

St. Thomas Aquinas Catholic School

## Student Art Show

# ELEMENTS OF ART



Ava Cristodero, 4D

April 30th-May 1st, 2019

## Exhibition Catalog



The art department  
would like thank all of  
the St. Thomas students,  
families, friends and  
faculty for their contri-  
butions to the 2019 Art  
Show



Clare O'Mahony, 7M

Kelly Monahan, 7M

Lilly Strazza, 7M



Marley Morin, 3F

Welcome to the 2019 Student Art Show. I am thrilled to present to families and guests the impressive body of work that has been executed by our students in the art room this year.

The theme of this show is “**Elements of Art**”. Throughout the year, we focus our classroom instruction on the seven key elements of art—line, color, value, shape, form, texture and space. Students explore art making in multiple media—watercolor, clay, chalk, collage, clay, pencil, brush & ink. Classes are exposed to the influences of significant artists (Kandinsky, Klee, Stella, Mondrian, Rousseau) and periods of art history as a frame of reference (modern, abstract, cubism).

This exhibition catalog will highlight the art elements practice, the techniques applied, mediums explored and a brief description of the processes and outcomes.

As my own honor’s thesis as a student was “Incorporating Interdisciplinary Curriculum—Physics and Art with Children’s Literature and Illustration”, I take this approach to art instruction; and capitalize on opportunities where various disciplines connect.

Ultimately, I want students to share my enthusiasm for art making, love of art history and interdisciplinary learning. I hope you will see that reflected in this show.

My best,

*Bonnie Bello*, Art Teacher K-8

## 8th Grade

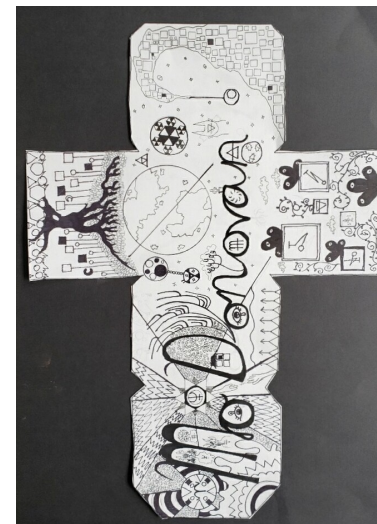
### “Zentangle Cross and Reflection on the St. Thomas Experience”

#### Medium

Black marker on paper

#### Elements

Line, space, value



Molly Donovan, 8D

The Zentangle (or “doodle”) method is way to create images by drawing structured patterns with combinations of dots, lines, simple curves, S-curves and geometric shapes. Artists can incorporate patterns, images and symbols as a means of self-expression. Students were restricted to using black ink on a white background for their compositions, challenging them to figure out ways to create the effects of texture and dimension by varying line weight, concentration of marks, cross-hatching etc.

To accompany this project, 8th graders were asked to reflect on their St. Thomas experience, and to write a statement about what St. Thomas has meant to them—how they have grown in faith, the education received, the friendships formed and values developed.



Dylan Lehning, 7M

## 7th Grade

### “Clay Plate and Design Study”

#### Medium

Watercolor and crayon resist studies, clay, glaze

#### Elements

Texture, color, form, shape

The 7th graders present a study in design along with a final clay plate that has been texturized and glazed. This project demonstrates art-making as a planned process, not just a spontaneous expression. Prior to making and glazing their clay pieces, student planned the design, color and surface texture of their work in watercolor and crayon—all shown in this exhibit. A “resist” is created when the crayon wax and the water of the watercolor paints react/repel. Students experimented with color theory and value, to create an “ombre” (transition from dark to light) effect. Once satisfied with the plan, they executed the final work and wrote an “artist statement” describing their project and process to accompany the work.



Victoria Powell, PK

## Pre-K

### “Earth Day”

#### Medium

Shaving cream and food coloring on cardboard, paint spatter on construction paper

#### Elements

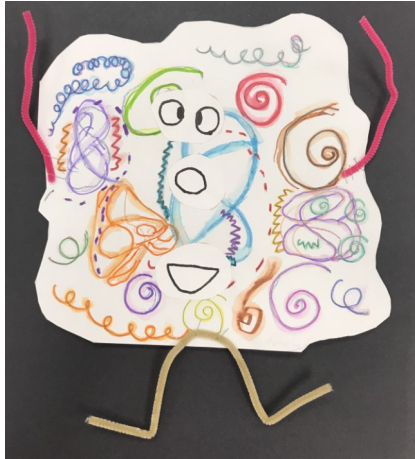
Color, space, texture

Pre-K students created an image of the earth by making a relief print from shaving cream swirled by hand with green and blue food coloring. Each print is uniquely made by pressing round cardboard into the marbled medium. The stars in the background were made with a brush by “flicking” white paint onto black paper.



# Kindergarten

## “Line Monster”



Amelie Tirol, KX

### Medium

Crayon, water-based markers on paper, pipe cleaners

### Elements

Line, color, texture

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This project focused on line—straight, spiral, zig-zag and how to achieve those effects. This project was also a great opportunity to practice tracing to improve fine motor skills. Students traced lines several times: with crayons, then markers, and finally with brushes. Monster color was achieved by diluting marker ink. We talked about expressions. Happy, sad, angry, confused....How do you show that in a drawing? You can see all those emotions in these expressive monsters.

The final step was to create the 3-d effect/texture by adding arms and legs.

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# 6th Grade

## “Helping Hands”



Connor Brennan, 6F

### Medium

Collage, Sharpie markers, white drawing paper, black construction paper

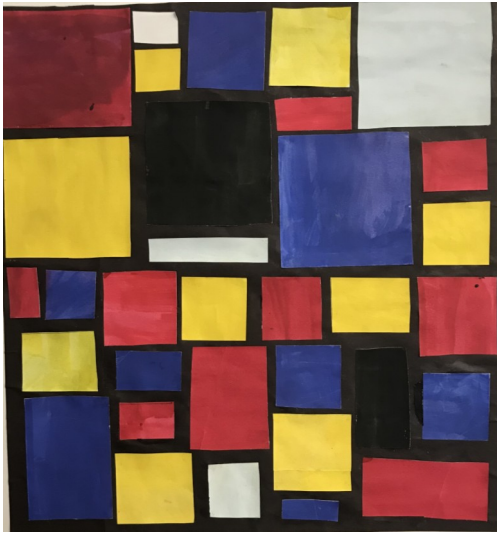
### Elements

Color, line, form, shape

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In the helping hands project, students were challenged to make a clear distinction between foreground and background using multiple art elements—color vs. black and white; geometric angle vs. freeform shape; intricate, intertwining patterns of line vs. solid, straight lines. Although collaged in the one dimension, an illusion of distinct planes has been achieved in these compositions. Students also demonstrated their understanding of color theory using a variety of contrasting, complementary, analogous, primary, or secondary colors in their design.

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William Donahue, 6C

## 6th Grade

### “Mondrian Collage”

#### Medium

Collage, cut shapes of painted paper

#### Elements

Line, color, space

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6th graders looked at the work of Mondrian’s minimalist, modern, abstract style; and how he used a methodical, logical grid to arrange shapes horizontally and vertically. Students composed their own arrangement of geometrical shapes—rectangles, squares considering proportion and fractions in the layout. Students were also challenged to work in a limited pallet of black, white and three primary colors—red, blue and yellow.

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Ellie Rausch, KX

## Kindergarten

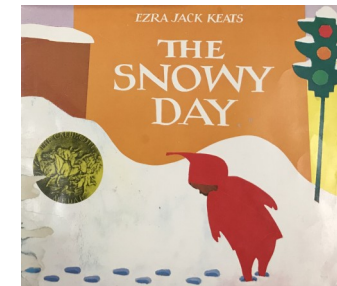
### “City Seasons”

#### Medium

Chalk, torn paper collage

#### Elements

Space, Color




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Inspired by the illustration style in children's classic “Snowy Day” by Ezra Jack Keats, Kindergartners worked in multi-media collage to create their own scenes, including a self-portrait. We talked about the art element of SPACE, and where things go on the paper. Larger items can go in the BACKGROUND, and still be seen. Smaller things can be seen better in the front, or FOREGROUND. We mimicked the glass of the iconic New York City skyscrapers by using metallic paint markers on black paper. The spectrum of rainbow colors reflecting the sunlight on the mounds of snow, and the green grass were all created with CHALK PASTELS. We practiced blending chalk with our fingers, blending up off the page to make sure we got the edges. We tried to keep the different shades of green chalk from blending together. This was great dexterity practice while using this new medium for the first time.

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## 1st Grade

### “Chinese Four Gentlemen Flower Painting”



Colton Fournier, 1M

### Medium

Sumi-e ink, watercolor, origami paper, Chinese character stamps

### Elements

Color, value

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This project tied into the Chinese themes of our One School One Book, *Where the Mountain Meets the Moon*. The four gentlemen and the flowers symbolize the four seasons: winter/plum blossom, spring/orchid, summer/bamboo, fall/chrysanthemum. Japanese sumi-e ink (permanent, black) was blown through straws to create the natural, organic, spontaneous effect of the branches and flower stems. Students practiced different brush strokes to create the effect of unique shapes for different flowers; and learned the technique of “loading up” the brush with paint to achieve brighter colors.

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Julia Ault, 5F

## 5th Grade

### “Stella Geometric Collage”

### Medium

Watercolor paper collage

### Elements

Color, value, shape, space, line

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5th grade studied the abstract work of the artist Frank Stella. Stella’s work is immediately recognizable for its color and geometric elements. Aligned with their math curriculum, they were able to incorporate geometric shapes, fractions, radius, perimeter and angle into their collages. Students painted paper in unique colors, cut shapes, then made a collage of geometric designs in the style of Stella. Students explored the element of color value—how to make lighter “tint” and darker “shade”.

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## 4th-5th Grade

### “Matisse Mosaic”

#### Medium

Collage, painted paper

#### Elements

Color, space, value

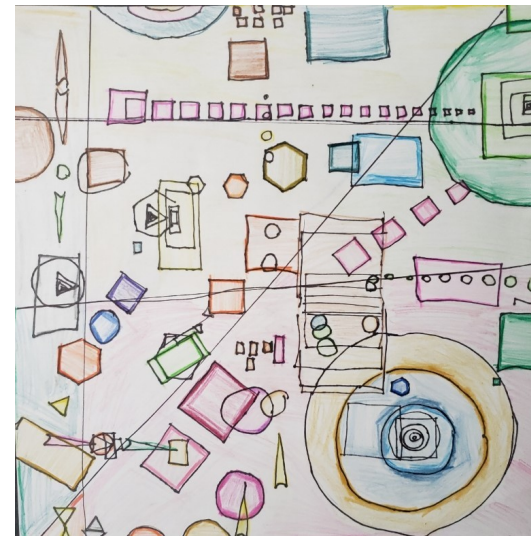
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Many small pieces make the image in a mosaic. In this case, students colored and cut small pieces of paper to create their compositions in the style of Matisse. We talked about using positive space (the object) and negative space or empty space between and surrounding the shape or form. Students planned the layout and executed according to the design to create the ultimate pattern or final image. We learned how to frame artwork and students created a frame for their composition by using pattern and color in surrounding border.

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Aidan McClure, 5F



Atticus Engel, 1M

## 1st Grade “Kandinsky Composition”

#### Medium

Colored pencil

#### Elements

Line, space, color, value

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Students in first and third grade studied the abstract artist, Wassily Kandinsky, who experienced a condition called “synesthesia” (one sense triggers another) whereby he could “see” music as colors. His work is a reflection of this unique ability. The lesson incorporated music, color theory, a study of negative and positive space and spontaneity in art-making. Students learned the technique of varying the line weight and shape; color shading with colored pencils (value) and the use of white in the composition.

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## 2nd Grade

### “Klee Castles”



Grace Chi, 2P

### Medium

Colored paper, paint, gold pen

### Elements

Color, value, line, texture

Second graders were inspired by the style of the artist Paul Klee, and experimented with a unique colorizing method using tissue paper to create a “bolder than watercolor” effect. The bleeding tissue releases color—like a stamp—when wet. The brightness of tissue squares is framed by a contrasting dark colored background. Students created these colors by adding black to the background color. We talked about a pure color, or “HUE”, becomes a SHADE when you add black, or a “tint” with the addition of white. Gold pens created a final touch. Klee loved to play with the TEXTURE of the surface of his paintings. The gold adds extra texture to the colors, as well as complementing the royal element of the castle imagery. The contrasting colors pop, and the gold pen sparkles.

## 4th Grade

### “Northern Lights”

### Medium

Chalk on paper, collage

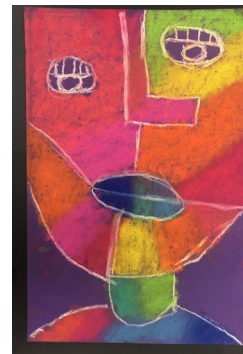
### Elements

Color, value, space, texture



Lily Walker, 4D

The Northern Lights project is a study in foreground, background and how to achieve the luminescent glow or “light” effect using contrasting colors, shades and tints. Students practiced techniques to blend and shade color to varying degrees to create a distinct values. Torn paper was collaged together to create the mountains in the foreground. A separate band of bolder chalk colors create the effect of the glow of the Northern Lights in the middle ground.



Thomas Cunningham, 4D

### “Silberzweig Faces”

### Medium

Chalk pastel on dark paper

### Elements

Color, value, shape, space, line

Students referenced the art of Sandra Silberzweig, a contemporary, living artist to create these chalk pastel “selfies”—portraits in the cubist style. We learned how Silberzweig was influenced by both the work of Picasso and the art of African masks in the exaggeration of facial features. 4th grade studied color theory and experimented with how analogous colors (adjacent on the color wheel) are attractive when blended. Students learned techniques to blend chalk.



## 4th Grade

### “Klimt Tree of Life”



Grant Espach, 4N

### Medium

Gel pens, gold paint, triptyc on black paper

### Elements

Color, texture, line, pattern

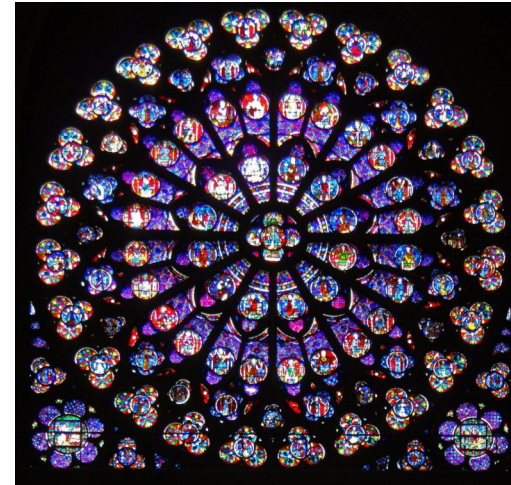
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The project was inspired by Gustav Klimt and his golden painting, “Tree of Life”. It is a study in line (pattern) and contrast between the foreground and background—the swirling, twirling, twisted movement of the gold branches of the tree against the solid black. The technique is both spontaneous and composed. The gold paint adornment and heart symbolism is typical of Klimt’s Art Deco Style. Students practiced brush strokes and mark-making to create elaborate flourishes. We talked about the luminescent quality of the gold paint in Klimt’s paintings. We talked about how artists use symbols in their imagery and the significance of the “tree of life” as a symbol of life, growth, and its religious significance.

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## 2nd Grade

### “Rose Window, A Tribute to the Cathedral at Notre Dame”



The south rose window of Notre Dame, Paris

### Medium

Oil pastel and neon tempera paint on paper, illuminated by black light

### Elements

Color, line

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This is a collaborative piece done by the second grade. Each student designed and executed a section of the rose window using neon-colored oil pastel and neon tempera paint on paper. The sections were then assembled in the radial pattern and are illuminated in this display by black lights which create a glow effect, reminiscent of light shining through a stained glass window.

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## 3rd Grade

### “Kandinsky Composition II”

#### Medium

Chalk pastel and collage paper, coffee filters, water based markers

#### Elements

Line, color (and white), value, shape

Also inspired by Wassily Kandinsky, 3rd grade student used tracer tools to create shapes, vary line weight, and learned shading skills with chalk pastels. Shading is achieved by blending using careful, deliberate circular motion with pads of fingertips; keeping some of the colors separate to retain brightness. The large circular shape is made with a coffee filter—special paper that diffuses or mixes the color when it gets wet. Students studied the color wheel, learned about contrasting and complementary colors. Students were inspired by listening to the type of music Kandinsky would have listened to while he worked (Stravinsky, Debussy) to during his time. Kandinsky liked to create new planes of SPACE by expanding beyond horizontal and vertical lines. We talked about creating balance by using negative and positive space. Students applied these technique to their compositions.



Ella McCormick, 31

## 3rd Grade

### “Rousseau Jungle”

#### Medium

Collage, watercolor on a variety of paper, colored pencil

#### Elements

Color, value, collage, texture space

3rd graders read *The Fantastic Jungles of Rousseau* by Michelle Markel and learned about the unique life of the artist Henri Rousseau. Rousseau was a motivated, self-taught artist who pursued his art and the creative process, despite the criticism he received. Rousseau never visited the exotic locations shown in his paintings. Instead, he researched them by going to botanical gardens and reading about explorers who saw these fantastic places firsthand. Rousseau had a deep love of nature. 3rd graders created their own jungle masterpieces by following some of Rousseau’s techniques—they looked at many images of tropical leaves, and how they were shaped. They tried painting on different types of papers, exploring how the medium used influences the way the paint acts. Students also examined and then painted tropical flowers. The background was done by blending chalk to create a textured sunset. Finally they collaged their pieces together, overlapping their compositions to make their very own version of Rousseau's paradise, including hand-drawn animals who inhabit the jungle, like tigers, lions and sloths.



Maisie Stefanowicz, 31