snowflakes. My composition is called "Primary", since that was my color palette. The cut paper would tear very easily and I would have to start over. I really struggled with manipulating the paper on top, through, and under each other. My border is even painted with watercolors and tissue paper to blot a little more color into the wet paint. I learned patience, reworking many times, and asking for assistance to push this work to something amazing. I also learned that it takes a lot of commitment to be an artist.





## Gracie Huffman

Title: **Salvation**

Grade: **8th grade**

School: **Constantinte Middle School**

District: **Constantine Public Schools**

Art Teacher: **Dorothy Brueck**

### Learning Statement:

Building confidence in drawing has been a goal this year. I use a sketchbook and have begun looking at portraits. In this work I think I can see that I now know what my art classes mean by the use of value. I am still nervous about showing others my work, but I am being encouraged to push myself as in this portrait. I find that I am drawing more outside of class for enjoyment. Overcoming my fear of criticism by peers has lowered as I feel stronger about being an artist.





Catching Dreams

Kaelyn VanLeeuwen

## Kaelyn VanLeeuwen

Title: **Catching Dreams**

Grade: **8th grade**

School: **Constantine Middle School**

District: **Constantine Public Schools**

Art Teacher: **Dorothy Brueck**

### Learning Statement:

To me art becomes a detail of lines, shapes, and forms. The dream catcher that I drew is full of details. I spent long hours at school and home measuring, erasing, and reworking so every area is as close as I could get to perfect. I wanted to draw in very few value ranges so the viewer would be forced to look at detail. The finished work is presented well with no color. This is one of my favorite pieces this year.





## Amaya Walker

Title: **Transition**

Grade: **8th grade**

School: **Constantinte Middle School**

District: **Constantine Public Schools**

Art Teacher: **Dorothy Brueck**

Learning Statement:

When creating I feel that I need to have a resource to look at. As I started working with the oil pastels I was able to change and layer colors without a visual. Once I completed the first layer, it was just another flower. So I added a second darker paper that allowed for varied values which brings out a composition that the viewer will want to look closer to see what is going on in the piece. I think the completed work is pleasing to the eye.





## Persea Shyti

Title: Wire & Peace

Grade: 8th

School: Detroit Country Day Middle School

District: Detroit Country Day Schools

Art Teacher: Sarah Kitchen

### Learning Statement:

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



Top 15  
Middle



## Hayden Howard

Title: Dapper

Grade: 7th

School: Detroit Country Day Middle School

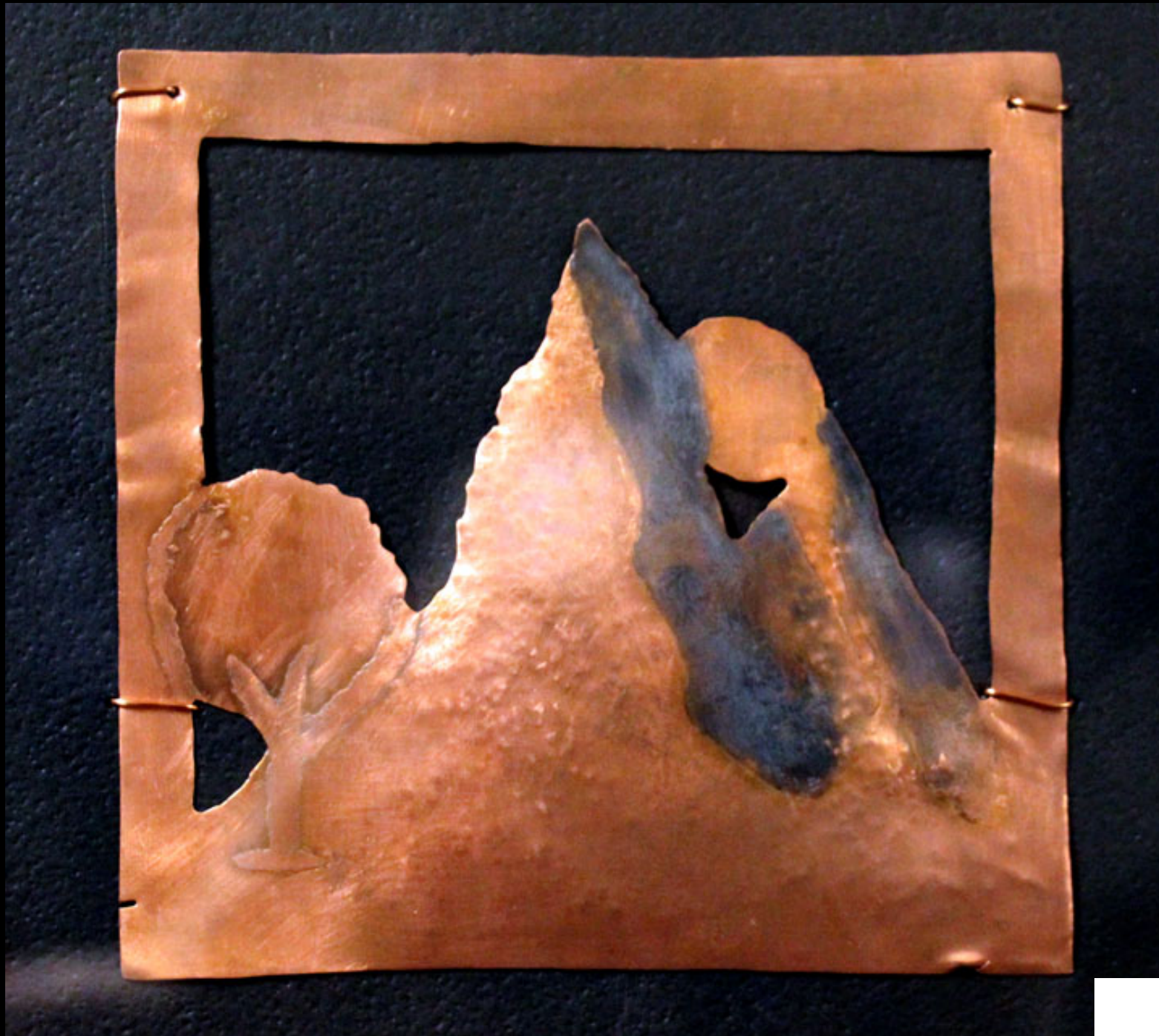
District: Detroit Country Day School

Art Teacher: Aaron Kuehne

Learning Statement:

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





## Sawyer Webster

Title: Endless Opportunities

Grade: 8

School: Oakview

District: Lake Orion

Art Teacher: Stephanie Harris

### Learning Statement:

The most important thing I learned about the art process while making this is that there is a ton of trial and error. An example of this on my piece is when I was doing etching and the metal was almost too thin to work on but I persevered. When people view my artwork I really hope that they notice the attention to detail and how brittle it really is. my artwork has really allowed me to explore the world of metal smiting and how complicated it is.





## Hannah Redman

Title: Against the River of Space

Grade: 8th

School: Detroit Country Day Middle School

District: Detroit Country Day School

Art Teacher: Aaron Kuehne

### Learning Statement:

I am trying to convey tranquility through this piece. Even when everything is against you. When people view my art, I hope they notice that most shapes are going down and to the right in a steady stream. While there's one bigger shape that stays still, against the river. When creating this piece, I tried to cut round shapes so that people could tell that I was trying to convey a soft and gentle emotion.





## Cora Frazier

Title: Night Sky

Grade: 8th

School: Anderson Middle School

District: Berkley

Art Teacher: Crystal Reid

Learning Statement:

While creating this piece, I realized that my talent is more than just pencil and paper because I learned about combining multiple mediums on different surfaces. It was hard to make the night sky beautiful. In this piece, I was hoping to express that we can overcome darkness and explore the unknown.





## Holden Hernandez

Title: Cleveland Contours

Grade: 8th

School: St. Mary Catholic

District: Private (in Royal Oak)

Art Teacher: Joyce Knight-Coyne

Learning Statement:

I wanted to create an interesting composition with curving lines that carry your eye through the picture. I like the colors and the way that I edited this picture. It captures the hard concrete, with curving roads, to make an interesting city-scape. It conveys the feeling of a busy and big city.





## Lindsay Zou

Title: Self

Grade: 7

School: John Page Middle School

District: Lamphere Schools

Art Teacher: Darla Gower

### Learning Statement:

I did a self-portrait, as you can see. In the background I cut out various blue pictures to go with the whole blue theme going on. One reason why there is a bunch of puzzle pieces in the background is I like solving them. On the actual painting, it is monochromatic, using tints and shades of one color. I do consider that I did a good job, since it was my first time painting.





## Audrey Chamberlin

Title: Sunny Day

Grade: 6

School: John Page Middle School

District: Lamphere Schools

Art Teacher: Darla Gower

### Learning Statement:

The assignment was to take a photo that shows emotion using the rule of thirds. I think nature is beautiful and relaxing. I chose the flower to show peace and happiness. Happiness can come from anything, but I mainly chose this for happiness because it has a lot of color. Lastly, this picture shows harmony, because harmony comes from what is beautiful and all nature is beautiful.



# Chloe Harten

Title: Through the Mirror

Grade: 7

School: John Page Middle School

District: Lamphere Schools

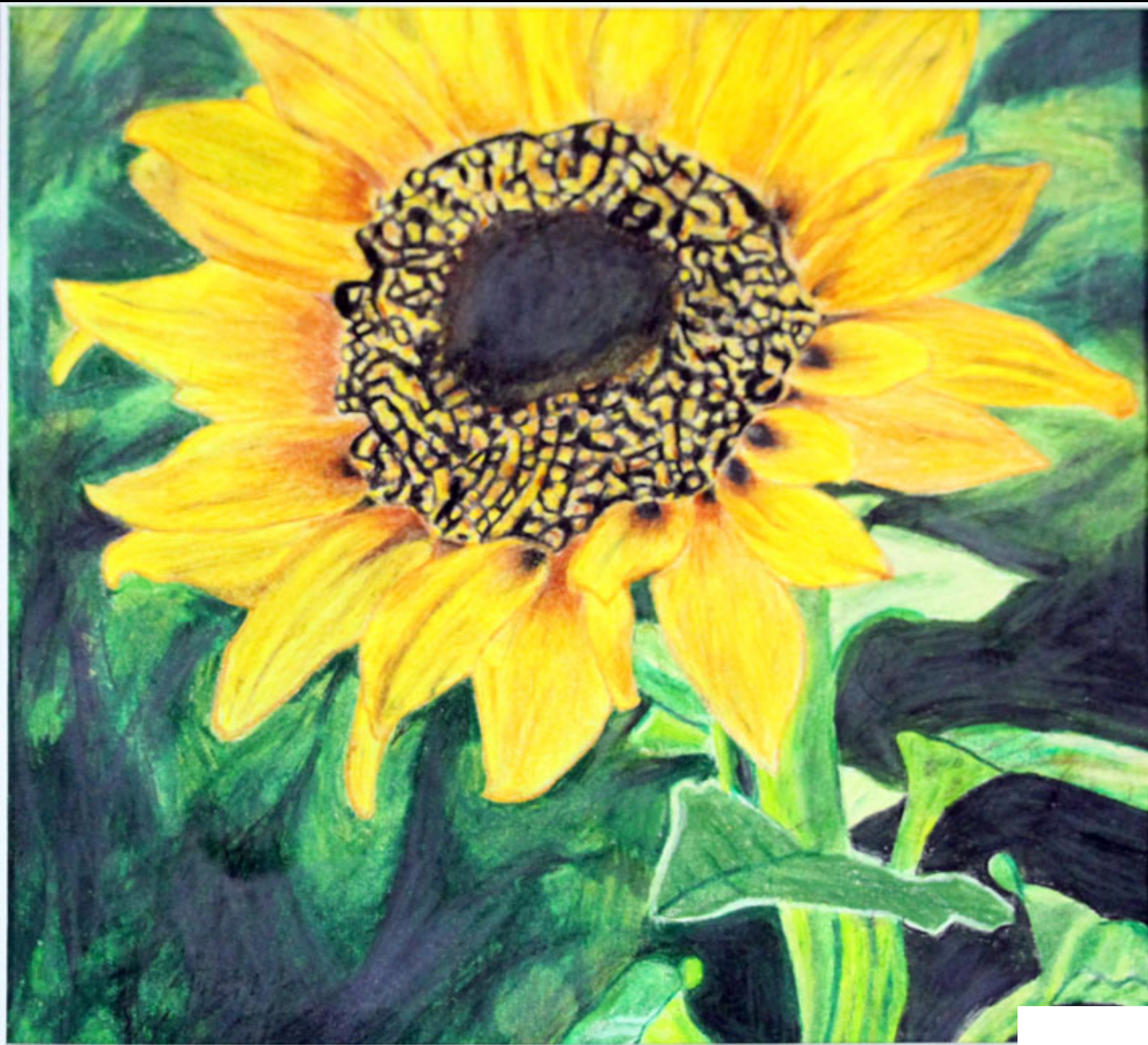
Art Teacher: Darla Gower

Learning Statement:

This painting really just represents my imagination, like looking through the other side of the mirror.







## Natalia Pataq

Title: Sunflower

Grade: 8th

School: Detroit Country Day Middle School

District: Detroit Country Day School

Art Teacher: Aaron Kuehne

### Learning Statement:

I made this sunflower using colored pencils. It was challenge for me to blend the colors together because it was my first time completing a realistic drawing. I am proud of it overall because of the time it took and it was rewarding in the end.





## Kate McIntosh

Title: City at Night

Grade: 7th

School: Oxford Middle School

District: Oxford Community Schools

Art Teacher: Laura Wilson

### Learning Statement:

Radial design, color blending, color wheel, one point perspective. When people view my art, I hope that they notice how this piece of art is a radial design in one-point perspective and that each building in the city helps to show the twelve different colors in a color wheel.





## Lauren Horne

Title: Personal Mandala

Grade: 7th

School: Oxford Middle School

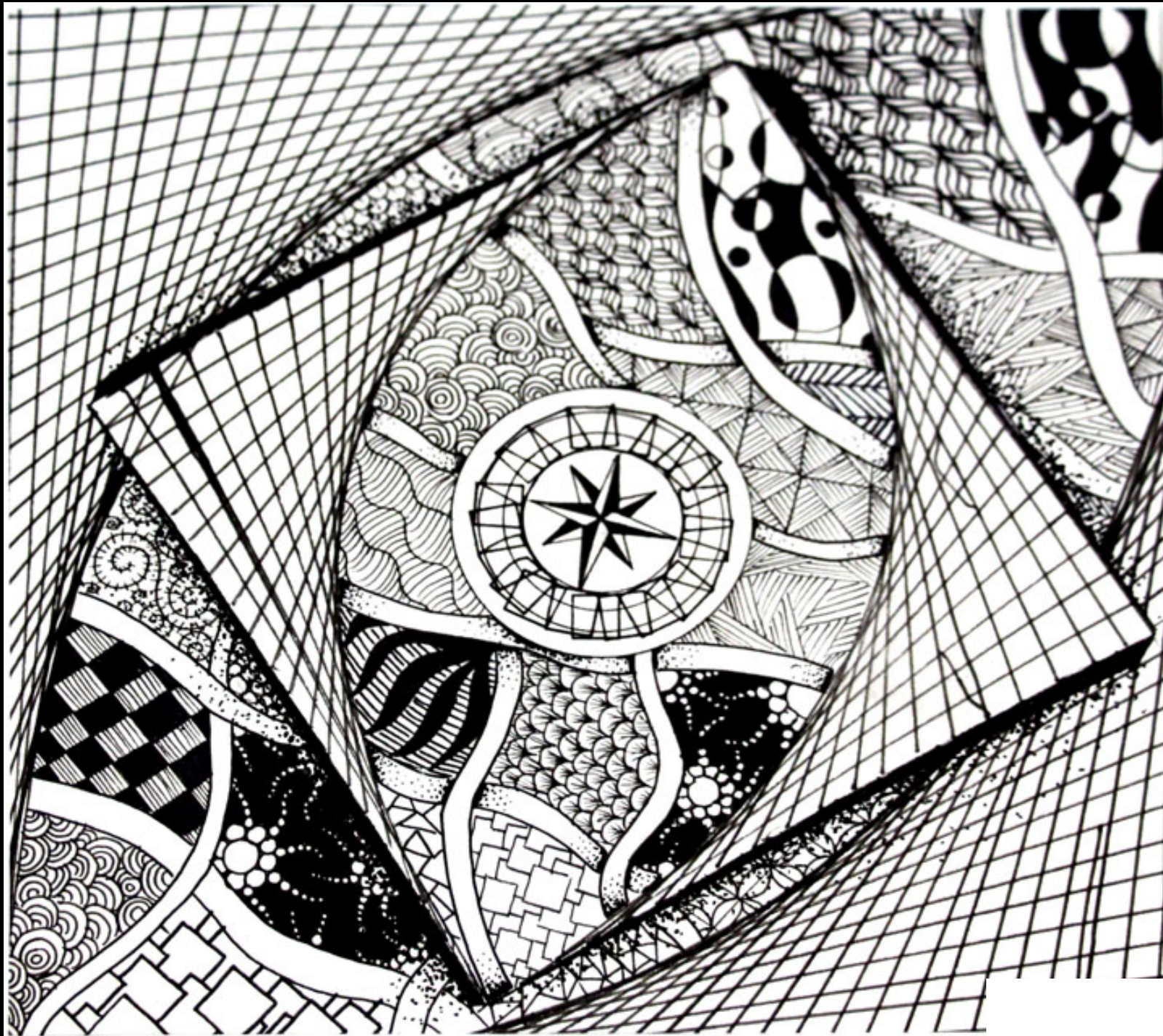
District: Oxford Community Schools

Art Teacher: Laura Wilson

### Learning Statement:

When people viewed my art, I hope that they notice how I included symbols, icons and small illustrations in my artwork to represent things that are important and meaningful to me. I hope they notice that my art is a radial design inspired by the art of Mandalas. Learning about Mandalas allowed me to understand how art has meaning and can have a connections to other cultures. An art skill that I learning was how to blend colors together and make different values using color pencils.





## Annabelle Chang

Title: Pattern Exploration

Grade: 6th

School: Detroit Country Day Middle School

District: Detroit Country Day School

Art Teacher: Aaron Kuehne

### Learning Statement:

This artwork is like our planet earth. The crystal-like flower represents the eye's heart. The strings connected to the eye are the bloodstreams, giving each pattern dimensions energy. If the heart dies the dimensions fall apart.





## Pauline Pham

Title: Billie Eilish

Grade: 8

School: Scripps Middle School

District: Lake Orion Schools

Art Teacher: Jerry Brazeau

Learning Statement:

I learned how to draw realistic portraits. I also learned how to shade with pencil. I used watercolors and colored pencils to create a floral background.





## Genevieve Crowther

Title: Skull

Grade: 8

School: Scripps Middle School

District: Lake Orion Schools

Art Teacher: Jerry Brazeau

### Learning Statement:

I learned how to use watercolors and cubism to create a cohesive piece of art. I learned how to use warm, cold, and neutral colors to create one focal point that catches the eye. I chose the skull as a focal point because I thought it would bring out the purple guitar in the background. I used sharpie to create different shapes to add more to the painting and make it more unique.





## Michelle Chang

Title: 'A'

Grade: 8th

School: Detroit Country Day Middle School

District: Detroit Country Day Schools

Art Teacher: Sarah Kitchen

### Learning Statement:

During this project, a strength of mine was being open and adaptive to new ideas and techniques. I wanted to try something new, so I used a contour drawing of my hand and recreated it out of cut paper. I repeated this process over and over to create several paper hands. I found it challenging to create a strong composition, although after several attempts I'm happy with the results. If I could change anything it would be to add more detail to my work.





## Tess Harris

Title: Monster

Grade: 8th

School: Detroit Country Day Middle School

District: Detroit Country Day Schools

Art Teacher: Sarah Kitchen

### Learning Statement:

For this assignment, I drew one of my favorite musicians, Dodie Clark. While I typically draw people, I don't often draw this realistically, so I was impressed with how well my drawing turned out. The background of my work was inspired by Dodie Clark's music as both the sheet music and text fit her aesthetic. I don't usually use oil pastel, and probably won't much in the future, so this project provided me with a unique experience and an opportunity to grow as an artist.





## Chloe Reighard

Title: Abby Kadaby

Grade: 7th

School: Fowlerville Junior High School

District: Fowlerville Community Schools

Art Teacher: Jacquelyn Dehring

### Learning Statement:

I learned how to make an animal look realistic by paying attention to the fur direction and length. I also learned that making smaller marks or dots would make the eyes look smooth instead of furry. I also learned that scratching more in an area makes it lighter value, whereas scratching less created a darker value.





## Emily Douglas

Title: **Primary Colors**

Grade: **8**

School: **Kensington Woods Schools**

District: **Kensington Woods Schools**

Art Teacher: **Laura Thomason**

Learning Statement:

When I created this drawing, I wanted to focus on the colors. I liked using different forms of the primary colors because they appeal to me the most. I made the shapes feel round because I liked the effect it had on the artwork.





## Avery Farris

Title: A Day at the Beach

Grade: 6th

School: Fowlerville Junior High School

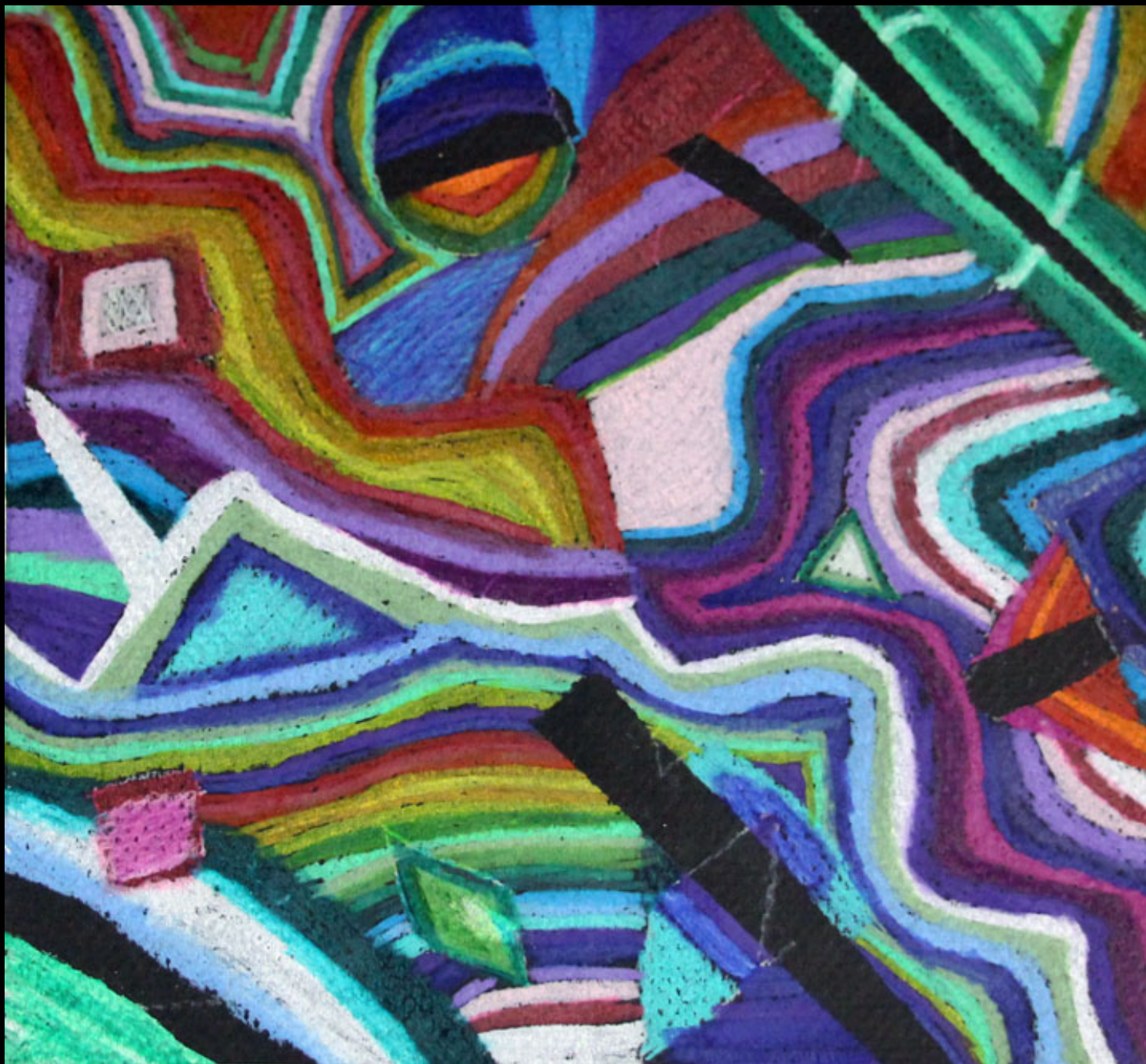
District: Fowlerville Community Schools

Art Teacher: Jacquelyn Dehring

Learning Statement:

Printmaking was a new art experience for me! The process was not something I had ever done before. I also learned some blending techniques to use with the oil pastel so I could make my background. After making my printing block with styrofoam, I printed my relief print 8 times to create a checkerboard pattern.





## **Madison Lesiak**

Title: **Mystery**

Grade: **7**

School: **Kensington Woods Schools**

District: **Kensington Woods Schools**

Art Teacher: **Laura Thomason**

Learning Statement:

When I created this drawing, I really wanted to focus on random shapes and different colors with a repeating pattern. When people look at my artwork, I want them to feel happy.



# Lillian Fultz

Title: **SO**

Grade: **7**

School: **Kensington Woods Schools**

District: **Kensington Woods Schools**

Art Teacher: **Laura Thomason**

Learning Statement:

For this artwork, I was asked to do an artwork about the rules of society. So, in this artwork, I showed people breaking the law by spray painting graffiti in the middle of the night. I'm proud of how I focused on the lighting in this painting.





**Top 15  
Middle**



## **Mason Joseph**

Title: **Zander**

Grade: 8th

School: **West Middle School**

District: **Byron Center Public Schools**

Art Teacher: **Janine Campbell**

Learning Statement:

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



**Top 15  
Middle**



## Jocelyn Reynolds

Title: **Fantasy Landscape**

Grade: **8th**

School: **Cedar Springs Middle School**

District: **Cedar Springs Public Schools**

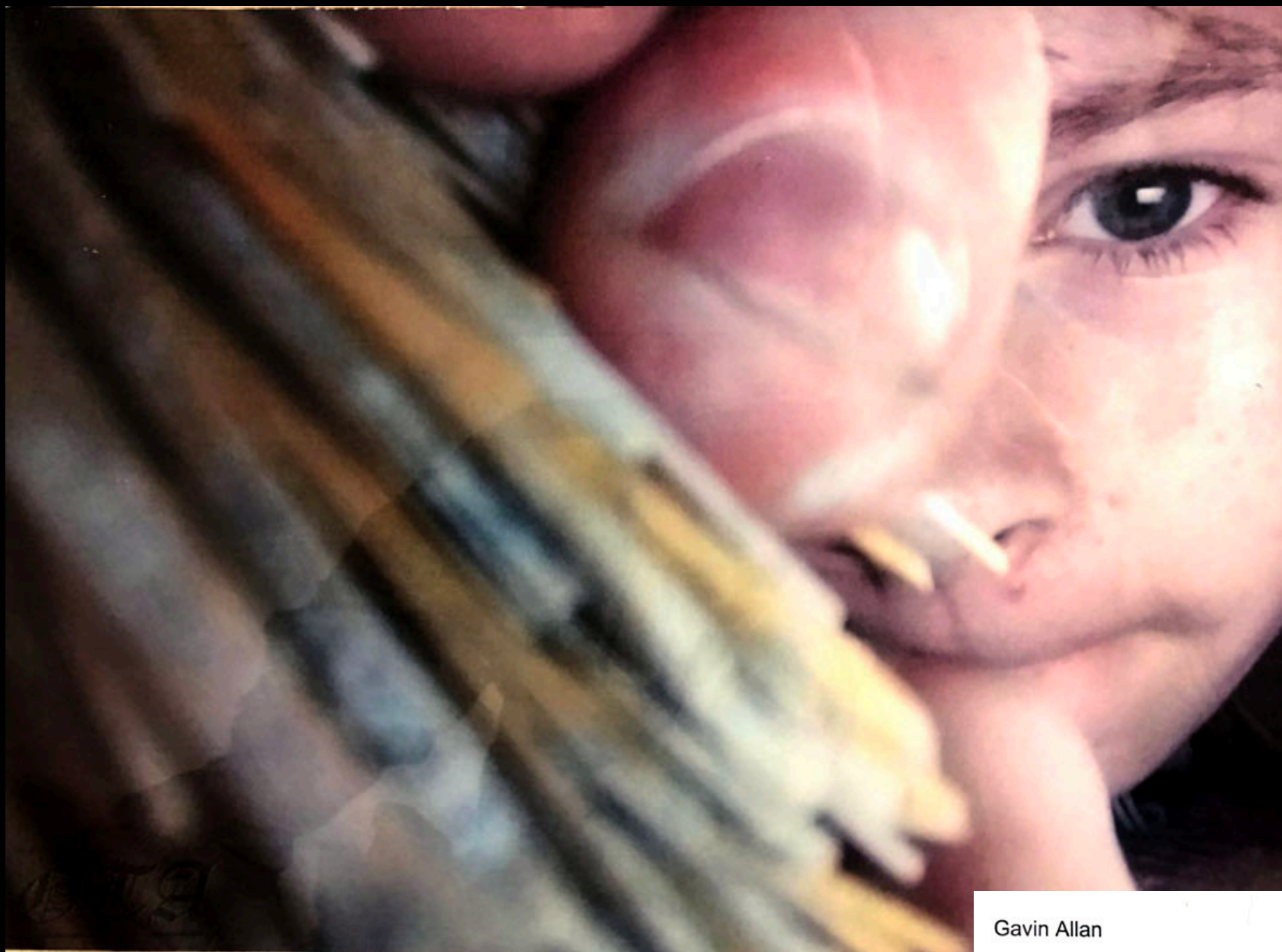
Art Teacher: **Sarah Griesinger**

Learning Statement:

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



**Top 15  
Middle**



Gavin Allan

Title: Hide and Seek

Grade: 7

School: North Rockford Middle School

District: Rockford Public Schools

Art Teacher: Rachel Kibbe

Learning Statement:

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





## Jacquelyne Khuu

Title: Marilyn

Grade: 8th

School: West Middle School

District: Byron Center Public Schools

Art Teacher: Janine Campbell

### Learning Statement:

Drawing is something I do often and enjoy how I can show value when working on portraits of people who I have seen in movies, making music, or on T.V. This portrait of Marilyn Monroe shows how I can use graphite to create value and my eraser to capture highlights. I enjoyed drawing this portrait because she is one of the most famous women in film and even though she lived long ago, she is still well-known today by people from all over the world.





## Alivia Taylor

Title: **My Mother the Redhead**

Grade: 8th

School: **Cedar Springs Middle School**

District: **Cedar Springs Public Schools**

Art Teacher: **Sarah Griesinger**

### Learning Statement:

This piece is based on my mother, one of my biggest inspirations and supporters. This work allowed me to explore traditional mediums and techniques to use them. I used complementary colors to mimic her senior photo, and polygons for my outlines. This piece helped me understand that art doesn't always have to be a perfect representation.





## Bryce Williams

Title: **My Self-Portrait**

Grade: **6th**

School: **Nickels Intermediate School**

District: **Byron Center Public Schools**

Art Teacher: **Molly Marshall**

### Learning Statement:

When people see my art I hope they realize the time and effort I put into this and my passion for art. This piece allowed me to explore the use of collage. I hardly ever do collages, but I went out of my comfort zone and used it as my background. I have used graphite transfer before (what I used for my self-portrait in the middle) but I have never done a person with it so this was a little more difficult. Art has always been one thing that lifts me back up when I'm down.



# Kimberly Lemus Garcia

Title: **Underwater Island**

Grade: **7th**

School: **Macatawa Bay Middle School**

District: **West Ottawa Public Schools**

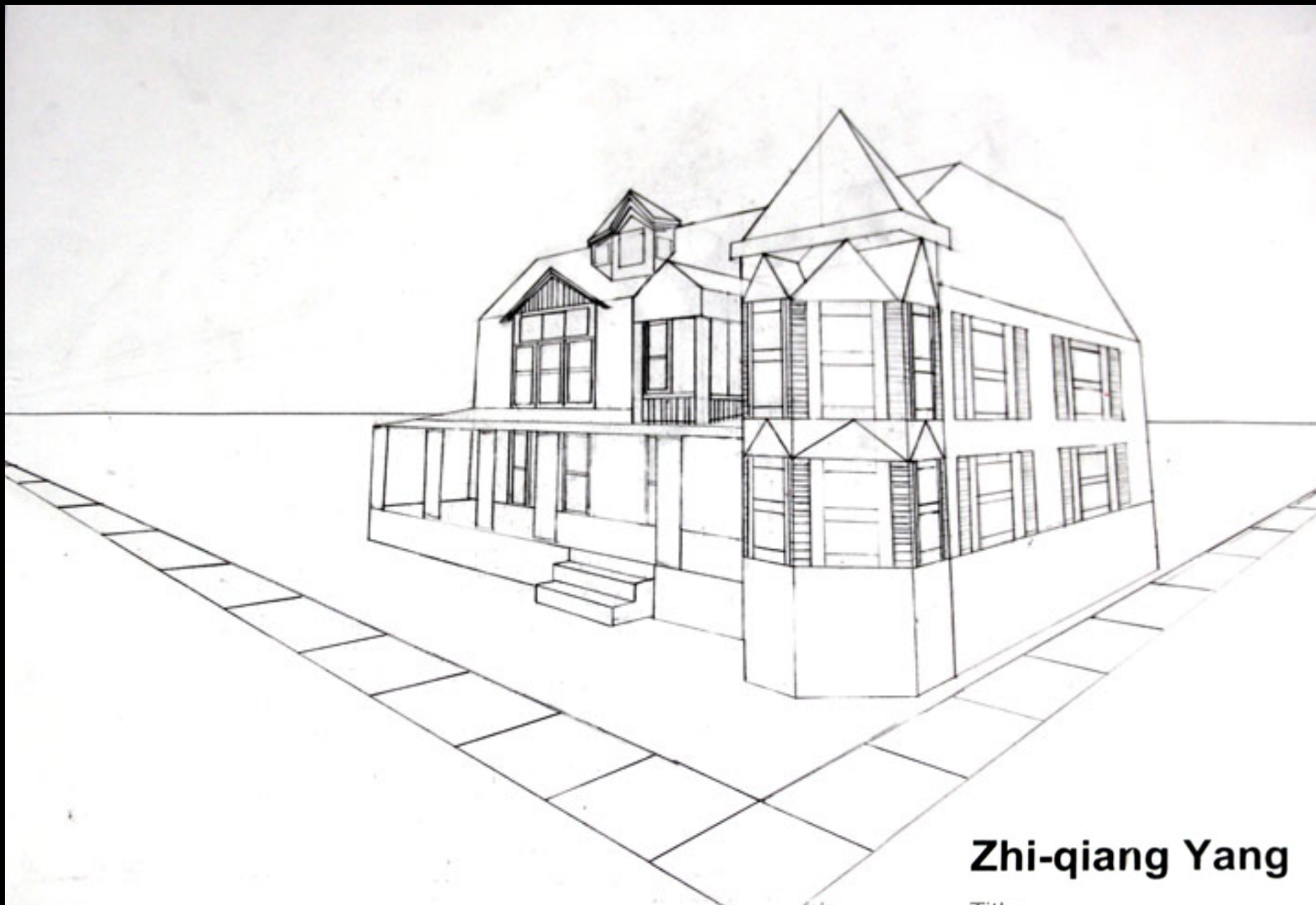
Art Teacher: **Laurie Worley**

Learning Statement:

This work allowed me to experiment with a variety of acrylic painting techniques to show an underwater scene. After researching underwater creatures, their environment and pollution I chose to paint an environment pollution free, with coral, clean water and living creatures.







## Zhi-qiang Yang

Title: **East Lake House**

Grade: 7th

School: **Crossroads Middle School**

District: **Northview Public Schools**

Art Teacher: **September Buys**

Learning Statement:

I hope people notice that the house is realistically drawn in two point perspective and that perspectives change based upon where you are standing. I chose to draw this because I was curious to learn how an architect or designer draws for clients. I modified this drawing from a photo of a real house.



# Erica Forman

Title:

Grade: 8th

School: **Crossroads Middle School**

District: **Northview Public Schools**

Art Teacher: **September Buys**

Learning Statement:

In this art challenge, we were asked to use materials in a surprising way. I chose to use cardboard for trees. My ideas changed a lot while making this artwork. Instead of having a boring background, I used zentangle designs. At first, I thought about using characters first (Mike W from Monsters Inc and Goofy) but then decided to go a different way when I found this girl and her surprised expression. To add another fun element, I added bits of real stories and fairy tales. I think when people see this work they will think, "You don't see this every day."







## Addison Rhoton

Title: This is America

Grade: 8th

School: West Middle School

District: Byron Center Public Schools

Art Teacher: Janine Campbell

### Learning Statement:

I started off this project with an idea of the United States and only started with one state; I decided, after creating that first state with printmaking onto fabric, that I wanted to finish and create new work by adding in more states. I created these by drawing them on the iPad and cutting out stencils using the Cricut maker in our classroom. Then I decided to collage the pieces of fabric together in a target formation with Michigan in the middle because it is my home state. I had to use a lot of different skills to make this and think it is an interesting way to show my connection to America.





## Sophia DeGraaf

Title: **Animal Anatomy**

Grade: **8th**

School: **Saugatuck Middle School**

District: **Saugatuck Public Schools**

Art Teacher: **Missy Pawlak**

Learning Statement:

I made this piece of artwork because I really like anatomy of animals. The pictures that were hand drawn in the center squares are skulls of a cat, a dog, a bird and a person. The triangles on the outer squares are there to compliment the skulls in the middle. The materials that I used to make this piece are watercolors, pencils and black marker



**Top 15  
Middle**



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

Grade: 8

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





## Emma Simpson

Title: **Pear, Apple, Vase**

Grade: **6**

School: **Rolland-Warner 6/7**

District: **Lapeer**

Art Teacher: **Lisa Reinert**

### Learning Statement:

Students were exploring still life as a subject matter while learning and applying a variety of tempera paint techniques. The goal was to realistically interpret the still life using observed colors, shadows and highlights.

This work allowed me to explore more with painting because I never really painted or used paint for a lot of what I would make. All I would usually use is a pencil and paper, so I wasn't ever that experienced with paint. When I did this project, it opened my eyes to working with paint more and to get out of my comfort zone and work with other art media.



# Logann Michals

Title: **Untitled**

Grade: **8**

School: **Zemmer 8/9**

District: **Lapeer**

Art Teacher: **Lisa Reinert**

## Learning Statement:

Students were to develop a work of art using the theme of "Repetition." They were to layer colored pencils to help create depth and interest.

When people view my art, I hope they notice the blending and shading techniques that I used throughout the piece. I would appreciate this because I used my skills that I have acquired over the years to properly blend multiple Prismacolors to create the five cacti. On top of this, I added depth by layering darker colors where they were needed.







## Brookelynn Franklin

Title: Op Art

Grade: 8th Grade

School: Ruth Fox Middle School

District: North Branch Area Schools

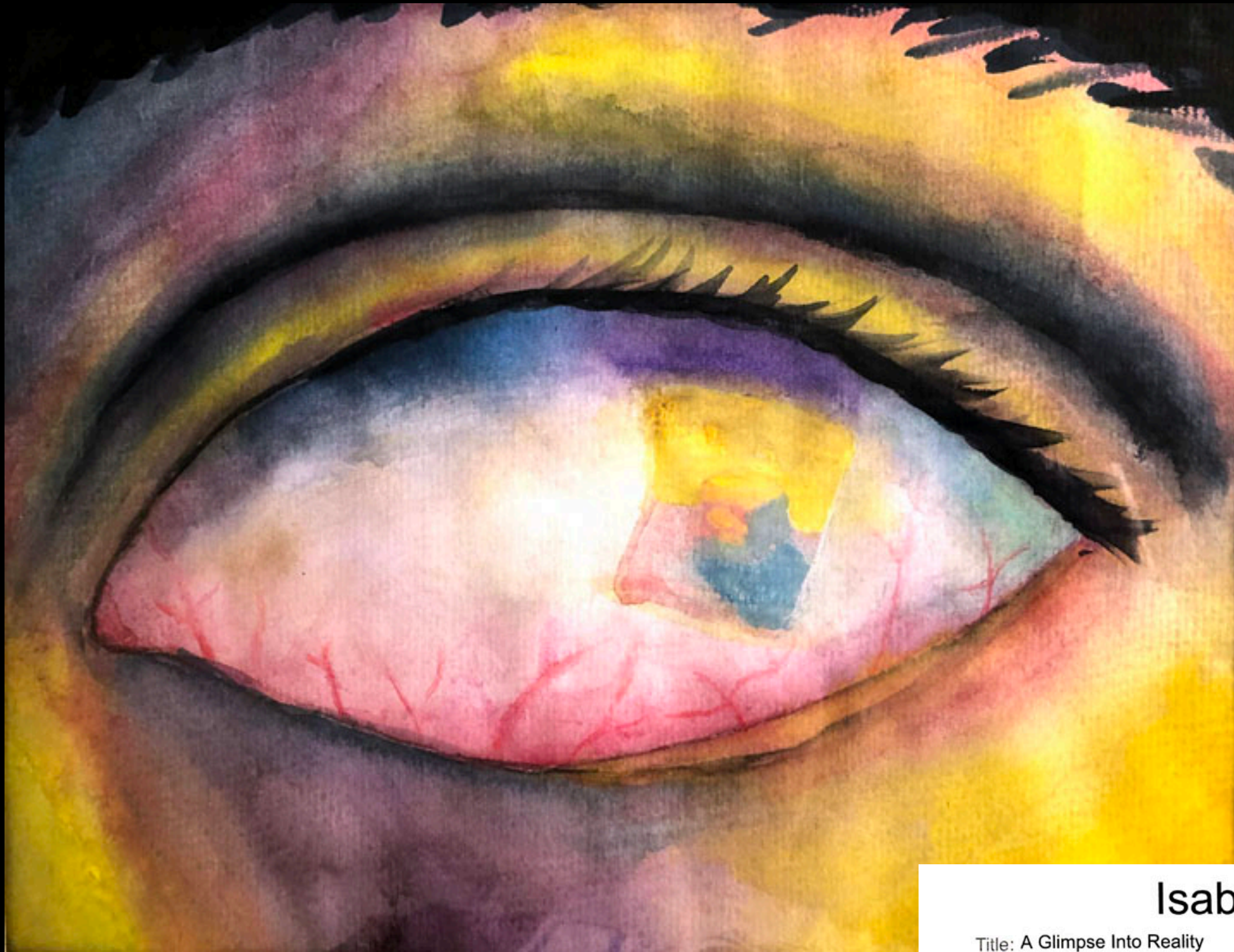
Art Teacher: **Rebecca Baksa**

Learning Statement:

Students learned about the Op Art movement of the 1960's. Students created thumbnail sketches of three possible compositions before creating a final version on 12 X 18 inch paper. Black sharpie was used for the initial checkerboard, and then colored pencil with blending to give a three 3D appearance.



Top 15  
Middle



## Isabella Robles

Title: A Glimpse Into Reality  
School: Saginaw Arts & Sciences Academy  
District: Saginaw Public School District  
Art Teacher: Lisa Ewald

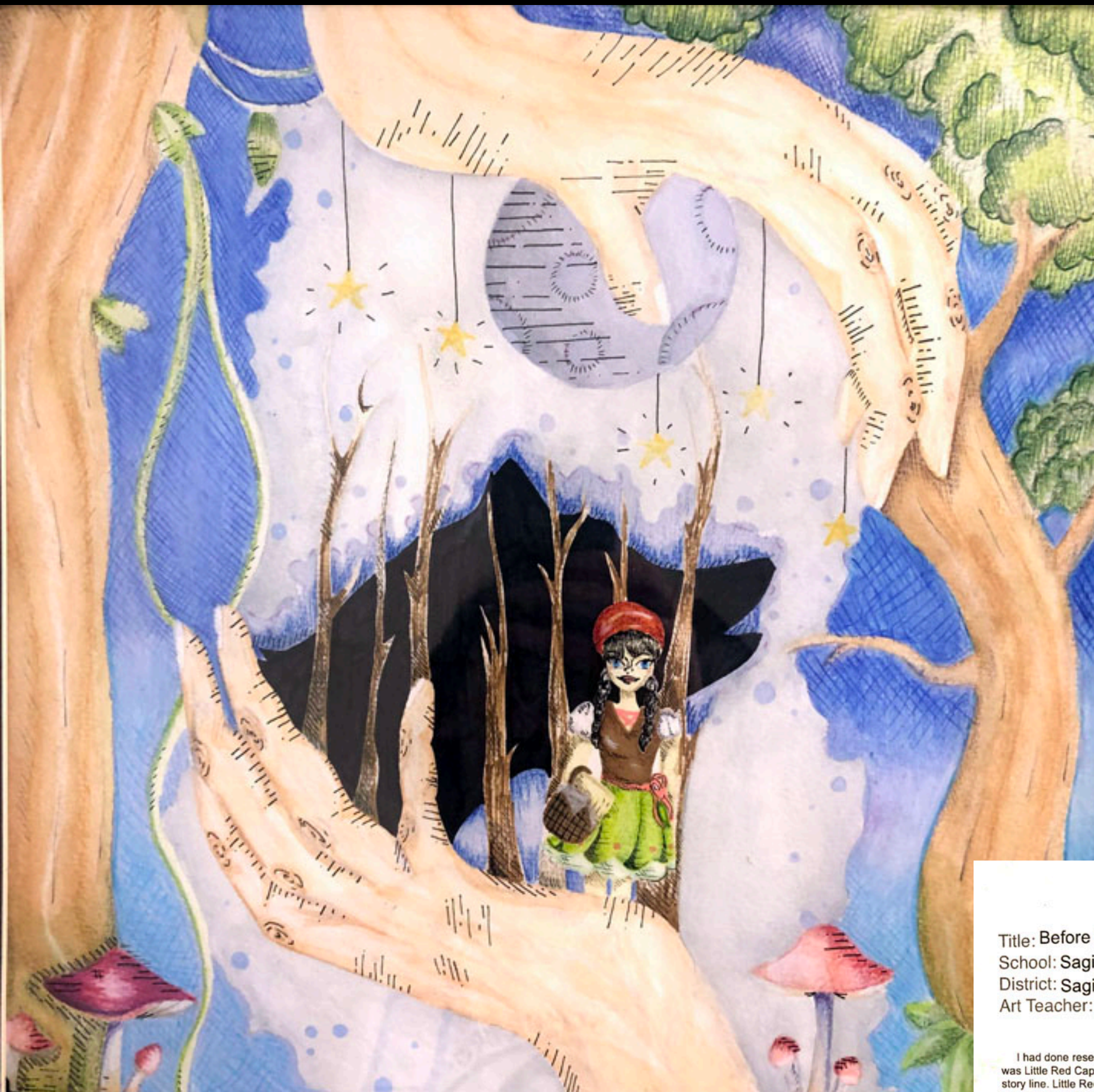
Grade: 8th

### Learning Statement:

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



Top 15  
Middle



## Montilah Schilling

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

Grade: 8th

School: Saginaw Arts & Sciences Academy

District: Saginaw Public School District

Art Teacher: Lisa Ewald

### Learning Statement:

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

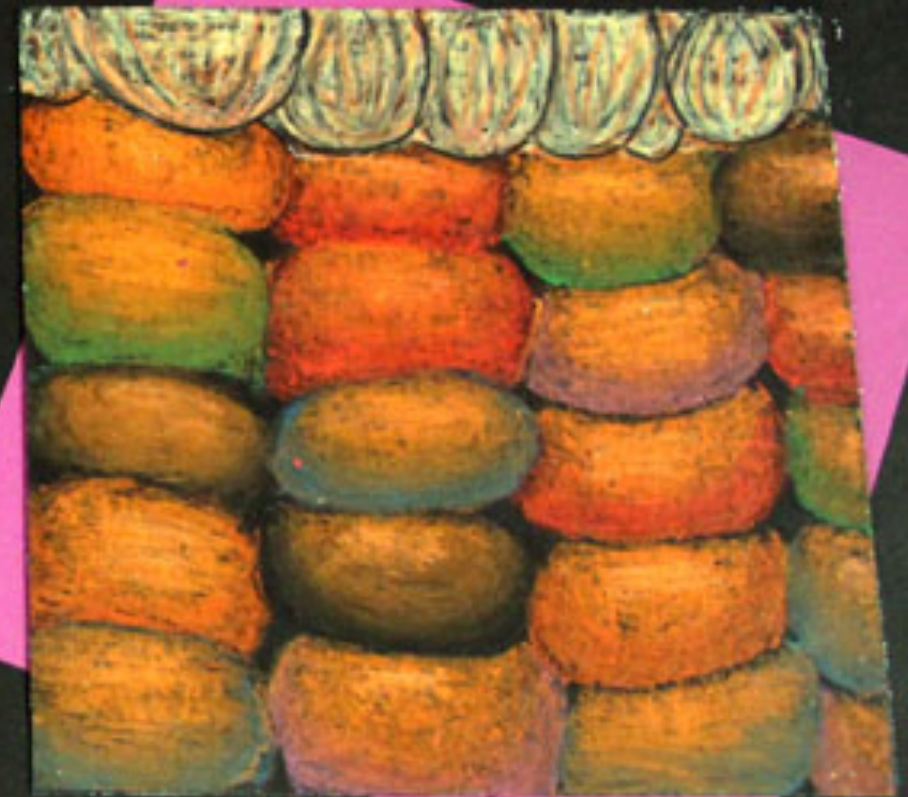
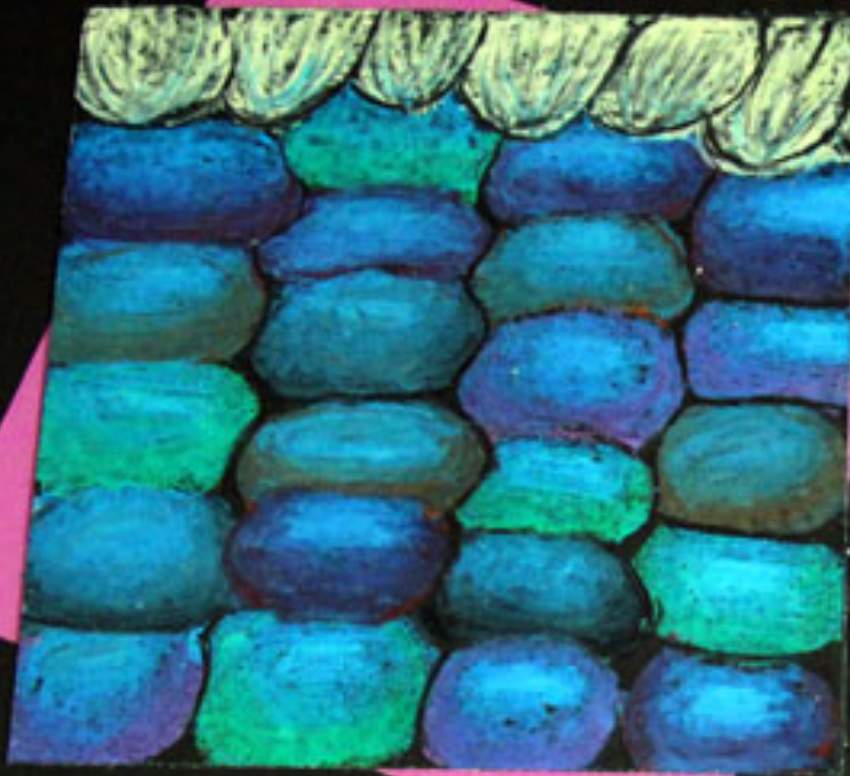
School: Peace Lutheran

District: Region 11

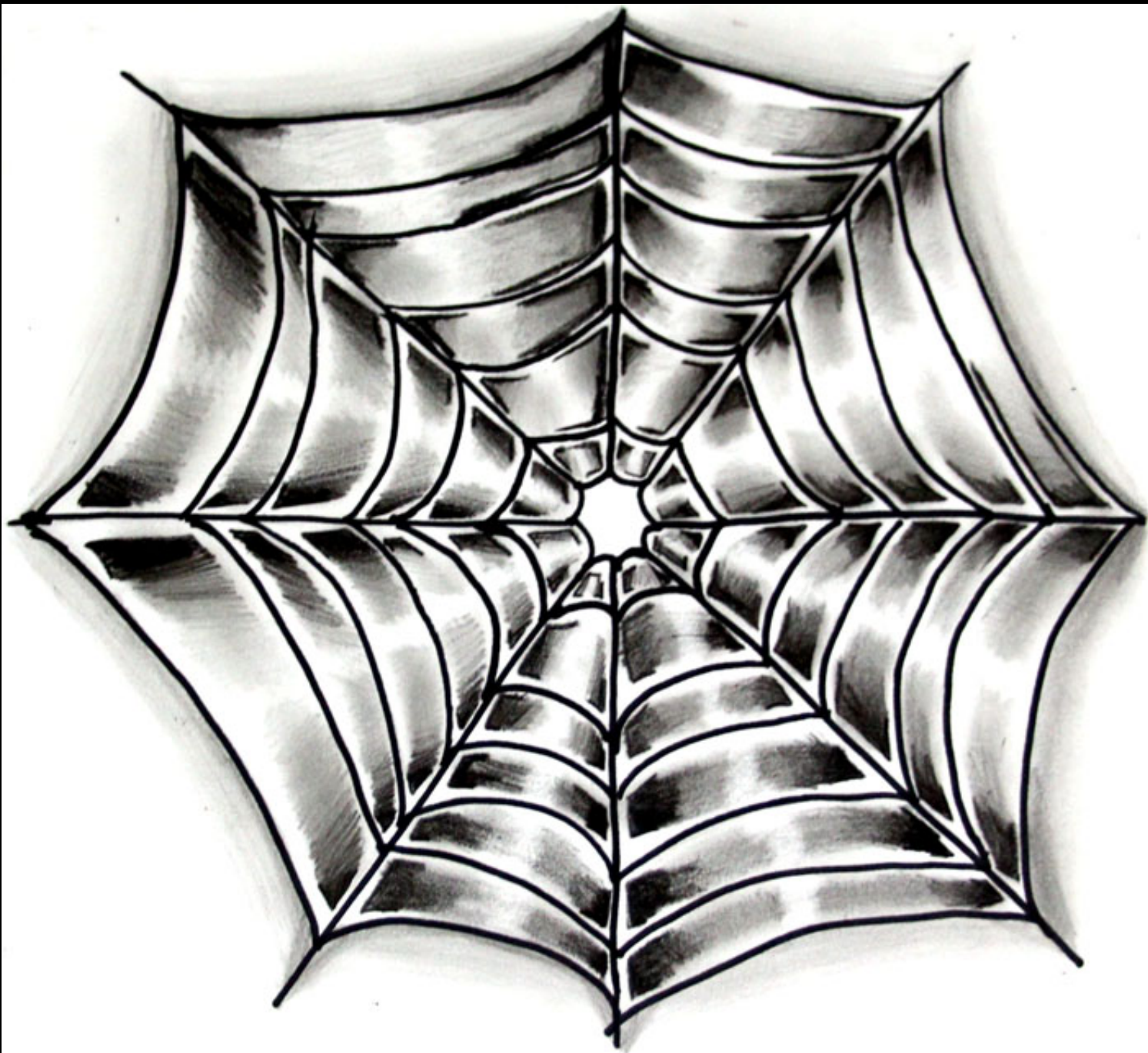
Art Teacher: Connie Wollenweber

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

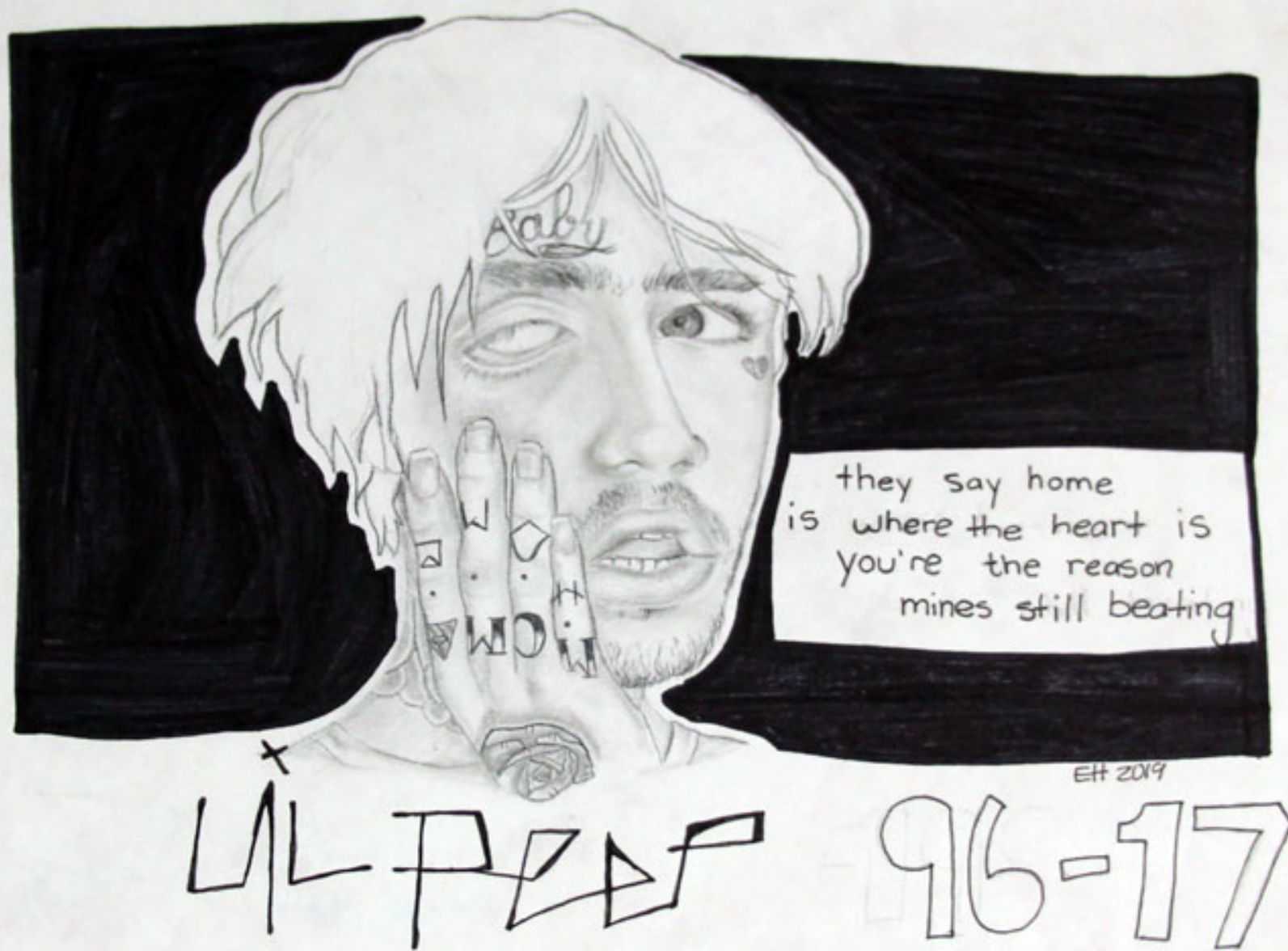
Art Teacher: Connie Wollenweber

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.





## Tsipporah Chu

Title: Help Us All

Grade: 7th

School: Sacred Heart Academy

District: Diocese of Saginaw

Art Teacher: Sarah Chaffee

### Learning Statement:

Art helps me express my emotions. I originally started with the idea of stress, but changed it to anxiety as I got further into this piece. The eyes around the figure represent everyone staring and not helping, and in some way, I wanted to make it look like they were pushing the girl further down into this ocean of hate. The words "You Will Never Be Great" show that hatefulness is scary and suffocating. The falling girl has nowhere to go. From above, everyone is crushing her and from below, she will be suffocated by hate. In some ways, I feel like this girl could be me.





## **Aaliyah Moreno-McCallum**

Title: **"Tiger"**

Grade: 8th

School: **Christa McAuliffe Middle School**

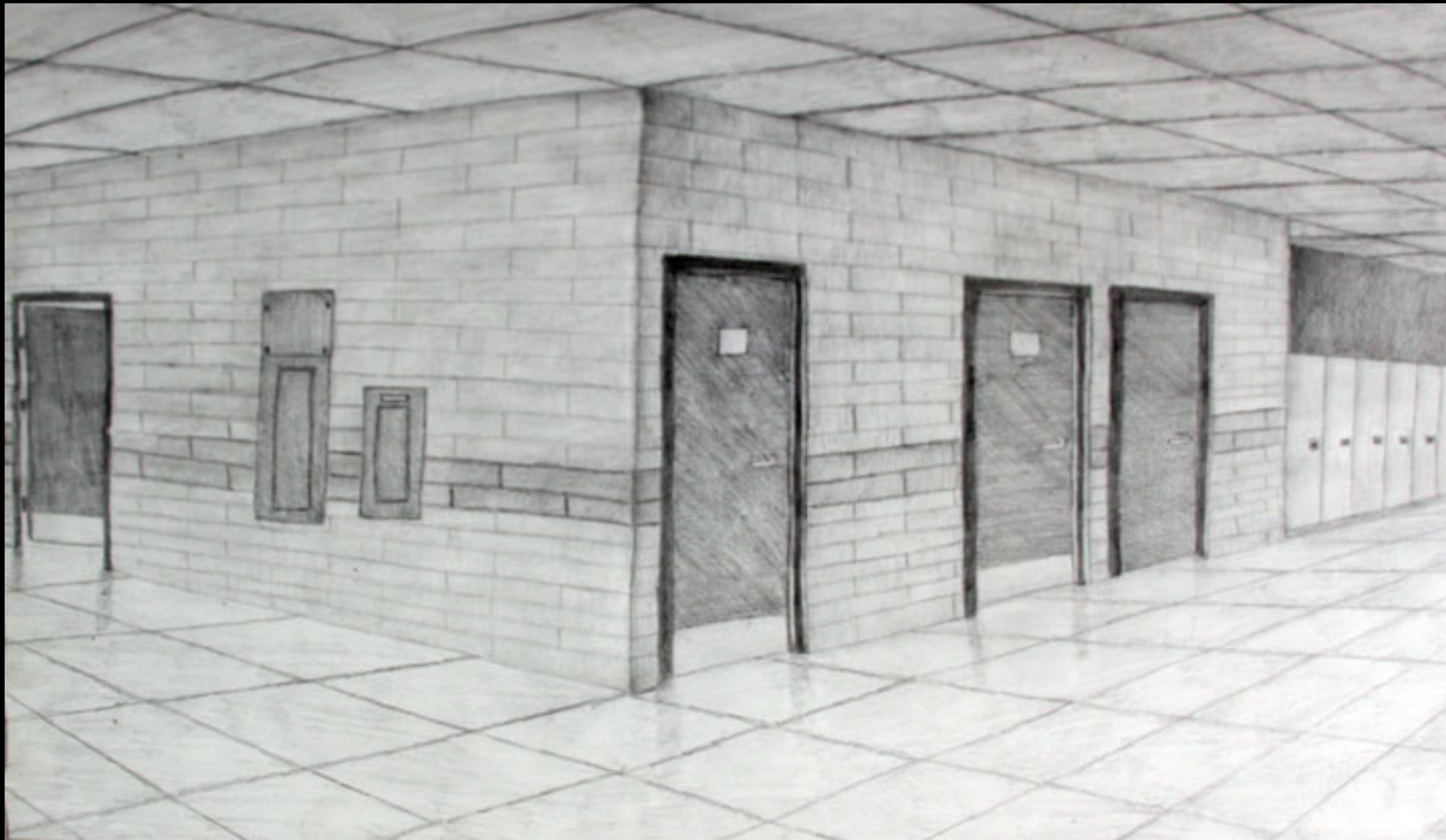
District: **Bangor Township Schools**

Art Teacher: **Jeremy Mynderse**

Learning Statement:

This was an independently chosen painting of the student's dog, who died shortly after the painting was completed.





## Chelsea Neale

Title: "Three Doors Close...."

Grade: 8th

School: Christa McAuliffe Middle School

District: Bangor Township Schools

Art Teacher: Jeremy Mynderse

Learning Statement:

This was a long exercise in linear perspective in which the student had to visually measure the angles of the receding lines with her pencil. A ruler was only used to check her work after it was drawn out.





## **EMILY MAKIN**

Title: **PINHOLE KATE**

Grade: **8th**

School: **Fremont Middle School**

District: **Fremont Public Schools**

Art Teacher: **Christine Rosenberg**

Learning Statement:

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



# Madison Brooks

Title: Portrait of Kara Walker

Grade: 8

School: Grant Middle School

District: Grant Public Schools

Art Teacher: Gina Kotenko

Learning Statement:

This Piece is a portrait of Kara Walker. It has a quote from Kara in the background in red pen. I used watercolor for the rest of the portrait. I want people to feel empowerment from the quote, as well as seeing a strong and successful African-American female.







## **ARIANA TANNER**

Title: **LITTLE RABBIT**

Grade: **6th**

School: **Fremont Middle School**

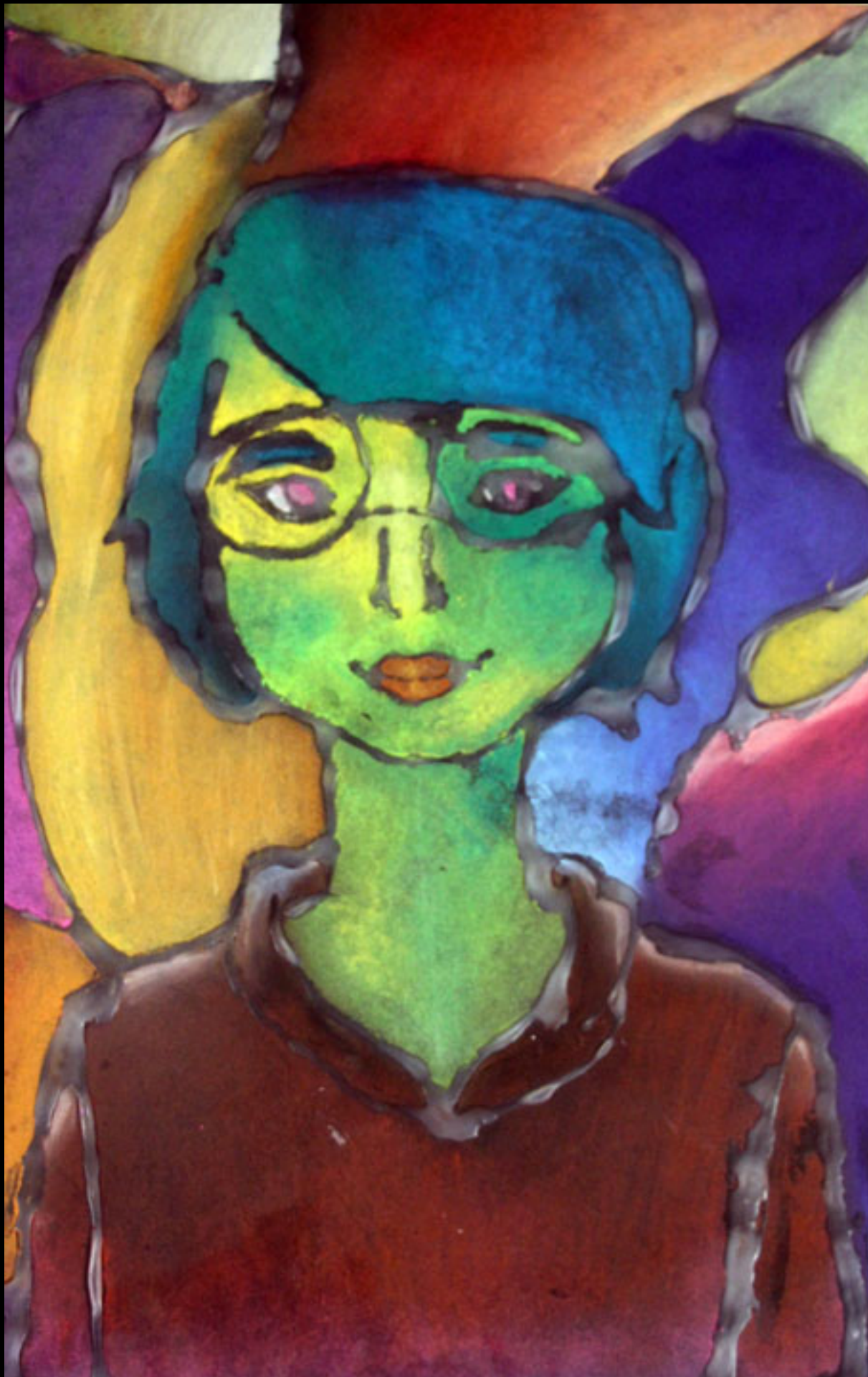
District: **Fremont Public Schools**

Art Teacher: **Christine Rosenberg**

Learning Statement:

When people view my art, I hope they notice all of the different shades I used in the project. I also hope that everyone thinks of a real rabbit when they see my artwork. My art is supposed to be a white rabbit in a black sky - that's what I was imagining. This artwork allowed me to explore different kinds of values and how to work well with chalk shading.





## KAYECI WELCH

Title: **Variety**

Grade: **6th grade**

School: **Fremont Middle School**

District: **Fremont Public Schools**

Art Teacher: **Christine Rosenberg**

Learning Statement:

I learned, while doing this project, to do artwork in a variety of different ways and to think outside the box. I hope people notice the shapes used along side the colors when looking at this artwork. My favorite part about this piece is how bright it is even though it is on black paper, which I've never done before. I titled this artwork 'Variety' because of the variety of colors and blends I used while making it.





## Tiffany Wang

Title: **Sunsets New Era**

Grade: 8

School: **Fruitport Middle School**

District: **Fruitport Community Schools**

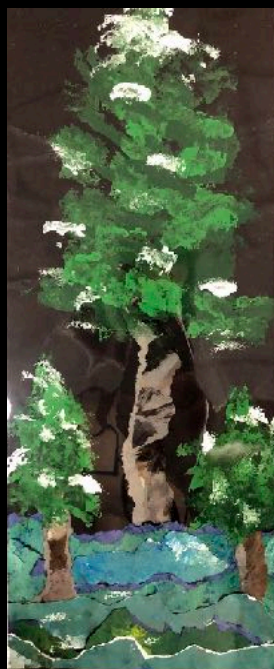
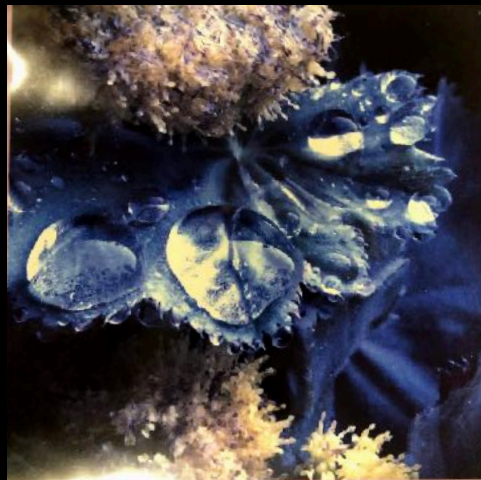
Art Teacher: **Robin Latsch**

Learning Statement:

This painting was a Peace Poster. It represents the US and all its' 50 states. I got this inspiration from a few friends, practicing making gradients, details, and what I want my overall painting to look like. What I was interpreting was that the doves were a symbol of freedom and the sunset would be peace.



# Elementary School Top 15





Top 15  
Elementary

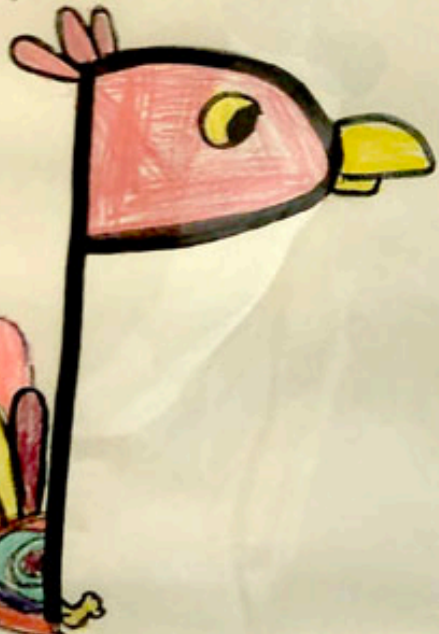


Cat



Elephant

Ameena



## Ameena Heyward

Title: Illustrated Letters

Grade: 2nd Grade

School: Thurgood Marshall

District: DPSCD

Art Teacher: Pamela Bartz

Learning Statement:

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



**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.





## 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.



**Top 15  
Elementary**



## Katie Jeon

Title: Sparks of Joy

Grade: 4

School: Delta Kelly Elementary

District: Rochester Community Schools

Art Teacher: Alison Mar

Learning Statement:

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



**Top 15  
Elementary**



**Grayce Leatherman**

Title: Art Nouveau Tree

Grade: Fourth

School: Brown Elementary School

District: Byron Center Public Schools

Art Teacher: Jon LaBeau

**Learning Statement:**

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



**Top 15  
Elementary**



**Sydney Zaleski**

Title: Colorful Person

Grade: 1st

School: Commerce Elementary School

District: Walled Lake Schools

Art Teacher: Alicia Cernul

Learning Statement:

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



**Top 15  
Elementary**



Kayla Shaft

Title: Turtleneck

Grade: 5th

School: Lakeshore Elementary

District: West Ottawa Public Schools

Art Teacher: Brent Jackson

**Learning Statement:**

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



**Top 15  
Elementary**



Lily Shannon

Title: Jellyfish

Grade: 3rd

School: Chatfield

District: Chatfield

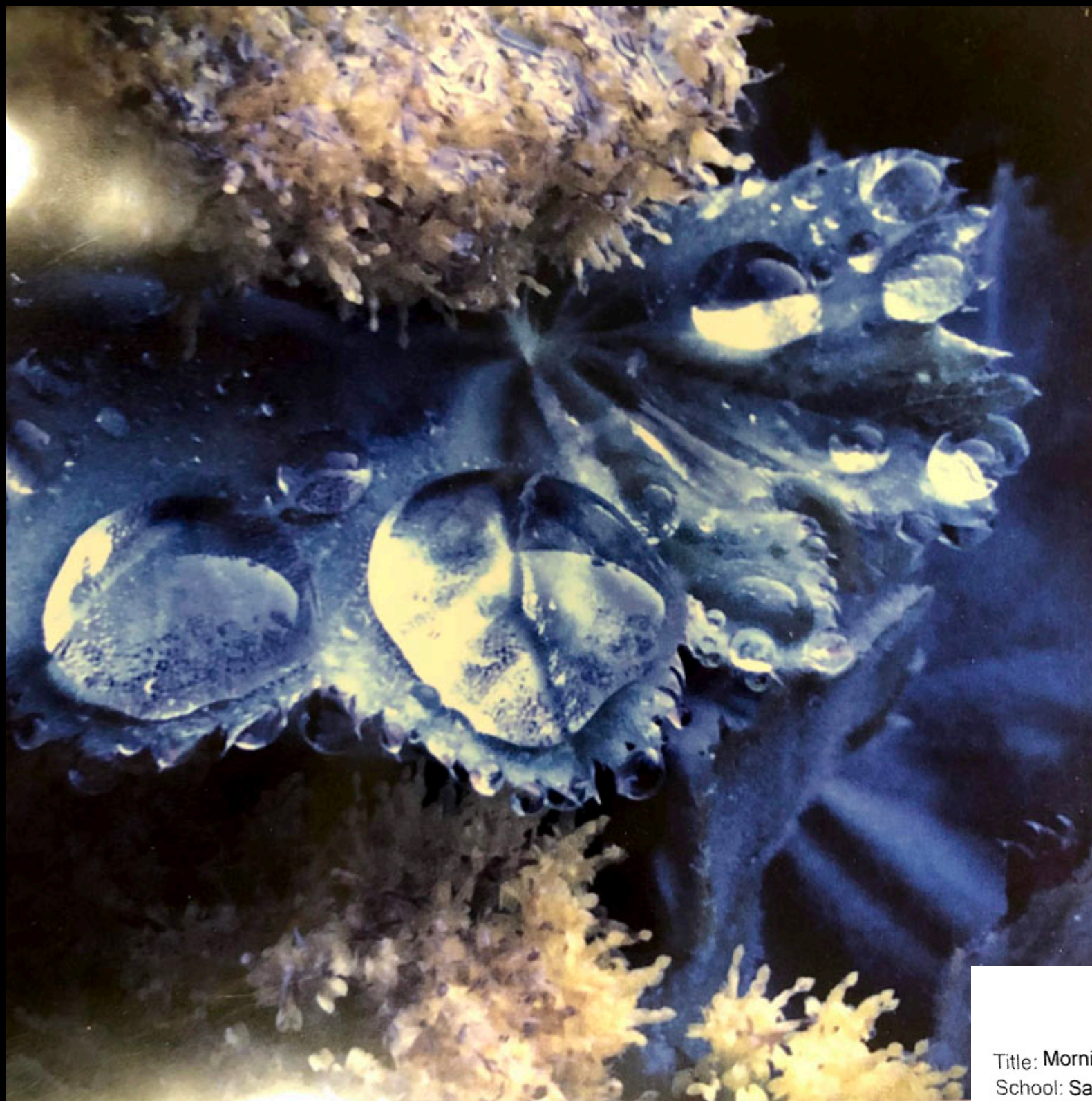
Art Teacher: Nicholas Lange

**Learning Statement:**

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



**Top 15  
Elementary**



## 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!



**Top 15  
Elementary**



## 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.



**Top 15  
Elementary**



## **Karmen Garcia**

Title: **Spiral**

Grade: **5th Grade**

School: **Shettler Elementary School**

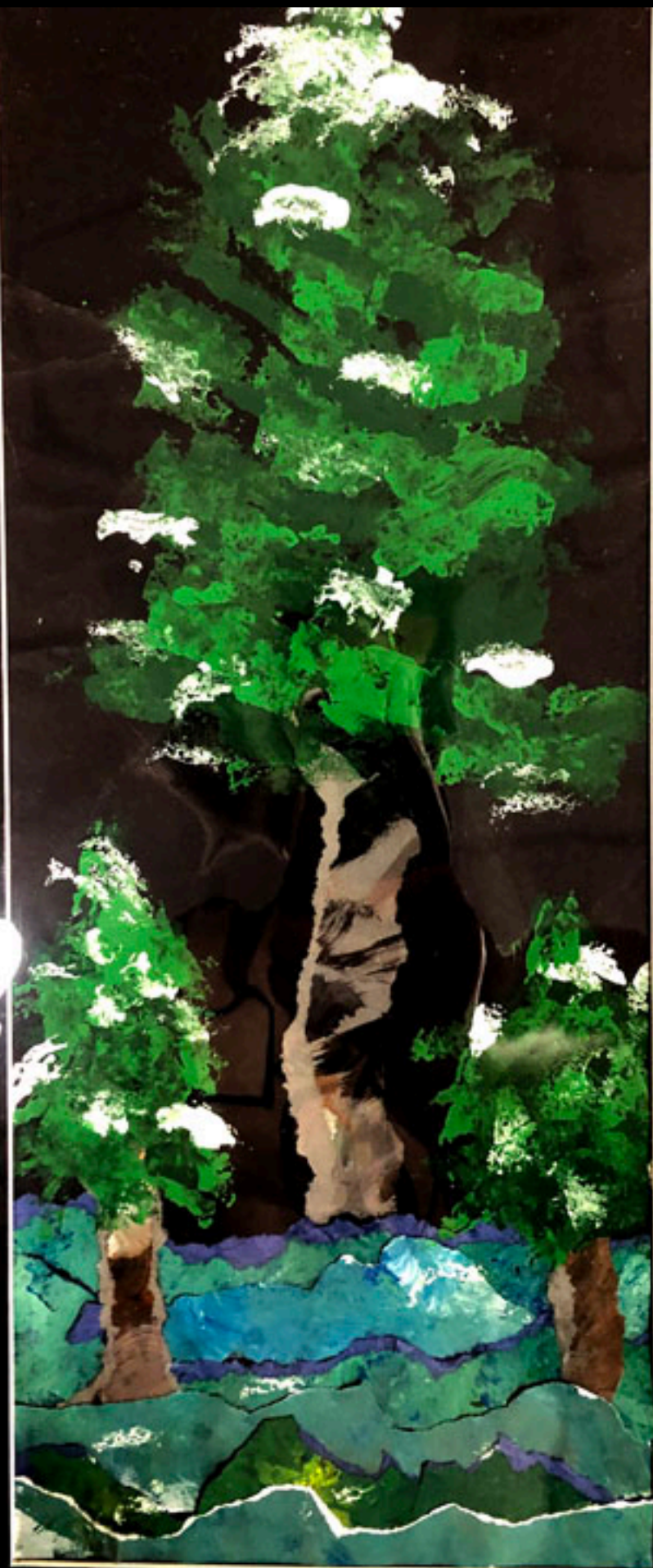
District: **Fruitport Community Schools**

Art Teacher: **Karrn Middleman**

Learning Statement:

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





## **Lydia Sutherland**

Title: **Alpine Trees**

Grade: **3rd**

School: **Onsted Elementary**

District: **Onsted**

Art Teacher: **Cheryl Davis**

### *Learning Statement:*

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



## Top 15 Elementary



### Shianne Rodgers

Title: **Animal Collage**

Grade: **5th Grade**

School: **Prairie Elementary**

District: **Adrian Public Schools**

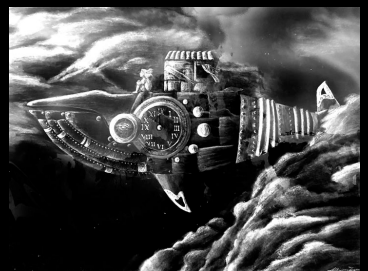
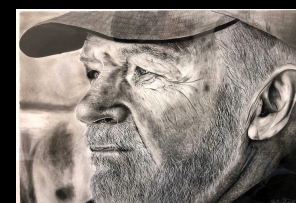
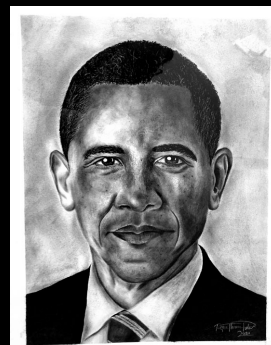
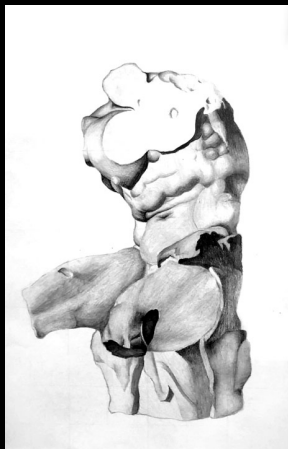
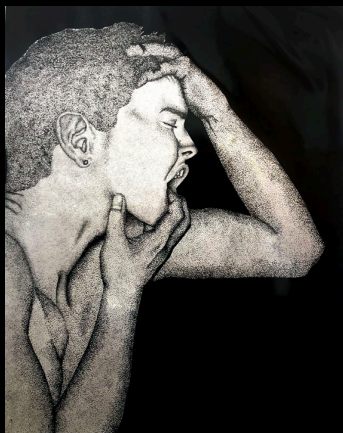
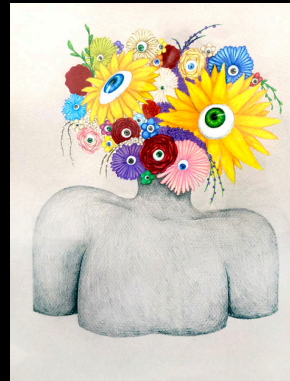
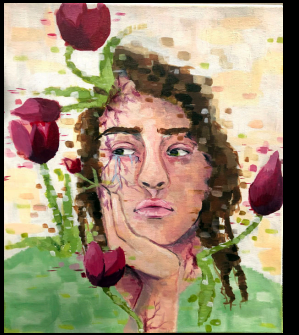
Art Teacher: **Sara Youtsey**

#### Learning Statement:

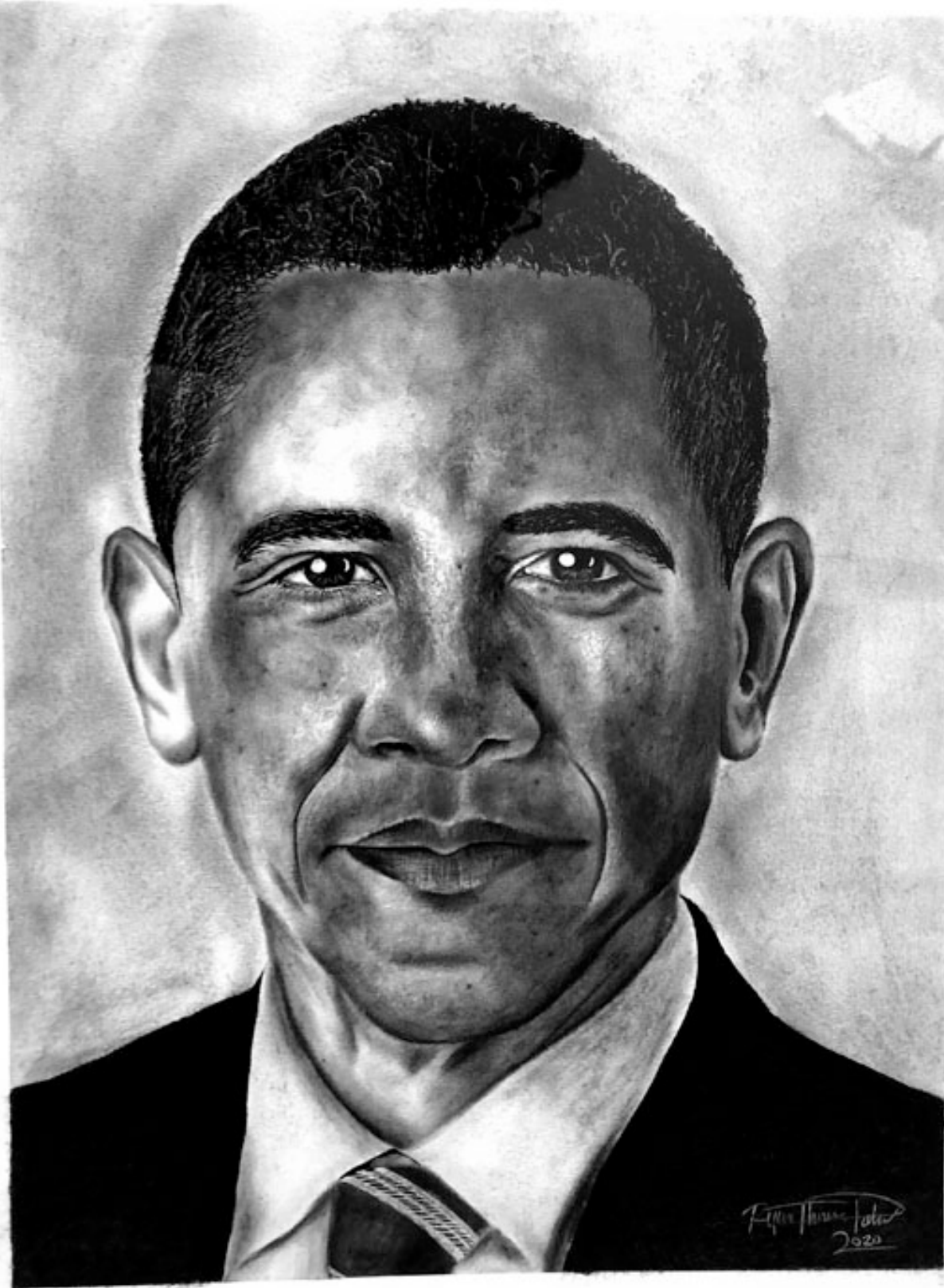
This project allowed me to explore how artwork evolves and is a process. The most important thing I learned is that art doesn't have to be anything other than what you want it to be. I chose my dog Harley as the inspiration for my collage. He is a very spoiled boxer and my best friend. I looked at him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



# Governor's Traveling Top 18







## Governor's Show

### Ryan Thomas-Palmer

Title: 2. "Obama"

Grade: Gr. 9

School: Community High School

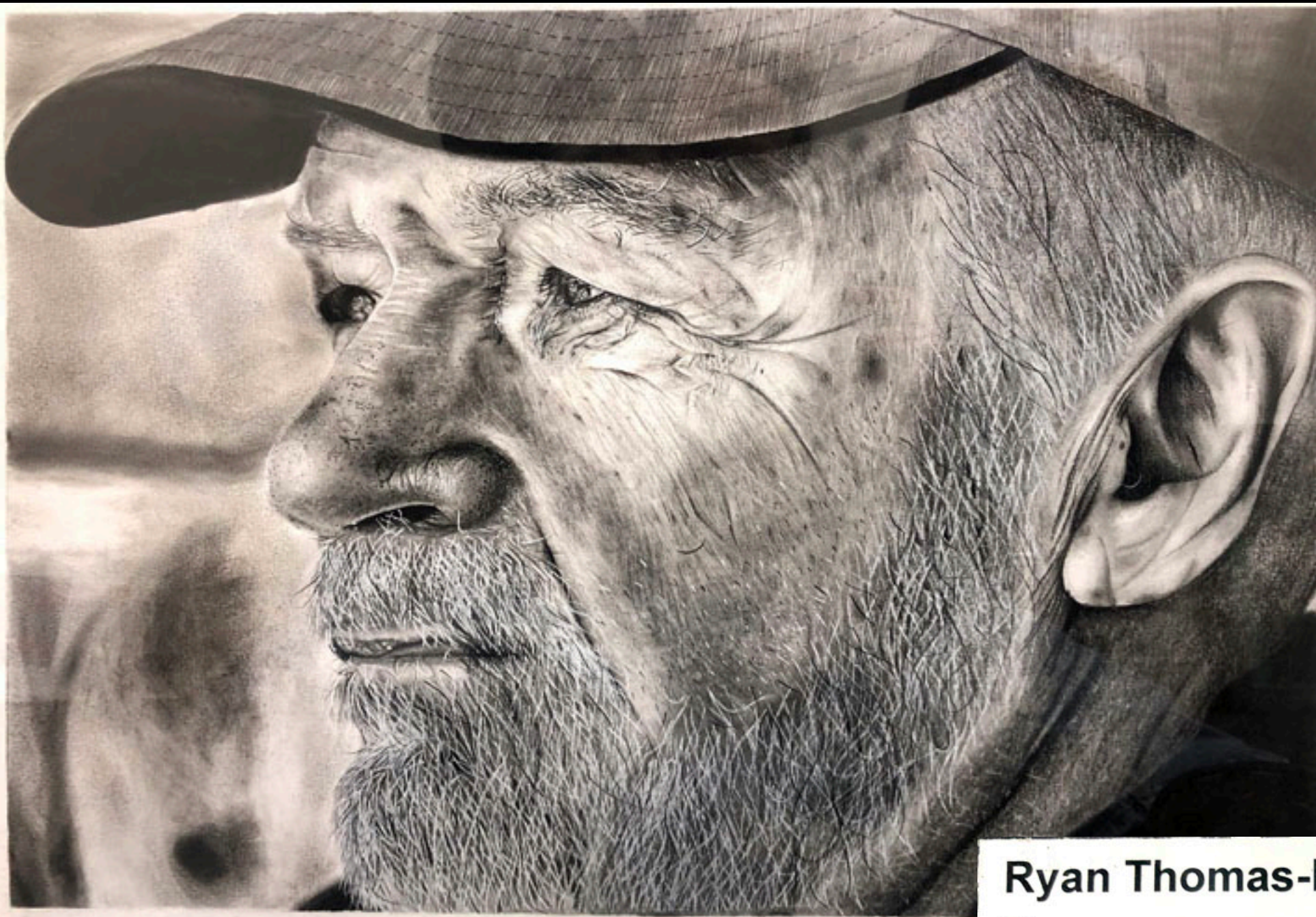
District: Ann Arbor

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.





**Governor's Show  
Top 18**

## **Ryan Thomas-Palmer**

Title: 1. "Grandpa"

Grade: Gr. 9

School: **Community High School**

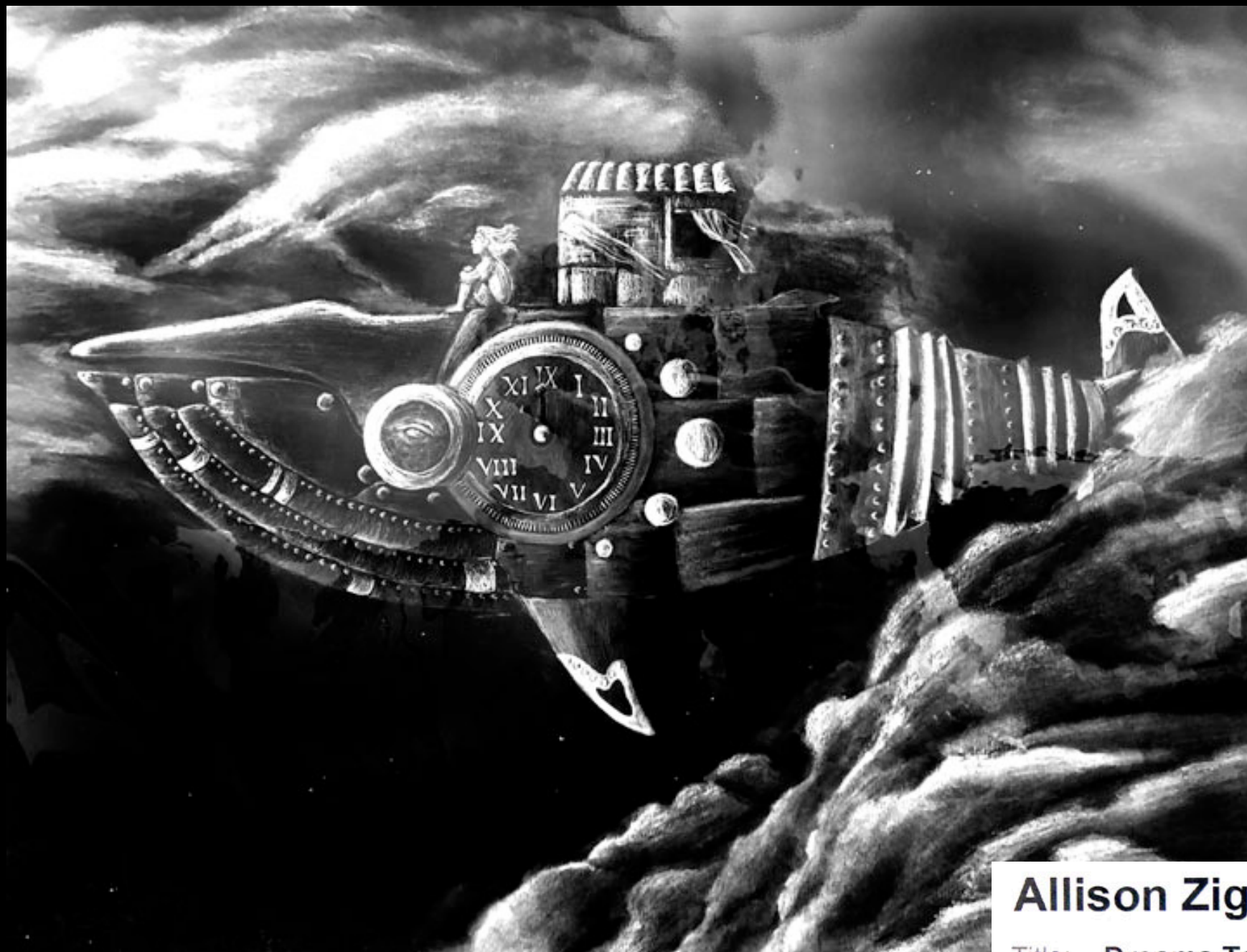
District: **Ann Arbor**

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.





## Governor's Show

### Allison Zigray

Title: **Dreams Take Flight**

Grade: **12th**

School: **Jonesville High School**

District: **Jonesville Community Schools**

Art Teacher: **Lisa Geren**

#### Learning Statement:

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





## 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.





**GT 18**

## Erin Schwartz

Title: **Colorless Pride**

Grade: **12**

School: **Bloomfield Hills High School**

District: **Bloomfield Hills**

Art Teacher: **Barb Brownson**

### Learning Statement:

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





**Governor's Show  
Top 18**

## Avani Govindswamy

Title: Eye Shallow

Grade: 12

School: Avondale High School

District: Avondale School District

Art Teacher: Nicole Hankus

Learning Statement:

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





**Governor's  
Show**

## Ana Trujillo Garcia

Title: Friends

Grade: 10th grade

School: Lake Orion High School

District: Lake Orion Community Schools

Art Teacher: Melissa Wilson

Learning Statement:

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





**Governor's Show  
Top 18**

## Lauren Megdanoff

Title: No More Pictures

Grade: 12

School: Fenton High School

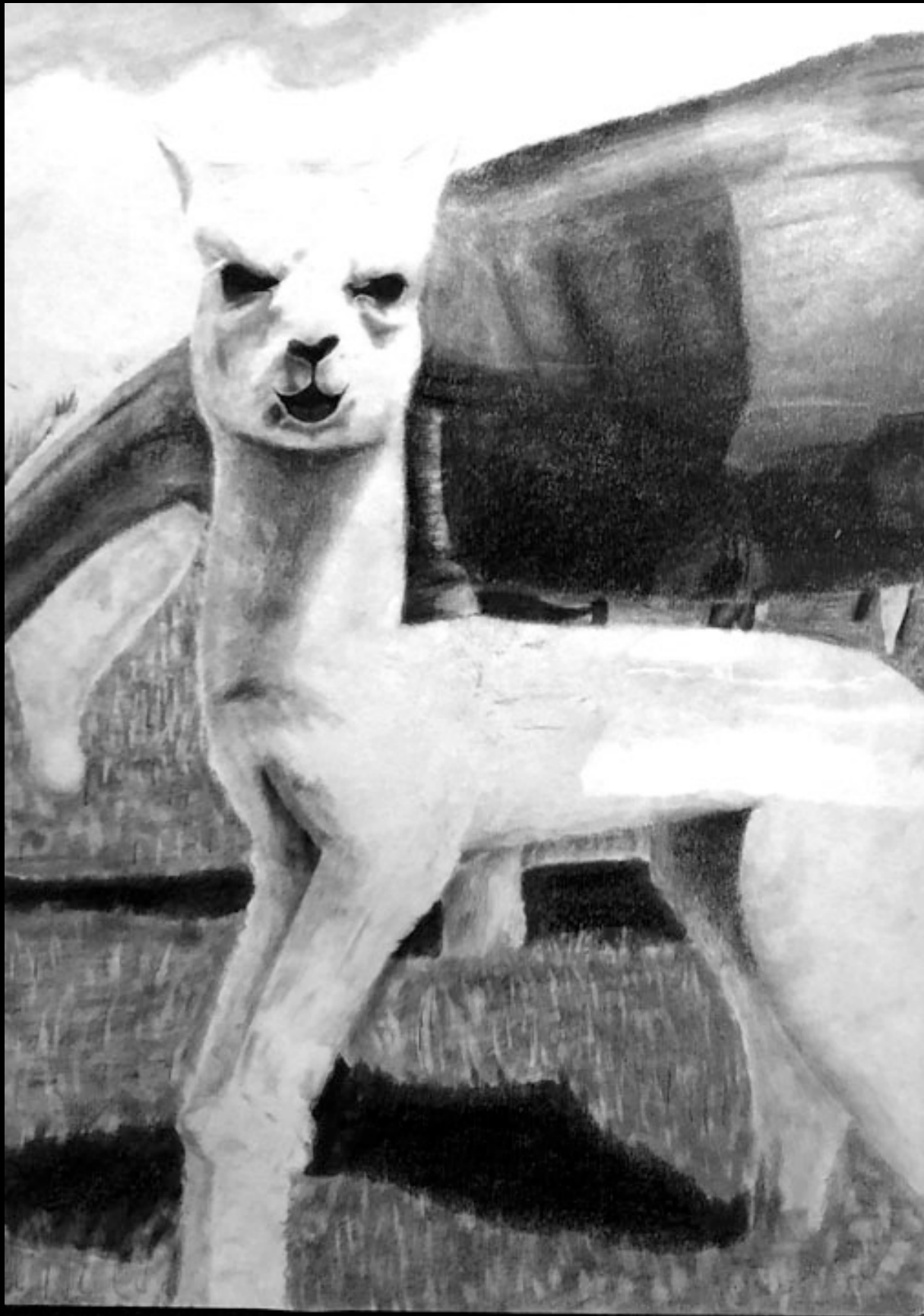
District: Fenton Area Public Schools

Art Teacher: Kristin McDowell

Learning Statement:

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





## Governor's Show

### Tori Trites

Title: **Vida**

Grade: 12th

School: **Fowlerville High School**

District: **Fowlerville**

Art Teacher: **Christine Hesch**

#### Learning Statement:

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





**Governor's Show  
Top 18**

## **TYLER WILCOX**

Title: **SELF-PORTRAIT**

Grade: 12

School: **WILLIAMSTON HIGH SCHOOL**

District: **WILLIAMSTON**

Art Teacher: **MEAGAN KUBU**

Learning Statement:

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





## Governor's Show Top 18

### Gracie Keiser

Title: **Dead Tired**

Grade: **12**

School: **Byron Center High School**

District: **Byron Center Public Schools**

Art Teacher: **Julie Heise-VanderLaan**

#### Learning Statement:

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





## Governor's Show

Sophie Nyquist

Title: Myself

Grade: 9th Grade

School: Northview High School

District: Northview Public Schools

Art Teacher: Tanya Lockwood

### Learning Statement:

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





## Governor's Show Top 18

### Sonam Tamang

Title: **Disappearing**

Grade: 11

School: **East Kentwood Highschool**

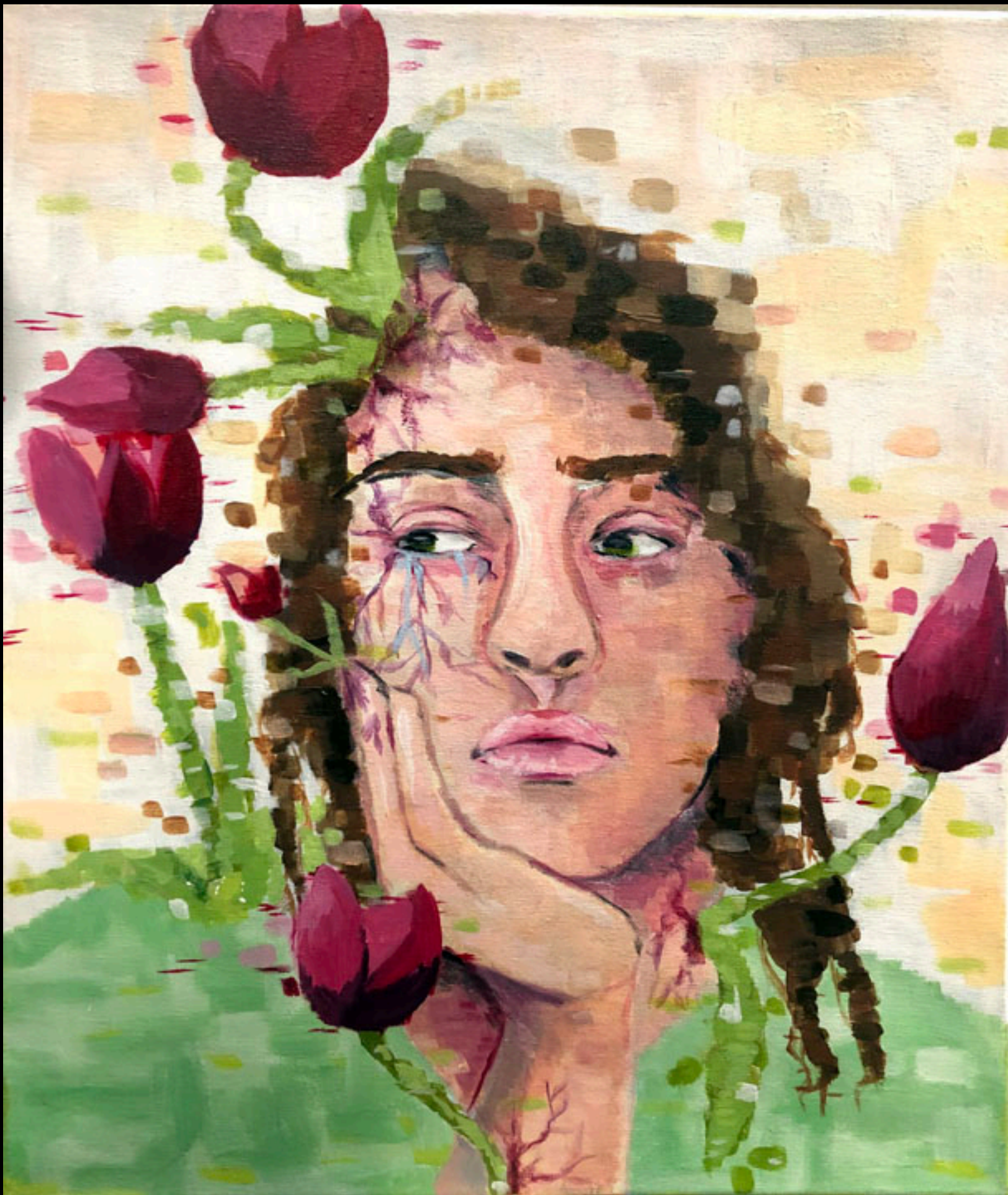
District: **Kentwood Public Schools**

Art Teacher: **Le Tran**

#### Learning Statement:

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





## Governor's Show

### Jessi Talluto

Grade: 11th

Title: **Solemn Red Tulips**

School: **Wyoming High School**

District: **Kent County**

Art Teacher: **Robyn Gransow-Higley**

Learning Statement:

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





**Governor's  
Show**

## Jacee Hoffman

Title: Fresh Raspberries

Grade: 9th Grade

School: Kent City High School

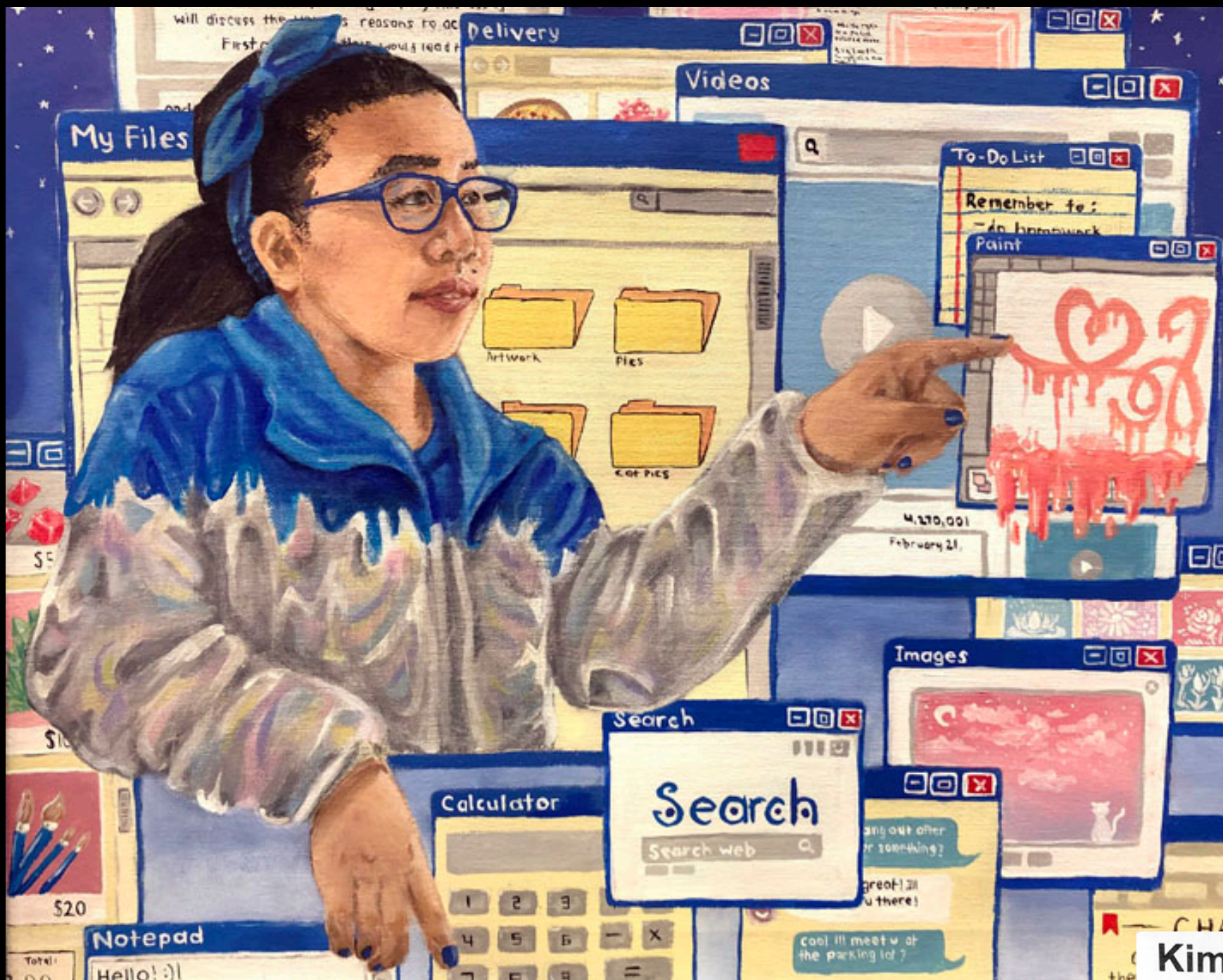
District: Kent City Community Schools

Art Teacher: Sara Goodrich

Learning Statement:

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





## Governor's Show

### Kim Nguyen

Title: **Inner-Net Connection**

Grade: **12th**

School: **Wyoming High School**

District: **Kent County**

Art Teacher: **Robyn Gransow-Higley**

#### Learning Statement:

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





## Governor's Show Top 18

### Makayla Borgman

Title: iDog: The Study of Typography

Grade: 12

School: Zeeland West High School

District: Zeeland Public Schools

Art Teacher: Debra Kemppainen

#### Learning Statement:

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





## Governor's Show Top 18

### Jody Brown

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

School: **Zeeland East High School**

District: **Zeeland Public Schools**

Art Teacher: **Michelle Fuller**

#### Learning Statement:

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





## Governor's Show

### Rachel Kroll

Title: **Wrath**

Grade: **12th**

School: **Lapeer High School**

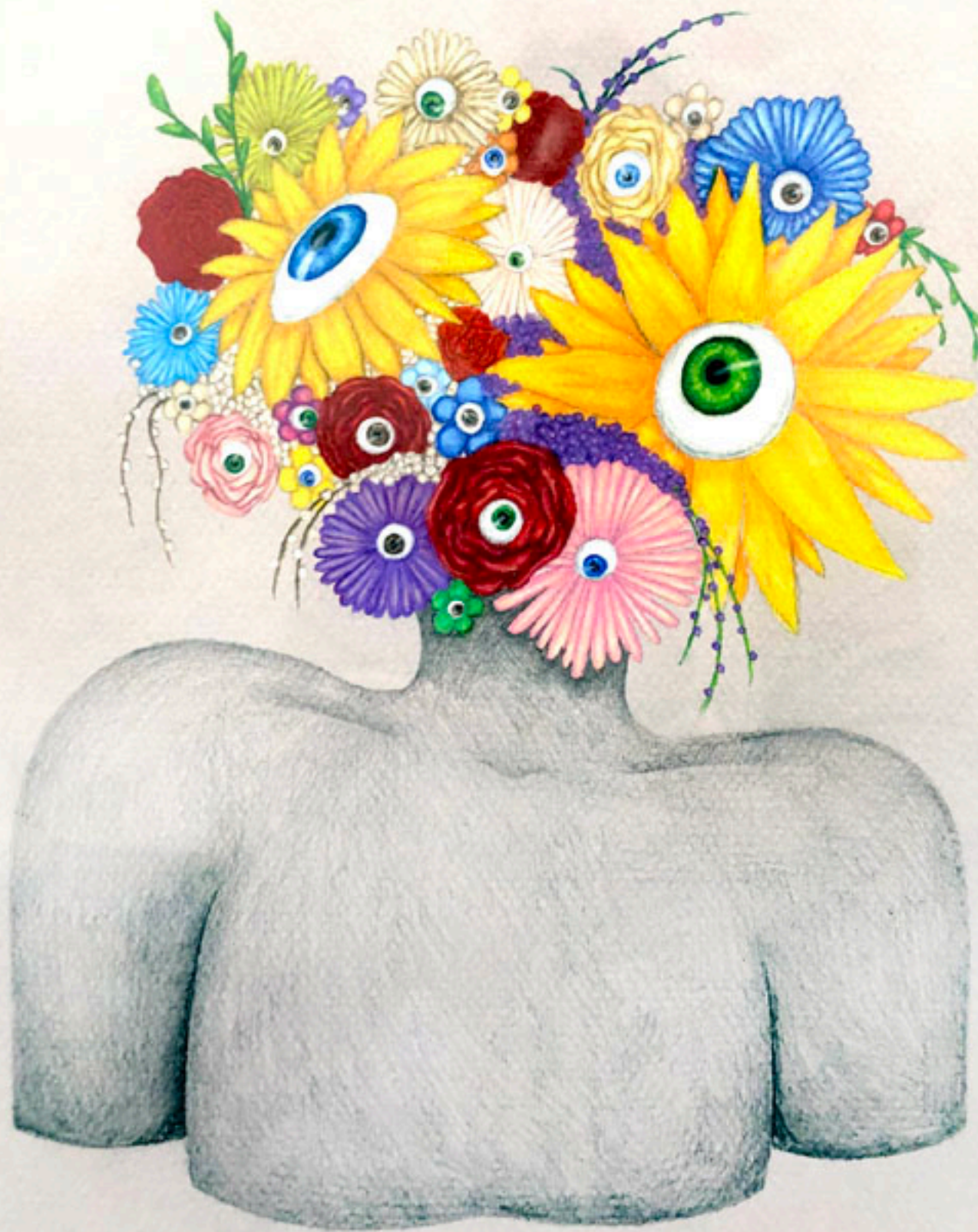
District: **Lapeer**

Art Teacher: **Amy Linton**

#### Learning Statement:

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





## Governor's Show

### Lillian Morgan

Title: **Bone and Flesh**

Grade: 9

School: **Heritage Highschool**

District: **Saginaw Township Community Schools**

Art Teacher: **Danielle Kearney**

#### Learning Statement:

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





**Governor's Show  
Top 18**

## **Lillian Morgan**

Title: **Master Reproduction**

Grade: 7

School: **Heritage Highschool**

District: **Saginaw Township Community Schools**

Art Teacher: **Danielle Kearney**

Learning Statement:

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





## Governor's Show Top 18

### Joan Weaver

Title: Yin Yan

Grade: 11

School: Heritage High School

District: Saginaw Township Community Schools

Art Teacher: **Lindsay Brown**

Learning Statement:

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





## 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.





## Governor's Show

### Kaylyn Inda

Grade: 10

Title: **Sucked In**

School: **John Glenn High School**

District: **Bangor Township Schools**

Art Teacher: **Amy Pobanz**

#### Learning Statement:

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





**Governor's Show  
Top 18**

## **Joshua Wernecke**

Title: **Manus Meleagris**

Grade: **12**

School: **John Glenn High School**

District: **Bangor Township Schools**

Art Teacher: **Amy Pobanz**

### **Learning Statement:**

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





**Governor's Show  
Top 18**

## **Kendall Davidson**

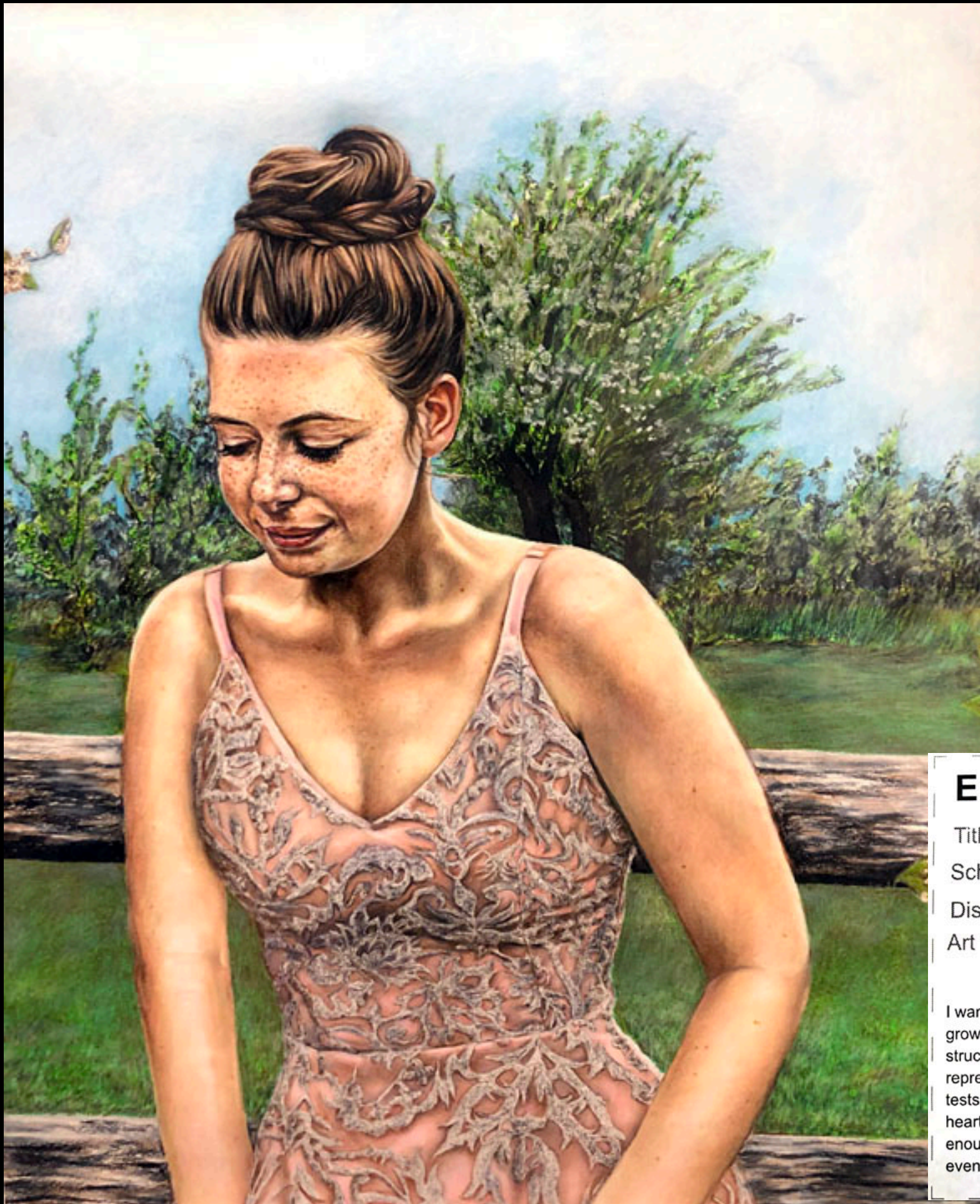
Title: **Portrait of Stone**  
School: **Fruitport High School**  
District: **Fruitport**  
Art Teacher: **Mrs. Dawn Jacobson**

Grade: **12 th**

### **Learning Statement:**

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





## Governor's Show

### Emma Hampel

Title: **Girl in a Prom Dress**

Grade: **12**

School: **Clinton High School**

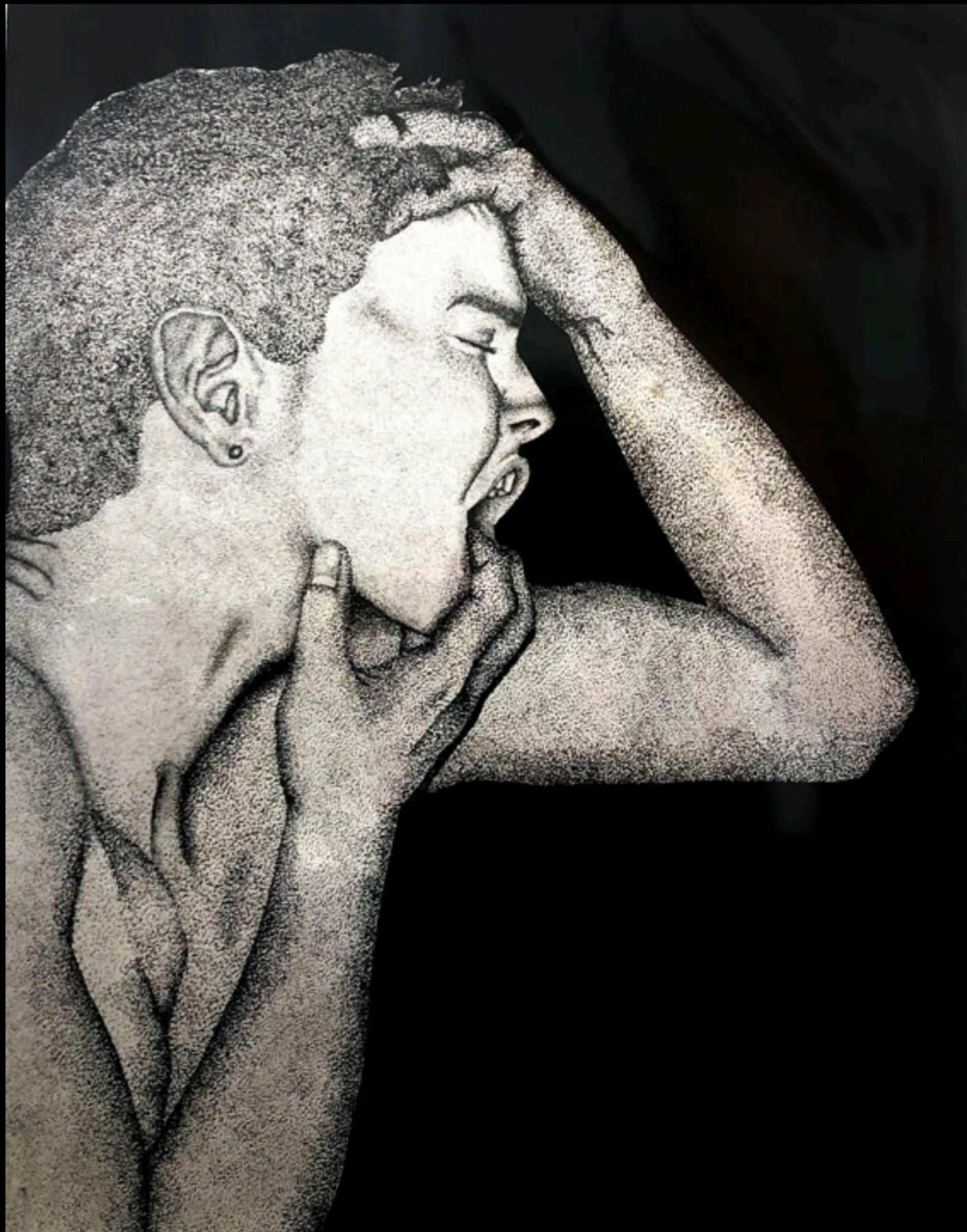
District: **Clinton Community School**

Art Teacher: **Ashley Kendrek**

#### Learning Statement:

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





**Governor's Show  
Top 18**

## **Eric Berndt**

Title: **Smothering**

Grade: **11**

School: **Clinton High School**

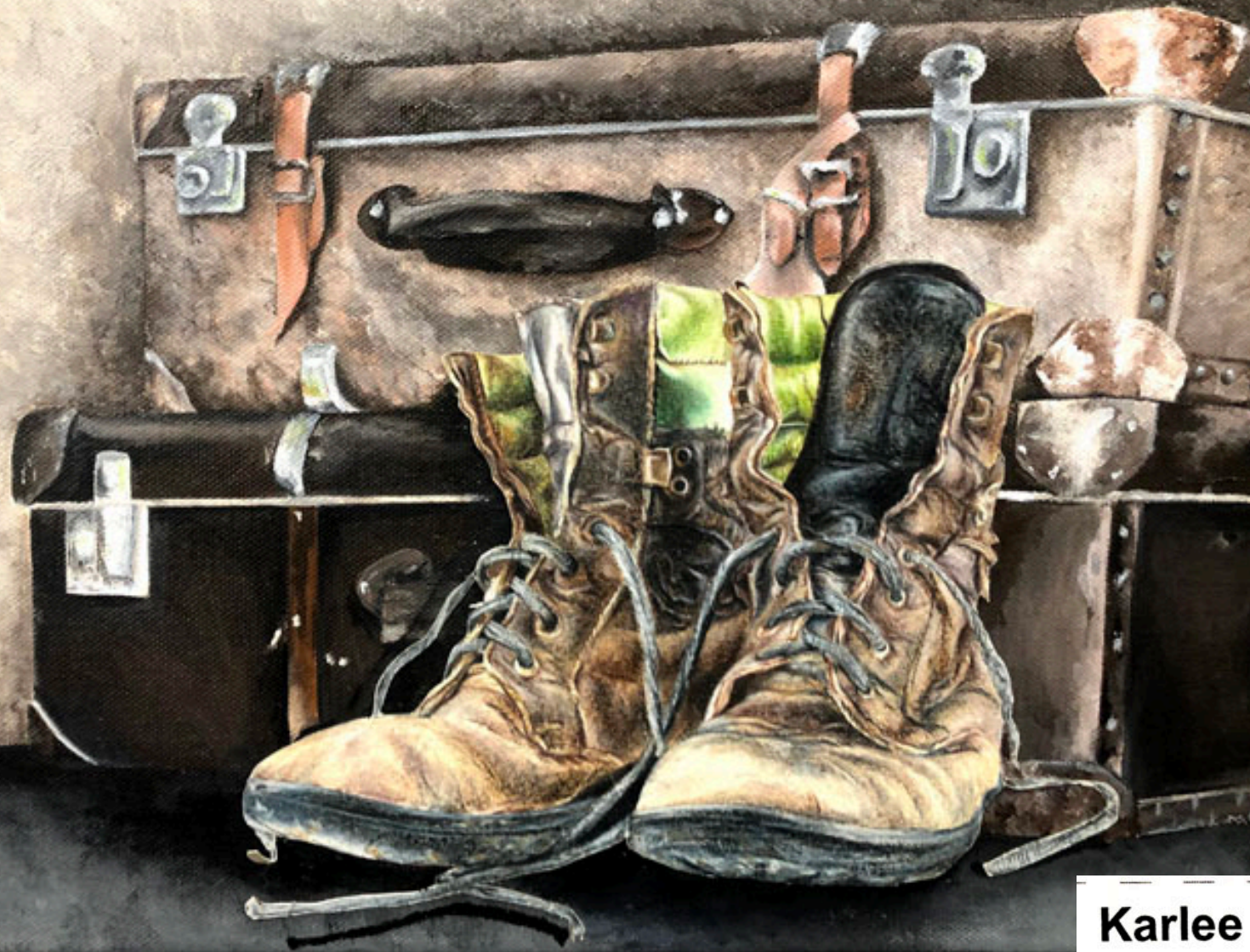
District: **Clinton Community School**

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**

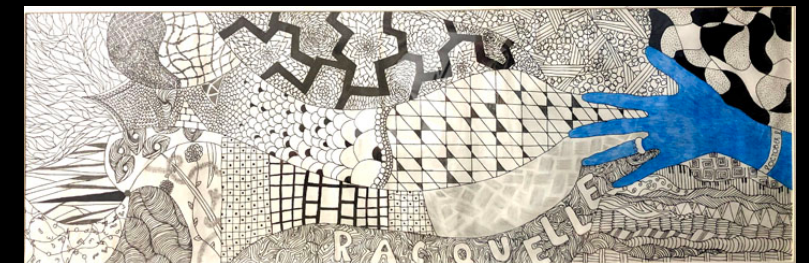
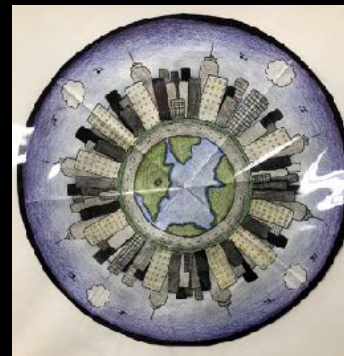
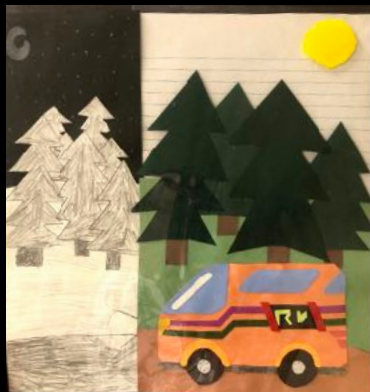
Art Teacher: **Ashley Kendrek**

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.



# Michigan Department of Education Show







## Michigan Department of Education Show

### Charlotte Bruski

Title: Cat

Grade: Young 5

School: Bryant Elementary School

District: Ann Arbor Public Schools

Art Teacher: Jennifer Sheppard

Learning Statement:

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

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





## Michigan Department of Education Show

### Seth Griffor

Title: **Fall Leaves**

Grade: **3rd**

School: **Murphy Elementary**

District: **Lapeer Community Schools**

Art Teacher: **Kevin Becker**

#### Learning Statement:

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





## Michigan Department of Education Show

Carmela Reusch

Title: Fall Leaves

Grade: Kindergarten

School: Brooklands Elementary

District: Rochester Community Schools

Art Teacher: Erica Davis-Hernandez

### Learning Statement:

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





## Michigan Department of Education Show

### Sophie Aleman

Title: "Luv Bug"

Grade: 3

School: Emmons Lake Elementry

District: Caledonia

Art Teacher: Barbie DeJong

#### Learning Statement:

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





## Michigan Department of Education Show

### Brooke Milostan

Title: Arctic Fantasy

Grade: Fourth Grade

School: Kirk Elementary

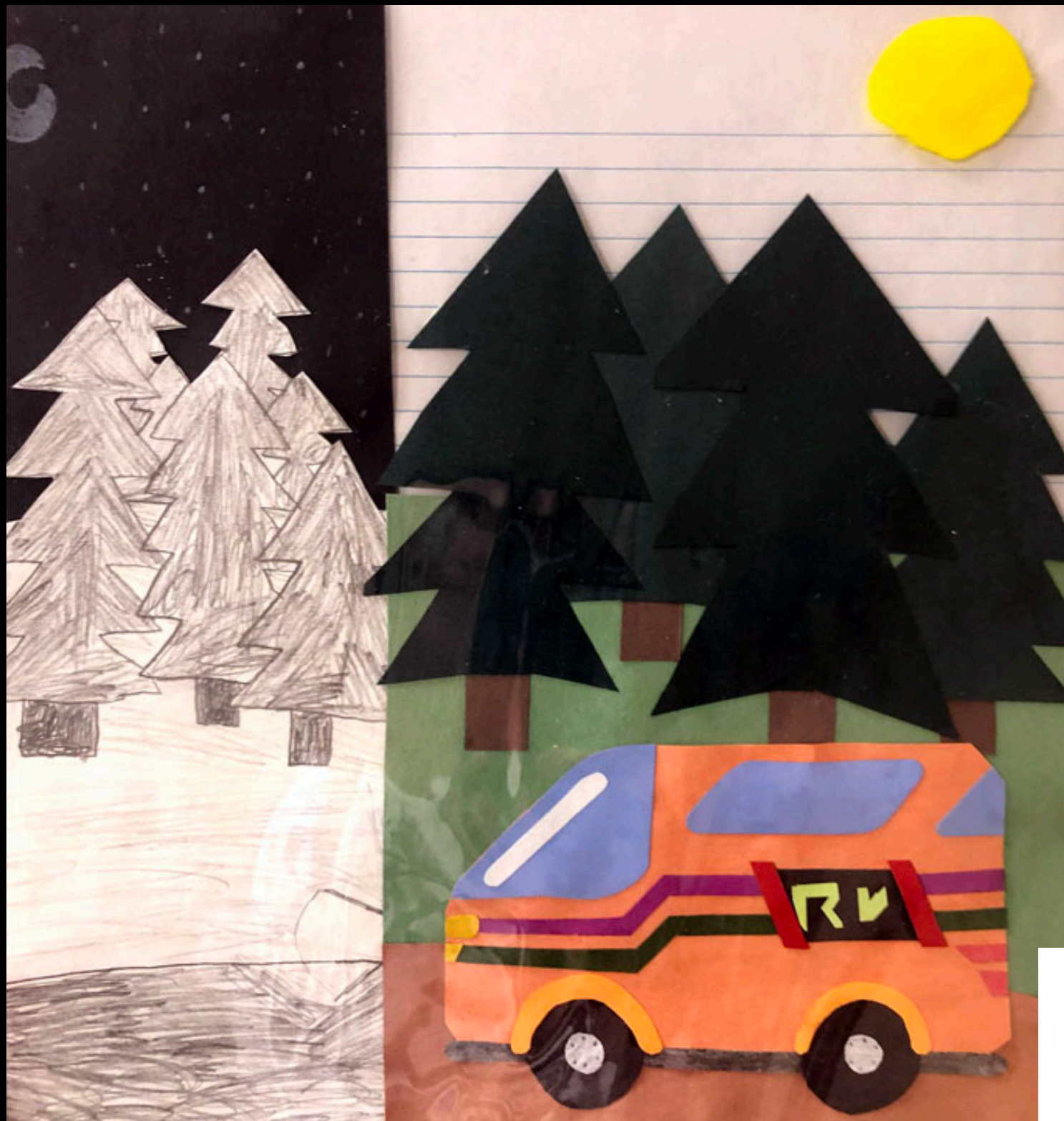
District: Millington

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

### Elliott Malerman

Title: RV

Grade: 8th

School: Anderson Middle School

District: Berkley

Art Teacher: Crystal Reid

#### Learning Statement:

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





## Michigan Department of Education Show

### Autumn Carr

Title: Land in a Dream

Grade: 7th

School: Fowlerville Junior High School

District: Fowlerville Community Schools

Art Teacher: Jacquelyn Dehring

#### Learning Statement:

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





## Michigan Department of Education Show

### Quinn Sall

Title: **Black & White**

Grade: **6th**

School: **Byron Center Christian School**

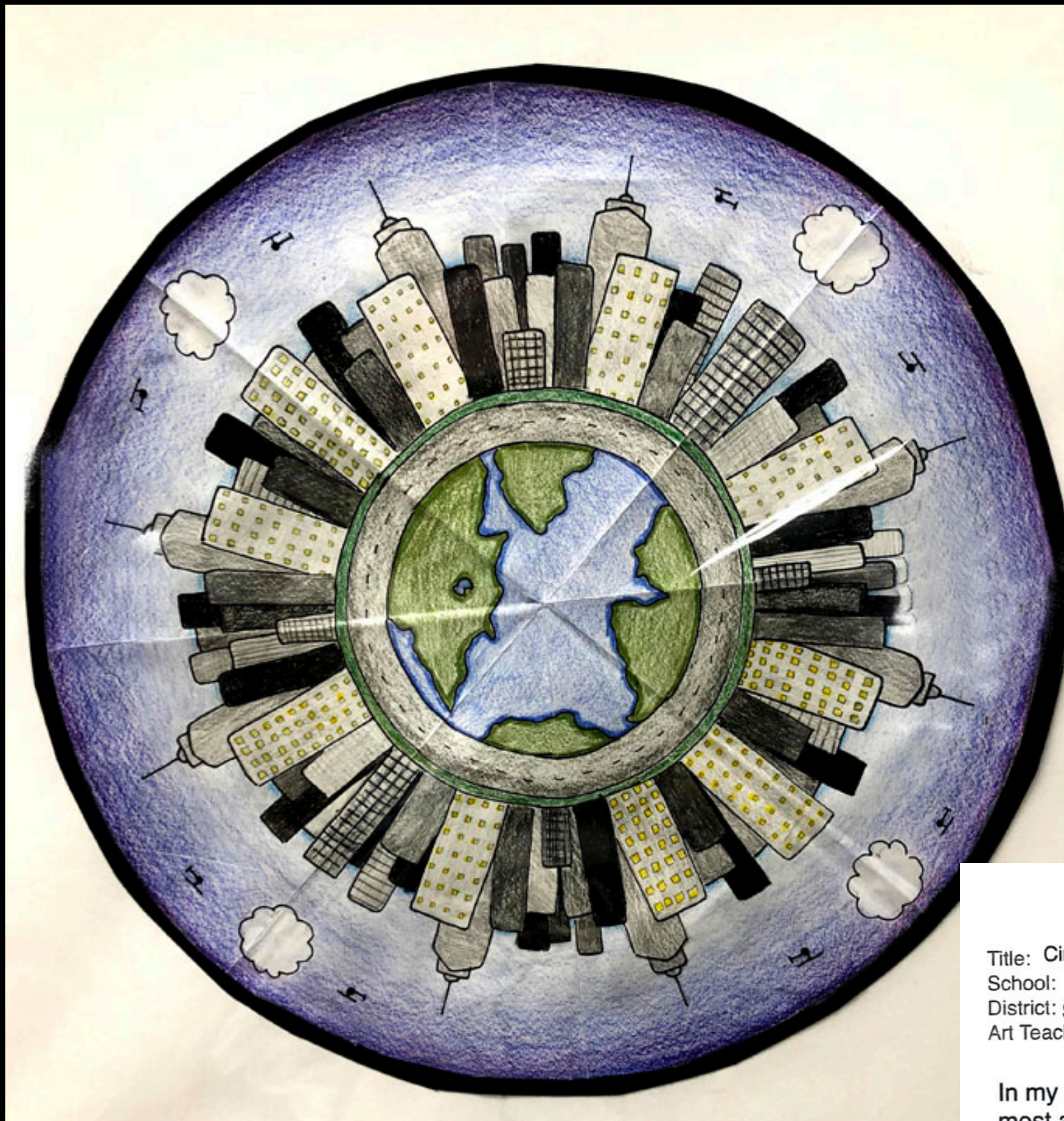
District: **Byron Center**

Art Teacher: **Jennifer Bergsma**

Learning Statement:

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





## Michigan Department of Education Show

Elise Long

Title: Circling the City

Grade: Grade 8

School: Nouvel Catholic Central Elementary

District: Saginaw Area Catholic

Art Teacher: Melissa Carpp

Learning Statement:

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





## Michigan Department of Education Show

### Aydn Carlson

Title: **Awareness**

Grade: **7th**

School: **Newaygo High School**

District: **Newaygo Public Schools**

Art Teacher: **Jennifer Hurre**

Learning Statement:

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





## Michigan Department of Education Show

### Racquelle Cartier

Title: My Hand among the element of line

Grade: 12

School: Osborn High School

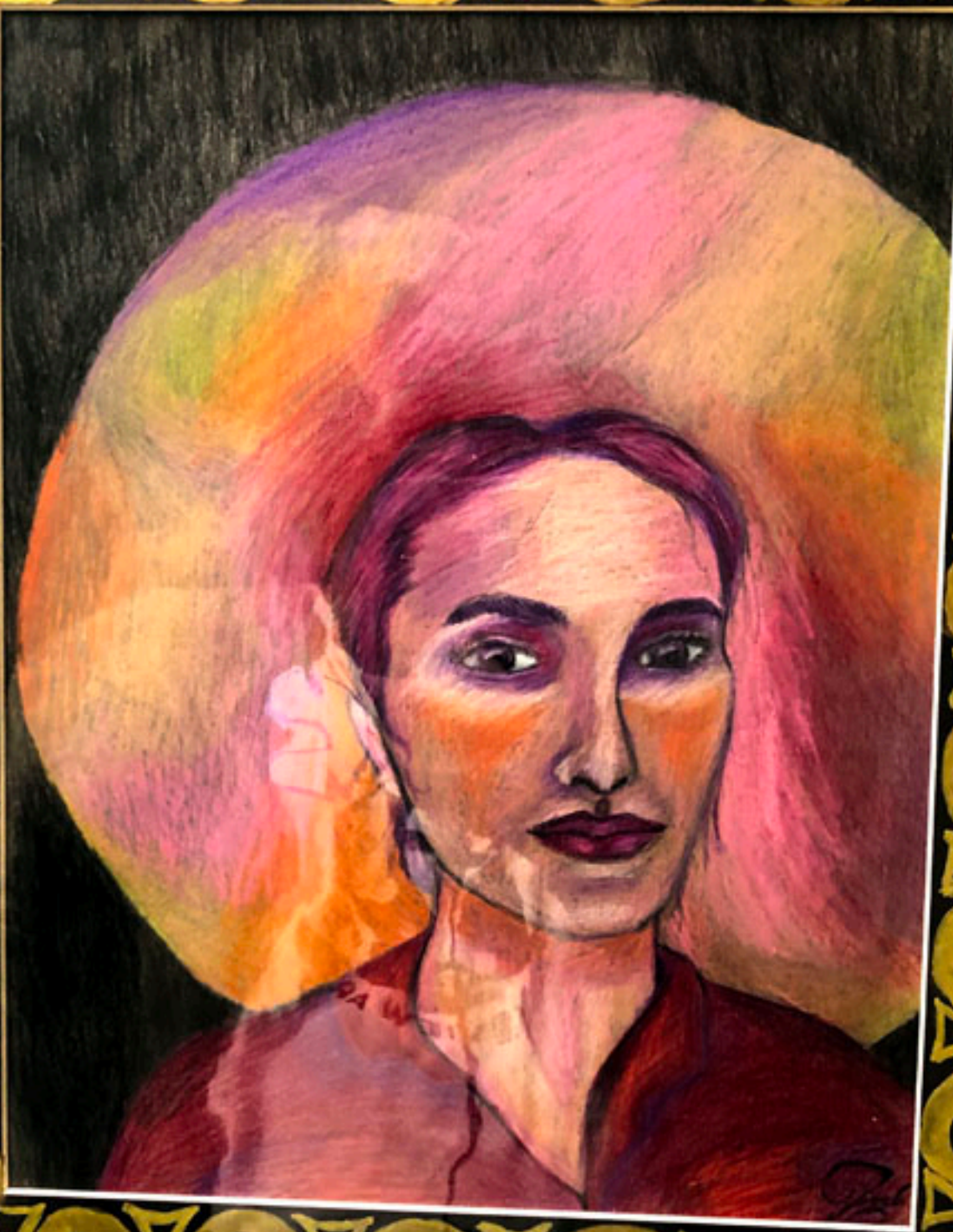
District: DPSCD (Detroit)

Art Teacher: Gloria Byers

Learning Statement:

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





## Michigan Department of Education Show

**Julia Cifaldi**

Title: Self Portrait

Grade: 9th

School: Tecumseh High School

District: Tecumseh Public Schools

Art Teacher: **Christine Obeid**

Learning Statement:

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





## Michigan Department of Education Show

### Leonardo Garcia

Title: District 12

Grade: 12

School: Sturgis High School

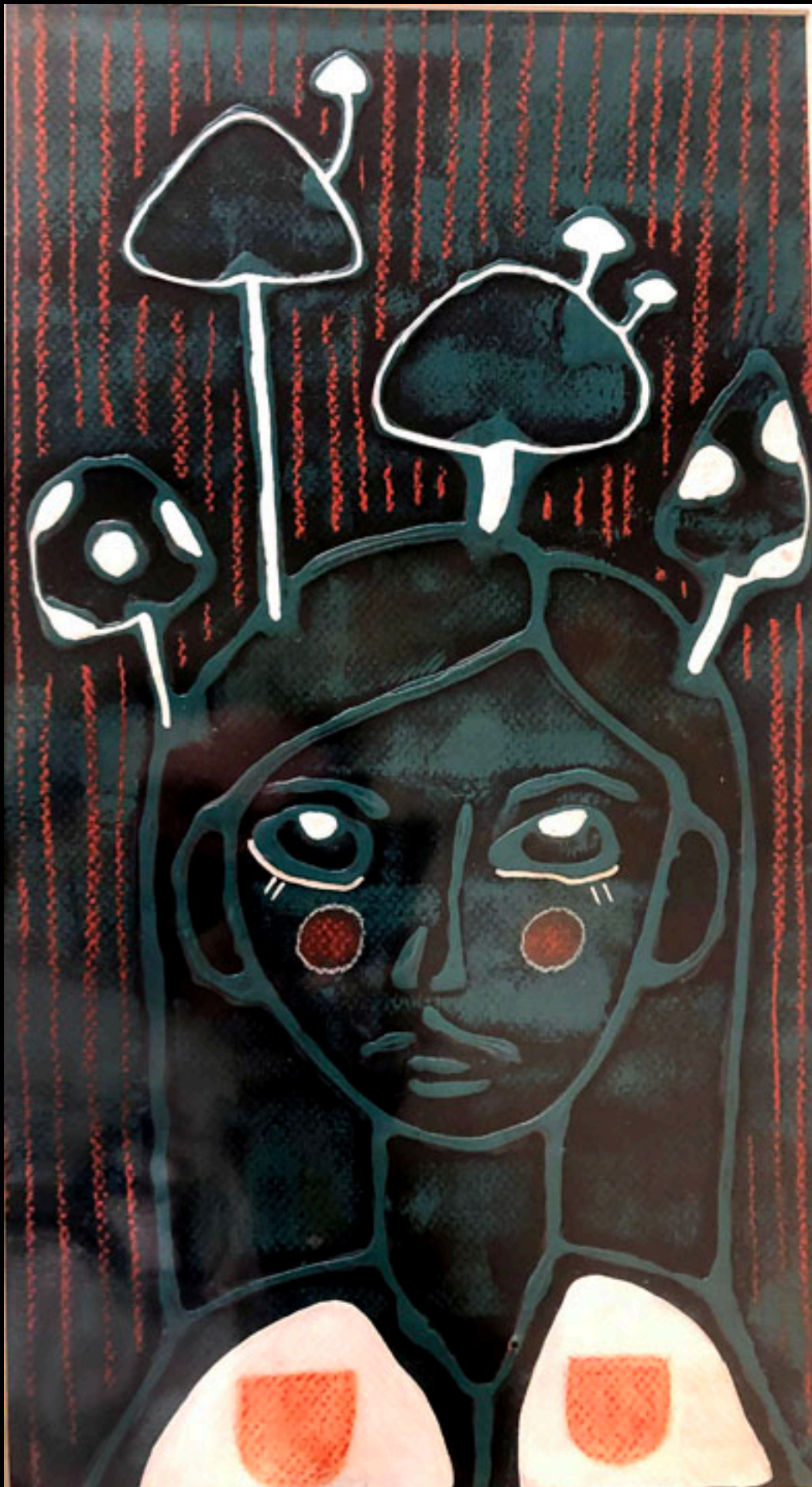
District: Sturgis

Art Teacher: Carie Arseneau

#### Learning Statement:

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





## Michigan Department of Education Show

### Annabelle Collier

Title: **Let The Plants Take Over**

Grade: **11**

School: **Lakeview High School**

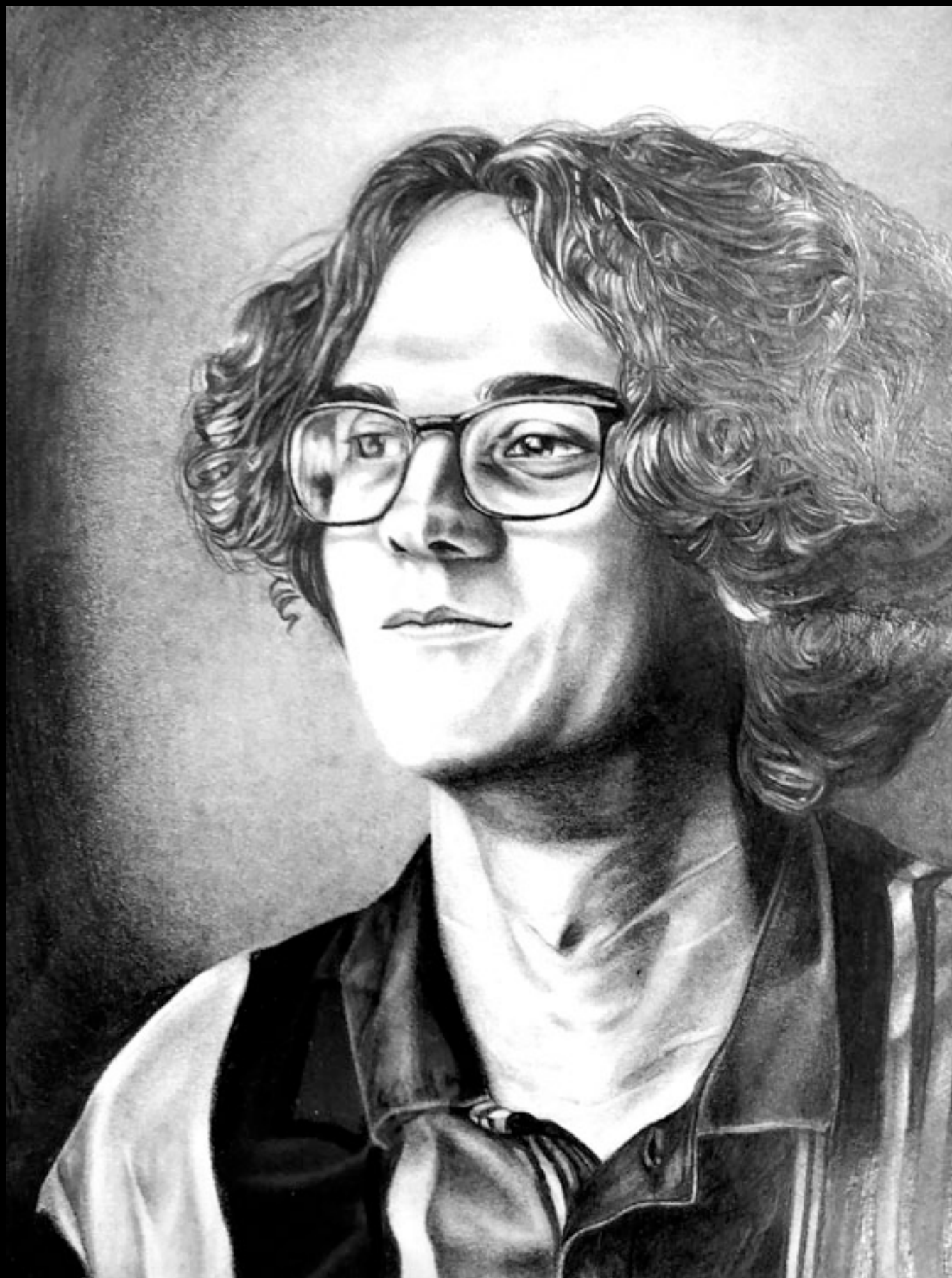
District: **Lakeview Public Schools**

Art Teacher: **Keith Rayner**

Learning Statement:

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





## Michigan Department of Education Show

### Madison Kasat

Title: "Ethan"

Grade: 12

School: Lutheran High Northwest

District: Avondale/Lutheran High School Association

Art Teacher: Jeff Davis

Learning Statement:

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





## Michigan Department of Education Show

### Landen Blixt

Title: **Quite Evening**

Grade: 10th

School: **Fowlerville High School**

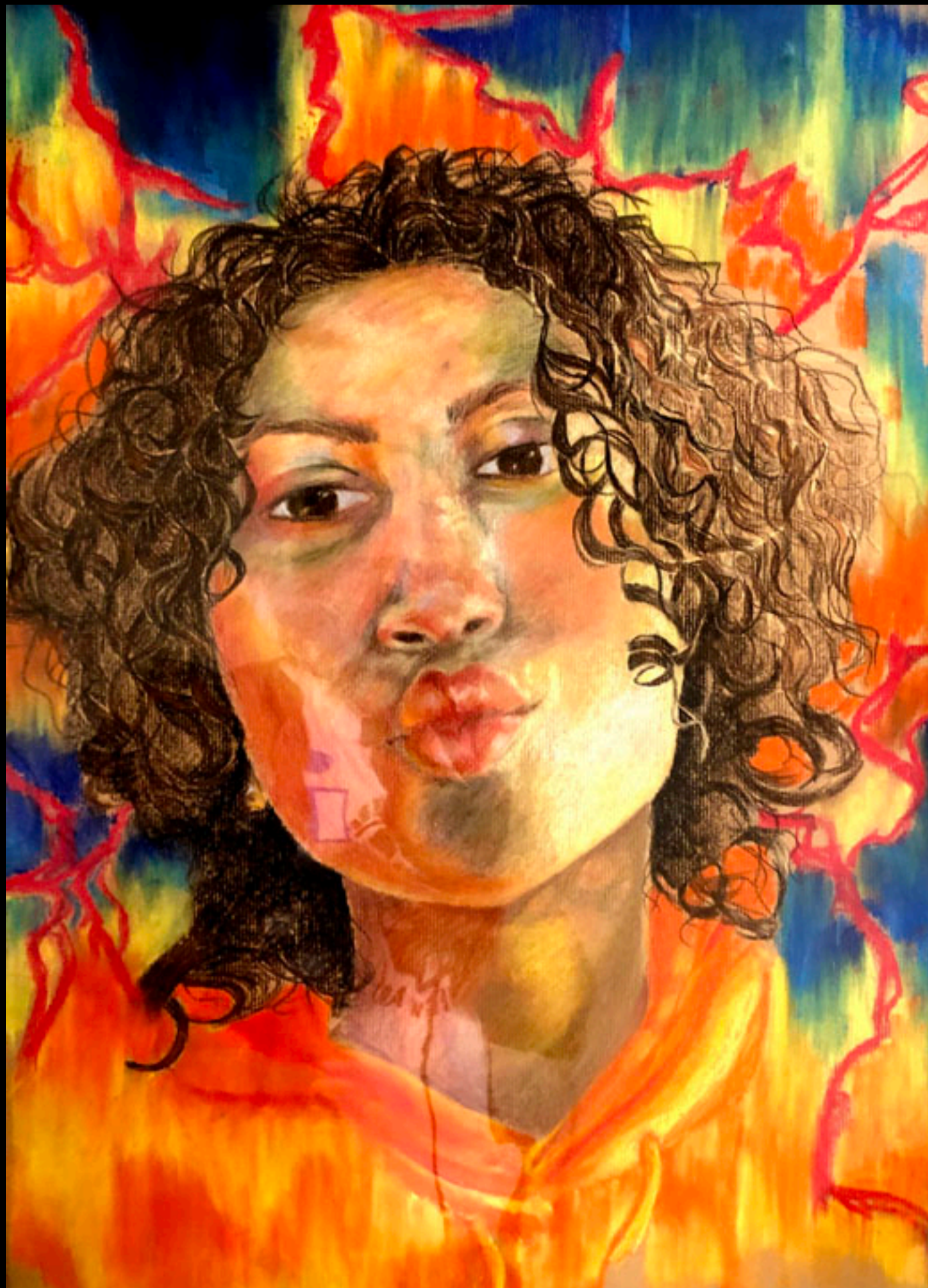
District: **Fowlerville Community Schools**

Art Teacher: **Christine Hesch**

Learning Statement:

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





## Michigan Department of Education Show

### Leelah Richardson

Title: **Living Diversity**

Grade: 11th

School: **East Kentwood Highschool**

District: **Kentwood Public Schools**

Art Teacher: **Le Tran**

#### Learning Statement:

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





## Michigan Department of Education Show

### Alaina Curry

Title: Mother's Dream Garden

Grade: 11th

School: Saginaw Arts & Sciences Academy

District: Saginaw Public School District

Art Teacher: Lisa Ewald

#### Learning Statement:

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





## Michigan Department of Education Show

### Viktoria Huber

Title: **"First Snow"**

Grade: **12**

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

District: **Standish-Sterling Community Schools**

Art Teacher: **Edye Neid**

#### Learning Statement:

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





## Michigan Department of Education Show

### Isabelle Freeland

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

School: **Fruitport High School**

District: **Fruitport**

Art Teacher: **Mrs. Dawn Jacobson**

Learning Statement:

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





# Special Thanks

Elementary Division Chair  
Denise Barrett

Middle Level Division Chair  
Michael Orlando

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