



*Welcome to
SMARTS 2024
Virtual Middle School
Gallery Exhibition!*





Hi, I'm Sherye Weisz, Director of SMARTS. We want to thank all the teachers and students for submitting their wonderful work!

Enjoy your visit and take your time as you look at our talented middle school artists from Attleboro, and Mansfield!





The SMARTS Middle School Art Exhibit, established in 1992, brings attention to the quality of artwork created by middle school students from SMARTS member districts.

The exhibit also provides an opportunity for middle school visual arts teachers to network and see what their colleagues in other schools are doing with their students.

FEATURING

Tonya Bury & Tracy Korneffel
Brennan Middle School, Attleboro, MA

Leah Stevenson & Kristin Gerardi
Coelho Middle School, Attleboro, MA

Melanie Medeiros & Tovah Stevenson
Wamsutta Middle School, Attleboro, MA

Virginia Tibbetts & Ryan Mehigan
Qualters Middle School, Mansfield, MA

Presenting work from the students of:

Tonya Bury
Brennan Middle School
Attleboro, MA



Ella Soucy
Grade 8



Lucia Steve
Grade 8





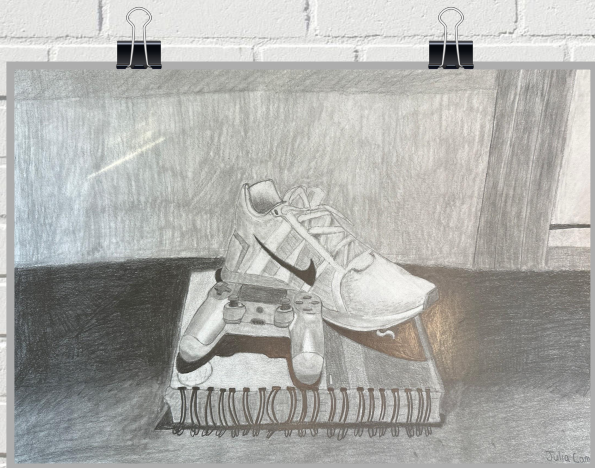
Chloe Hansen
Grade 8



Kaylee Magnon
Grade 8



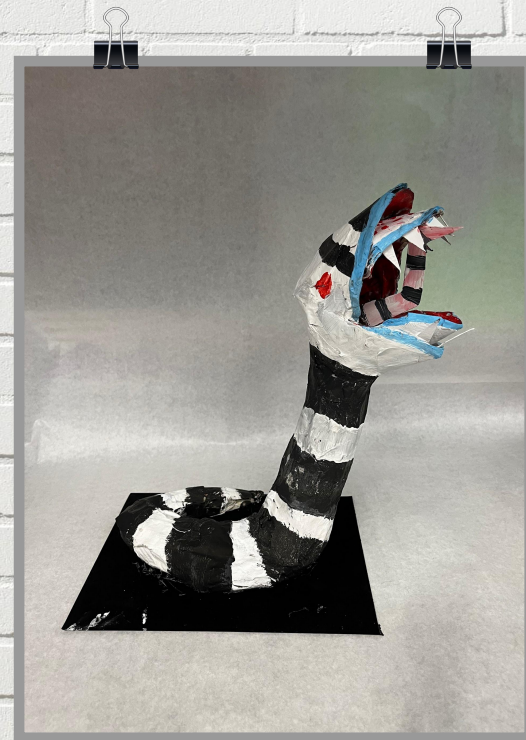
Emmah Plass
Grade 8



Julia Camera
Grade 8



Justin Gayle
Grade 8



Sera Greco
Grade 8



Aeliana Kennedy
Grade 5



Zahra Ferguson
Grade 5



Ella Hayward
Grade 5



Arianna Valadao
Grade 5



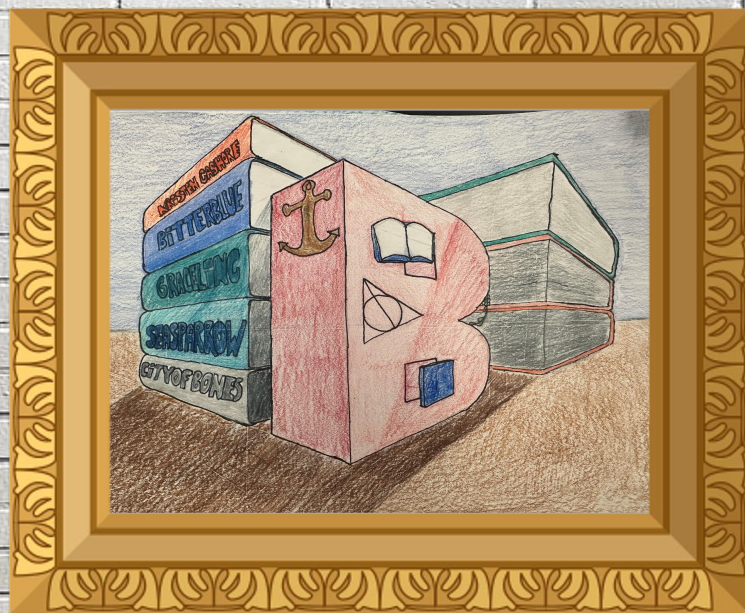
Jackson MacLean
Grade 5



Madeline Getker
Grade 8

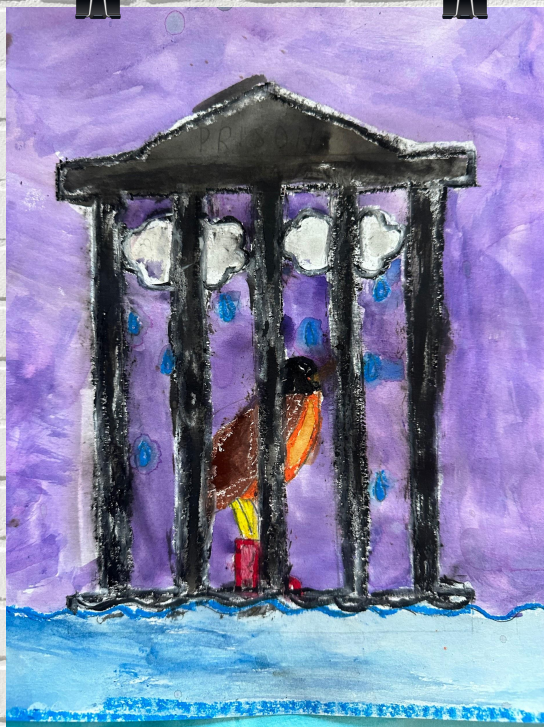


Ashlyn Gietz
Grade 7

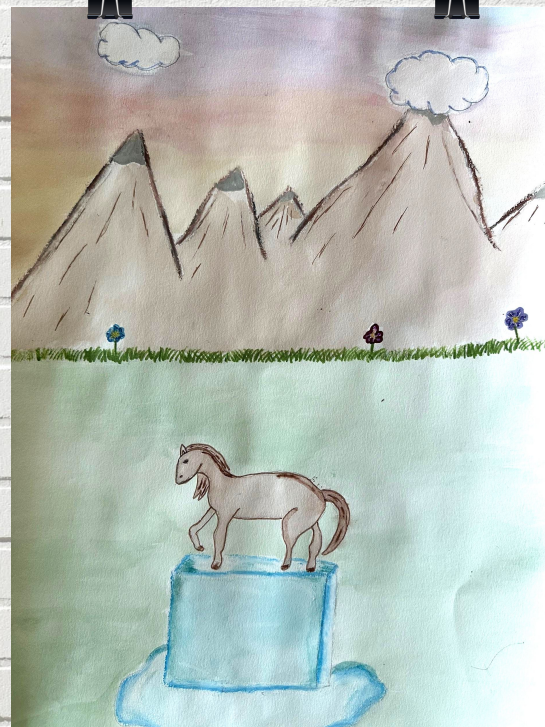


Abigail Westberg
Grade 7





Jack Young
Grade 7



Sophia Dougherty
Grade 7



Ariannie Amaral
Grade 7



Liberty Nelson
Grade 7



Presenting work from the students of:

Tracy Korneffel
Brennan Middle School
Attleboro, MA



Kenneth Salazar, Moe Vivar, Emma Sorrento
Grade 7



Josue Lopez, Kaydence Roach, Jacob Escobar
Grade 7





Gavin Wolfe
Grade 7



Isabelle Alexis
Grade 7



Kiera Gallagher
Grade 7



Ryleigh Bennett
Grade 8



Abigail Dean
Grade 8



Avery Alfred
Grade 8



Deja Armfield
Grade 8



Landen Brousseau
Grade 8



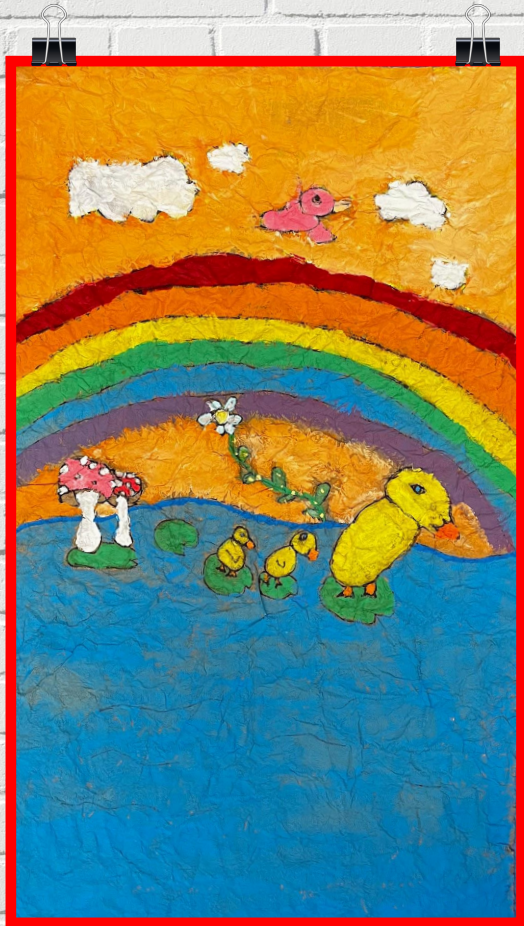
Saoirse O'Driscoll
Grade 6



Avery Palmer
Grade 6



Grant Parker
Grade 7



Mia Morales-Mendez
Grade 5



Lucas Charette
Grade 7



Makayla Maxime
Grade 5



Gavin Johnstone
Grade 5





Zachary and Lucas Tocchio
Grade 5



Alina Hernandez
Grade 7

Presenting work from the students of:

Leah Stevenson
Coelho Middle School
Attleboro, MA



Jayleen Ramos
Grade 5



Violet Pardee
Grade 5



Isabella Bartos
Grade 5



Anette Frackelton
Grade 5



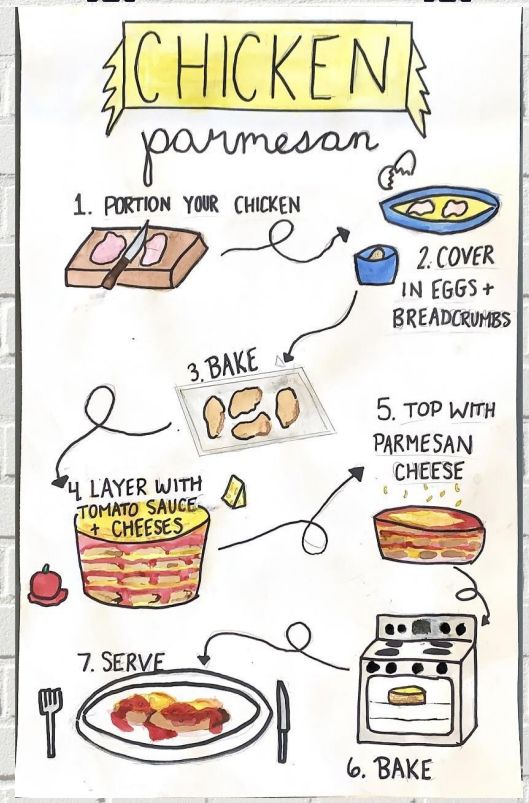
Isla McAdams
Grade 5



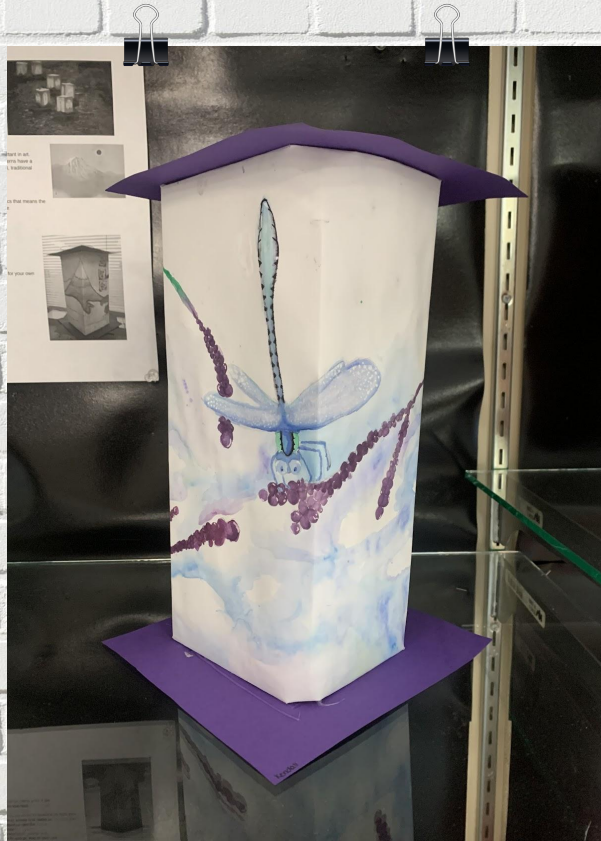
Alison Bontya
Grade 6



Blake Medeiros
Grade 6



Kara Milette
Grade 7



Kendall Tracewski
Grade 6



Nolan McAdams
Grade 6



Camren Sullivan-Burgo
Grade 7

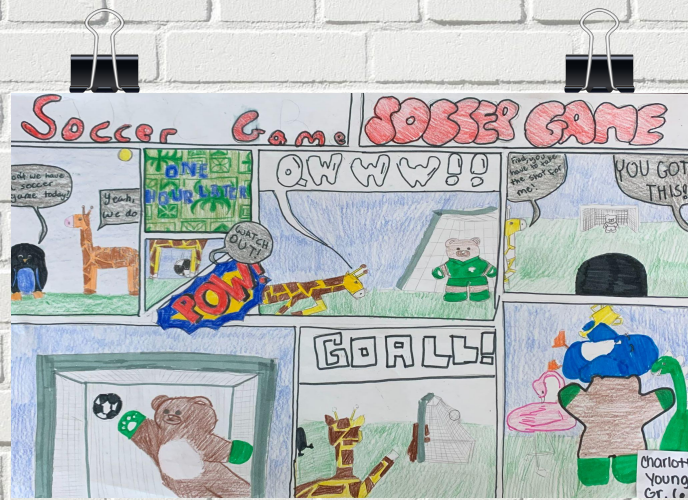


Paityn McCabe
Grade 7

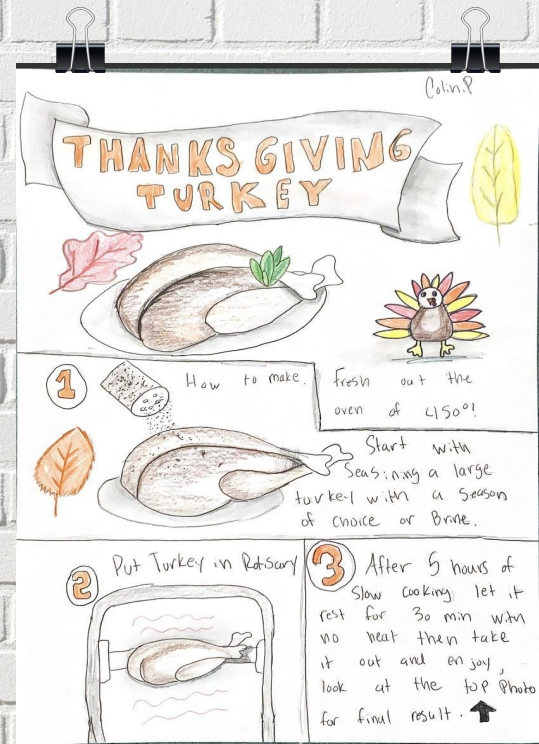




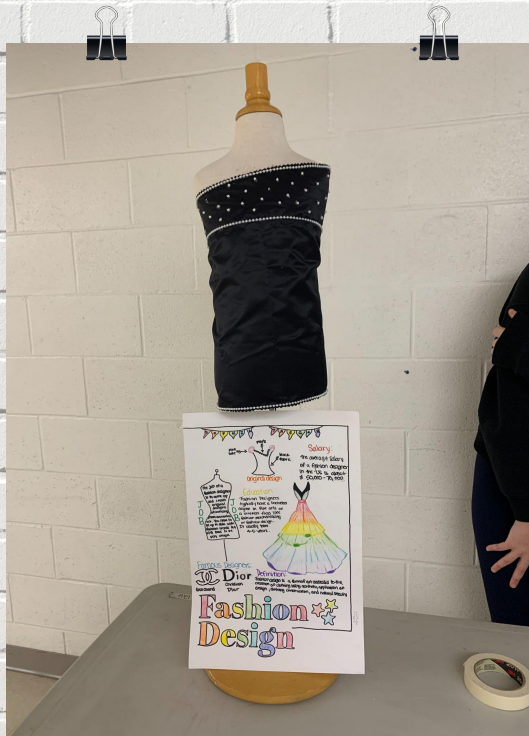
Mahi Ahluwalia
Grade 7



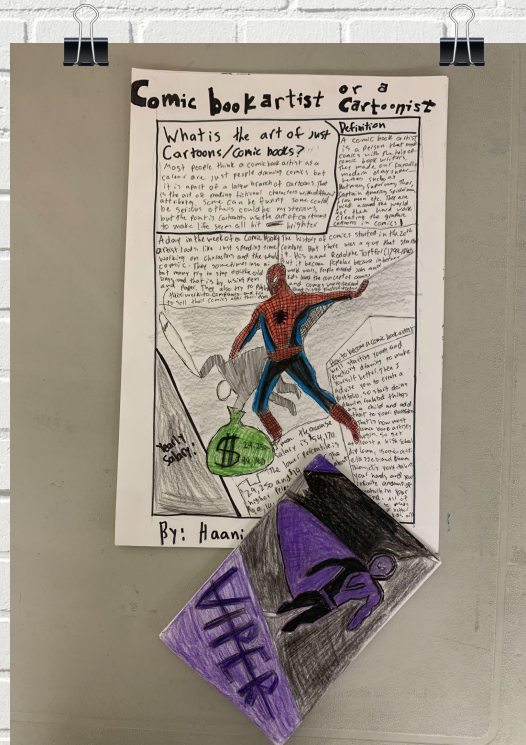
Charlotte Young
Grade 6



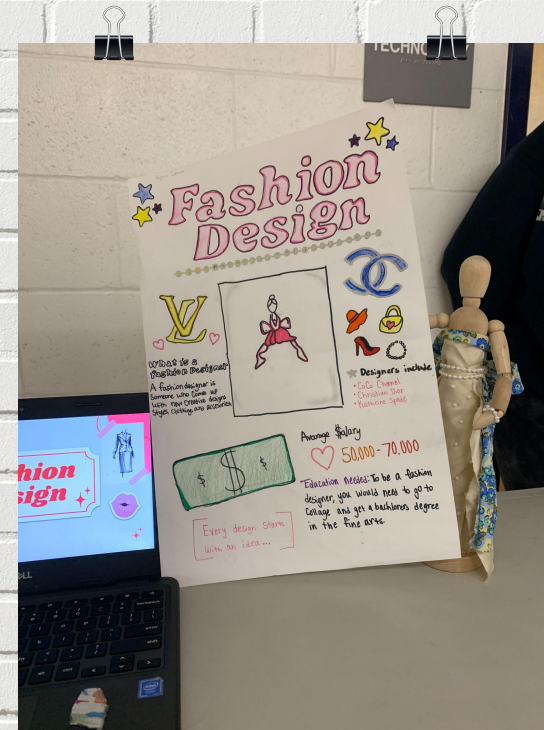
Colin Prive
Grade 7



Sophia Jaeger
Grade 8



Haani Akhtar
Grade 8



Sophia Costinos
Grade 8



Christopher Cervantes
Grade 8



Denali lagodkine
Grade 8

Presenting work from the students of:

Kristen Gerardi
Coelho Middle School
Attleboro, MA



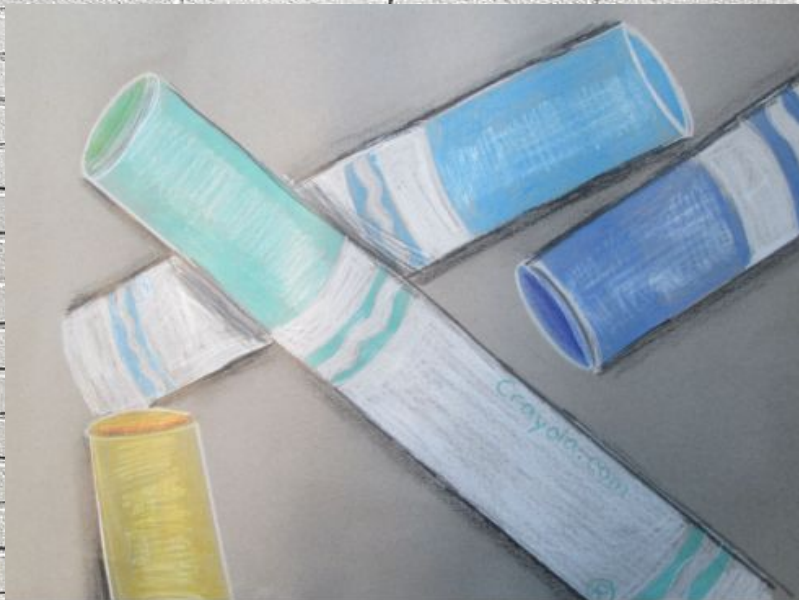
Ashley Skaarup
Grade 6



Elizabeth Denningham
Grade 6



Michael Mercier
Grade 7



Evelyn Anand
Grade 5





Caroline Berube
Grade 5



Adelina Iagodkine
Grade 5



Hannah McLellan
Grade 7



Connor Marshall
Grade 6

Presenting work from the students of:

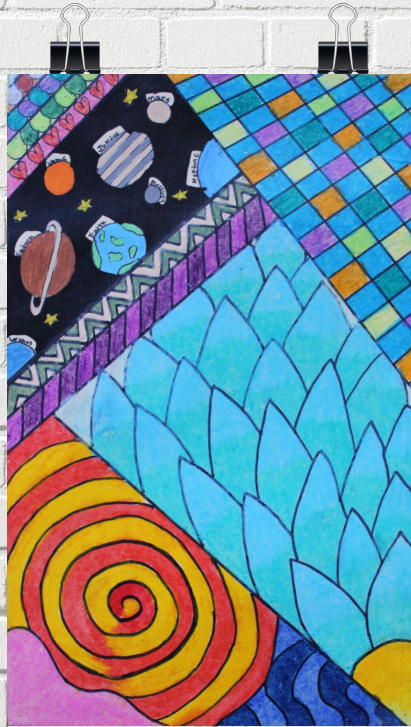
Melanie Medeiros
Wamsutta Middle School
Attleboro, MA



Harper McGilvray
Grade 7



Sophia Camara-Habershaw
Grade 8



Sydney Battle
Grade 8



Megan Chace
Grade 8

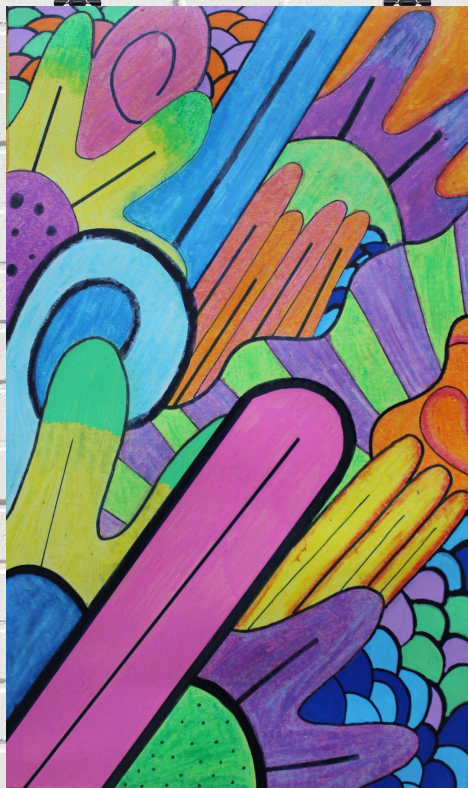


Owen Richard
Grade 6



Adison Perry
Grade 6





Lillian Pierce
Grade 8



Cooper Freitas
Grade 6



Alia Peacock
Grade 6



Liliana Choquette
Grade 5



Alina Dziok
Grade 6



Arabella Kwak
Grade 8



Bella Martin
Grade 5



Theo Knutson
Grade 8



Astrophel Theriault
Grade 8



Landon Dumont
Grade 8





Isabella Recinos
Grade 8



Olivia Cummins
Grade 7



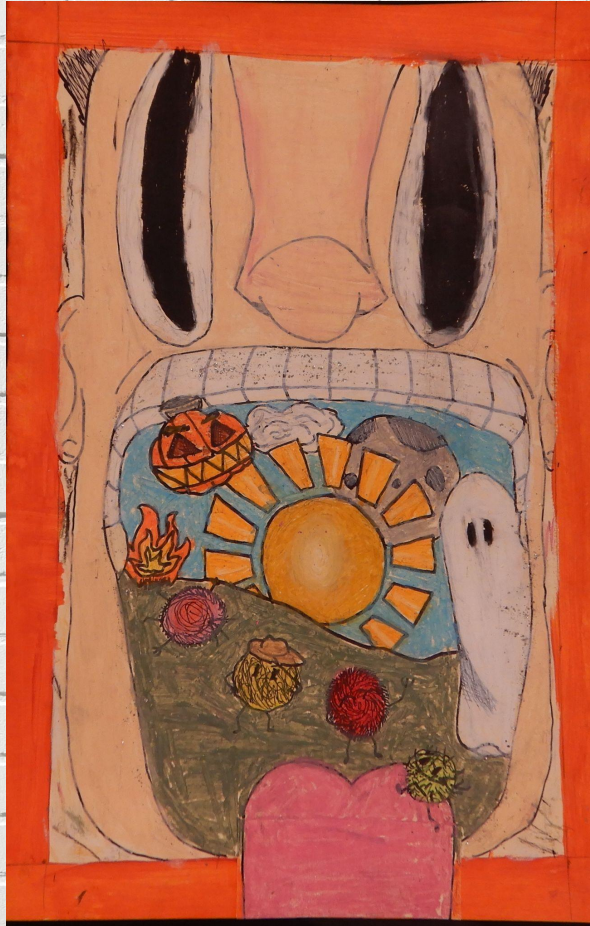
Emelith Portillo
Grade 8



Molly Platt
Grade 8

Presenting work from the students of:

Tovah Stevenson
Wamsutta Middle School
Attleboro, MA



" Pure Chaos"

By Cameron Zuschlag

Grade 5

Pure Chaos is exactly what it sounds like, pure chaos. I don't really know how it came to mind but I just thought of a guy with a cartoon style world in his mouth with a bunch of random crazy things. I don't know how to explain Pure Chaos, but I really love it. I think it's my favorite art piece I've done yet. And if you looked at it I know you wouldn't know what's going on because I don't know either.

Hearts and Stars"
By Emma Laham
Grade 5

The hearts are beautiful and they have such a beautiful way of looking and they have an awesome feeling and they are awesome. Stars are so pretty at night time and they look so beautiful. Stars and hearts together would be an awesome thing to see together and they are beautiful and they have such great hearts and stars. There are stars in the sky and hearts in the bodies.





"The Art Abyss"

By Avery Richard

Grade 5

My artwork is titled "Art Abyss." It shows a girl painting on a canvas. This represents me, because I love to make art. In front of the girl is a paint palette and brush with a variety of colors. I chose red as the splash around the palette because the girls clothes, which are green, would go with the green because they are opposites on the color wheel. The background is blue and orange, which, same with red and green, are opposites on the color wheel.



"Girl Set"

By Lavinia Girguis

Grade 6

My piece of art is about a girl who loves to watch the sun set every day. I wrote my nickname on her shirt. I did the skirt color purple because it is a cold color and it represents the emotion, and her shirt was pink and red. I made it a hot color so it blends in with the skirt and her teddy bear was a mix of two shades of green. I put dark green on the edge so it looks like the shadow of the girl is coming at the bear, and on the inside I put light green so it shows that there is some lighting. The background was red and orange so it represents a sunset, and I drew some buildings so it looks like she is living in a big city, and I drew the buildings small because she was standing on the balcony and the buildings are a little far off.

One challenge that I faced was that I drew the balcony with stripes, but I drew the buildings on top of the balcony instead of doing it through the stripes of the balcony, but I fixed it by changing the style of the balcony instead of leaving the stripes of the balcony. I changed it into a wall and the stripes were a design on the wall and I put the white as the base so it looks good, and I put yellow on top of it and that's how I fixed it.

I liked the colors but I did not know what to color the background or the balcony but I got a little help from my teacher Tovah Stevenson and she helped me get the idea about the colors and I also like the colors because it really shows the emotion and it blends in and also the highlights and the shades blending in make the drawing look better with the colors. The shades without the colors would not look good.



"VROOM VROOM FROGGY"

By: Gretchen Hellmuth
Grade 6

The first day we were working on our portfolios in 5th grade I knew I wanted to do a series. So this year I continued my little frog sitting in roller blades and made the frog riding down the hill when suddenly it hits a rock. I can't wait to continue the story next year and decide what happens to the frog. It was exciting to bring back the small details that I put last year, like the cancer flowers and the little butterfly that seems to be following the frog on its adventure.

With my portfolio series I want to show people that even when something bad happens something good might come out of it. I love this saying because it's true, life can be such an adventure and we need to be there for each other. I hope my series can remind people to look at the positive side of things once it's done. In conclusion, my portfolio this year means so much to me and is just the start of how I see the world.



“Once Upon a Dream”

By: Eliana Deutscher

Grade 6

When I stepped into Disney for the first time I was overwhelmed with a different set of emotions. It felt as if I was inside of a dream because the building I have always dreamed of seeing in person was planted right in front of me. The inspiration was to capture the first-time feeling of going to the iconic castle that I had always wished to see. The name came to me pretty easily because I did something that truly meant a lot to me. The name, “Once Upon a Dream” really stuck with me because that song captures what I feel while at Disney, because it feels just like a dream.

The colors for this piece were the closest colors I could find to the Disney Castle. A light saturated pink, a bright bold blue, and a shiny dark gold. I used the pink for the pieces of the castle that were more pushed back than the others. I used the blue for the roofs and cones of the brick wall and the more pushed back part, and I added gold accents for a nice touch. The focal point of the piece is the middle part with the clock and designs. I think it stands out the most because it's right front and center of my portfolio.

While creating the place inside my dreams I faced plenty of challenges. I found that it was fairly hard to shade and add detail because it was intricate. I also found it challenging to do the sketch because I had to pay attention to the details because that is what would truly make the piece look like the real thing.

Of course there were challenges but what about the things that really did go well? In the end the sketch turned out amazing and when I went onto the sharpie it turned out even better. The colors even made it pop a lot more! I found out while creating this piece that when you spend more time on the details there will be a more outstanding outcome! I think that the glitter accents on the piece made it look more complete and give a nice touch to the piece.

With this piece no matter the outcome, I knew I would love it either way, because of the meaning behind it. With all the nice touches that were added it had a great outcome. “Once Upon a Dream” will always have a place inside my heart.



"Snowy Mountains"

By: Keegan Robinson

Grade 7

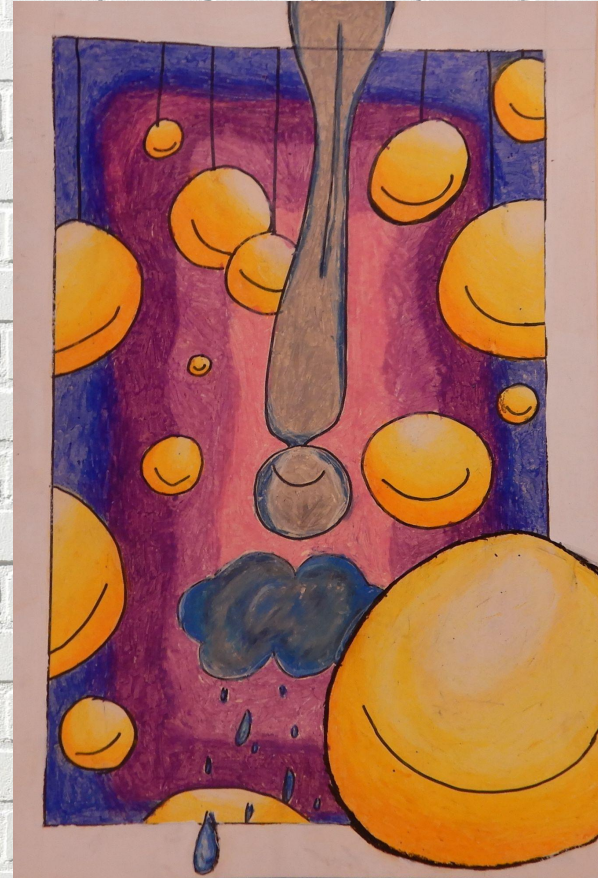
I have always wanted to make a snowy mountain and sunset piece. I thought it was so cool to make a piece like this, but I was scared that I was not good enough at art and could not do it. But this year I came into it with my head high and decided I was going to make it. I did, and it is one of the best things I have ever made in my art career. The colors are purple, light blue, dark blue, red, pink, orange, black, gray, white, and a few more. I did those colors because it goes with what I was doing, most of them are for the sunset, the mountains, and the water. I really love this piece and cannot wait to make more of these things!!

"Through The Glass"

By Finley McAvoy

Grade 7

Through the glass is about someone it doesn't have to be me or you, just someone. They are in deep pain, sadness has overcome them. And they feel that everyone else is drowning in joy but no one suspects it because they turned their frown upside down. But from another point of view if you look through the glass you'll see the pain inside, coursing through the veins of this victim.





“Eye see you”

By Nyah Medeiros

Grade 7

In art class I recently made a portfolio. Surprisingly or not I didn't have any inspiration for this project. This project was simply made from the mind, no pictures, no words, no planning. I simply made this from the creativity that flows in every single one of us . Even though this wasn't made from any perfect inspiration I still struggled with many challenges along the way. For instance, I changed about 80% of my color choices about three times before I even got to coloring. Luckily the design did not change once. I don't create art just to create something to look at, I create art so there is something to feel.

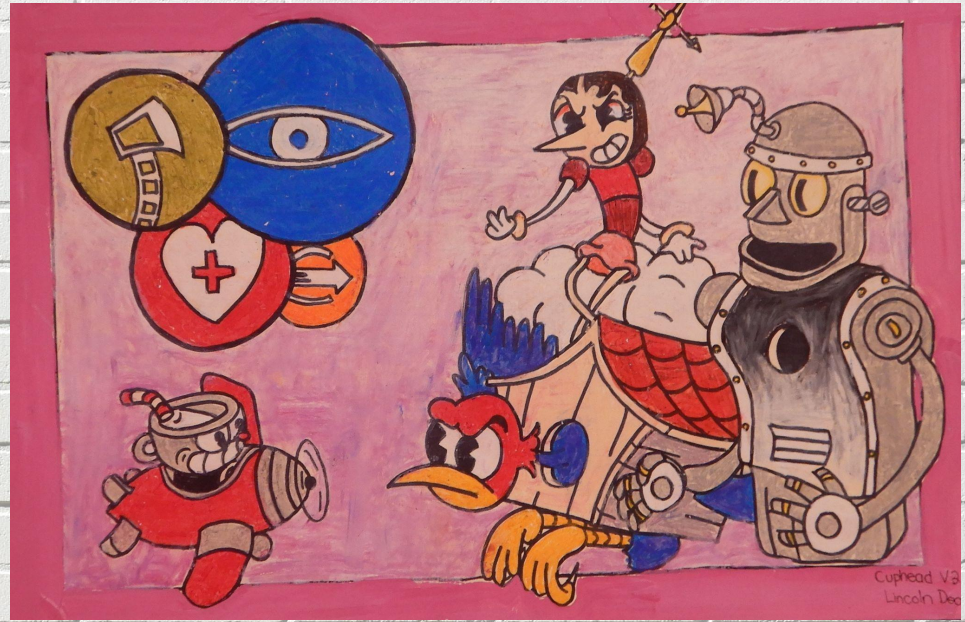
"Cuphead V2"

By Lincoln Deane

Grade 7

The title of my art piece is Cuphead version 2. It is some of the bosses from the game being the focal point on the right, with Cuphead and the charms on the left side which are overlapping with the edges of the picture plane. The background is an ombré purple to light purple color from bottom to top, from dark to light respectively. This piece was inspired by the video game "Cuphead". The biggest challenge that I encountered was the empty space in the top left corner,

but I ended up putting in the charms. I think that putting the antagonists on the right and the protagonists on the left helped it really come together by separating them.





"Madness Along the Exhibit"

By Riley Shannon

Grade 7

When I started I ran over a couple of designs but I found the one that was flawless. Then I needed something to fill up the hole that was missing. So I went looking for line and color development, I used bright colors and lines like a black hole that's pulling you in! But contrast and unity played a big part. I tried to use as many principles and elements of art as I could and squeeze them into the piece. Now it started to come together. Also color and painting were first reasonably questionable. But over time they evolved and grew and it started to work out in the end. A very different approach of filling up the empty space was using the oil writing utensil. And flipping it on its side and rolling it on the empty space I used the 3 primary colors and it looked stunning.

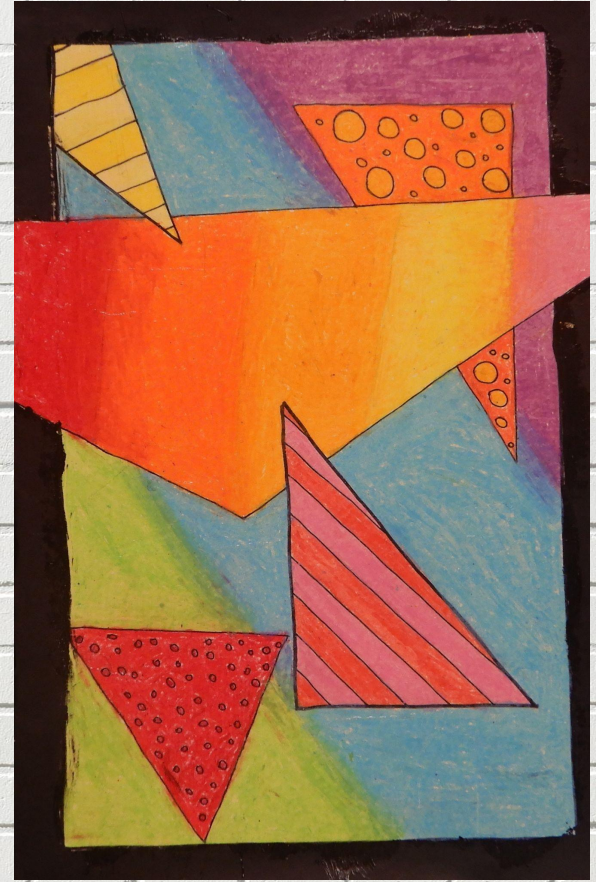
(thanks for reading and now if you want to see the finished product you can.)

“Triangle Wonders”

By Sybilla Couto

Grade 8

This artwork is inspired by my creativity and imagination and my work is about 3 triangles floating in an open space. I chose the colors by finding out what looks good together and what doesn't look good together. For the triangles I chose warm tones and for the background I chose cool tones to make the triangles stand out. One of the challenges I faced making my portfolio was figuring out what I was going to draw because I had no clue what to draw. A triumph I had was seeing how everything worked out with making the portfolio. The color choice worked well for me and made my portfolio stick out to others. My work does not have a meaning therefore my work is made entirely from my imagination. I learned that making my portfolio made my imagination and creativity grow and that I have learned a lot about color theory and how different colors work together.





"Flower Field"

By: Anna Daniel

Grade 8

In my artwork, "Flower Field " I used the "Tricks To Strong Composition" to make my artwork interesting and enjoyable to viewers. My artwork is about, as shown, a relaxing flower field with mountains in the background during a sunset. I wanted people to be happy and enjoy my artwork when they first saw it, so I used both cool and warm colors to make it as bright as I could. I was inspired by my dog Daisy, which is one of the reasons I included so many daisies in my piece, but I also love flowers and find them fun to draw. I used different colors like black, white and yellow to highlight flowers, mountains and the sun, to make them pop.

"Dark Earth"

By Grace Jimenez

Grade 8

I call this "Dark Earth". As you can see, the whole theme is Night. My Portfolio is all blue like the blue mountains, grass and waterfall. There is a cherry blossom on the left corner with colored leaves of red, pink, yellow, brown, and purple. It also includes a bright white moon shining in the night sky. I was inspired by other art pieces dealing with night themes. So I thought it was pretty seeing others' artwork so I tried something new and created my own. There were a few challenges in this project that I could not make it better. It was hard for me to add more than just one color and so I thought it didn't look that good. It was also hard for me because I didn't add white color on the cherry blossom so it's not really a cherry blossom. I love the Blue Night Scenery and the Mountains shining from the moon. My whole Portfolio looked like it worked after I finished coloring the whole thing. I was proud of myself that others complimented my art piece which made me even more proud and happy. I really enjoyed making this Portfolio.





"Mountain Range"

By Parker Hurd

Grade 8

My piece is about a mountain range during sunset. I love looking at sunsets because I think all of the colors together are really beautiful. I also love landscape pictures and artwork like that, so I really wanted to do something combining both of those things. The most challenging thing for me was creating the ombré in the sunset. But it ended up working out and really bringing the whole piece together.



“Yes to the Yes No Yes No”

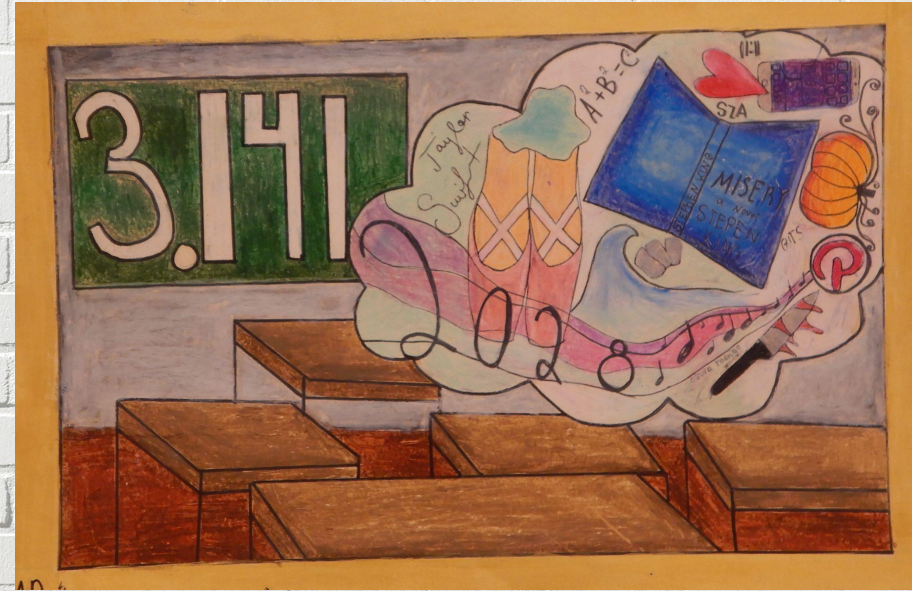
By Landon Deutscher

Grade 8

The title of my art piece is “Yes to the yes no yes no”. In my piece I put a lot of my favorite things like my favorite sports represented by the hockey and football players. I also have a fighter jet because my favorite movie is Top Gun Maverick. Nothing inspired me. A challenge I encountered was the fact that I had a time limit. Something that worked was the fact that I knew what I was going to draw. In my piece I used odd numbers of objects, different sizes, objects interacting with the edges of the picture plane, and diagonals to help create the illusion of space.

“Always on My Mind”
By Addison Desfosses
Grade 8

Every day at school, you'll always catch me drawing. Because my mind is never really on the subject. I'm always keeping track of time, hoping it will go by faster. These are the things that are always on my mind. In science class, I'm always looking around the room. I'm always taking in the bland colors, the geometric shapes. All the things on the board simplify, because I can't read all those words and numbers. My thoughts start to overwhelm the room. I'm always thinking about what I'm going to do later, whether it be going to dance, listening to music, reading, scrolling through Pinterest, ect. The colors are so bright in my mind. My thoughts are always scattered, I can't get them straight. This was my inspiration for my art piece. All the competition strategies such as overlapping, objects of different sizes, and an off center focal point help my portfolio design come to life. Class is too boring to me, so why not escape to my thoughts?



"Just a Pawn in the Queen's Game" By Shanel Jemerry Hermosilla Grade 8



I wish I could say that I play chess, I wish I could say that I'm good enough to play someone else (besides a bot) and actually win, and I wish I could say that I fully understand the concept of chess *but I don't*. So why create a portfolio that obviously conveys the topic of chess? I have developed an interest in it even though I show absolutely no expertise in this very honored and advanced game, hence, the title "Just a Pawn in the Queen's Game" because I'm only a beginner. *My inspiration was my desire* to be "good" at the game or at least know the basics of it. It probably wasn't a good idea to make a portfolio about something that *barely has anything to do with me or my abilities*. However, I hope that this will inspire me to *start my journey*.

Like I said before I have *no expertise* in the game but there's a reason why I've *grown interested* in it. Just recently I kept seeing videos or clips of *Grandmasters* (professional chess players) in *deep thought* while playing at tournaments. I found it a bit intimidating but I got curious, "*How do they think?*". I've always known that chess is proven to increase your IQ and anyone who plays it is considered "smart" but I never thought about how chess players think while they're playing. I mean *how do their brains work? How can they win? How do they lose? What do the pieces mean and how do they work on the board?*

This all brought me to the current and final appearance of my portfolio. The portfolio shows a *chess board* with all of its pieces, a *dark and gloomy silhouette or figure of a man*, and a *bright yellowish-gold background with writings* surrounding the man. I drew that board and chess pieces in *first-perspective* to give the illusion that *you are playing against the man*. The *black and gray ombre-colored man* is actually a famous Grandmaster named *Magnus Carlsen*, as his name tag says, who currently holds the record of the *top chess player in the world*. I colored him this way to portray the *intimidation* that skilled chess players give off when they're playing. Their *intense focus and concentration* tell you to *not underestimate* their capabilities. On the other hand, the *background* gives off a completely different mood because of the *bright yellowish-gold color* that *contrasts* with the gloomy black and silver silhouette. This is supposed to represent the *intelligence, experience, and skill* Grandmasters project, essentially leading to *giving inspiration to others*. Finally, the *writings* surrounding Magnus Carlsen are *chess notations* to show how players might *think and analyze* during the game. However, the notations aren't just any random notations. They're the notations from the *game* played between *13-year-old Magnus Carlsen* and *41-year-old Garry Kasparov* (Kasparov was the number one player at the time when playing against Carlsen). It was a truly *remarkable and shocking* event in *chess history* when the game ended in a draw.

I was able to create all of these symbolic representations with a *blend of mediums*. For the chess board and pieces, I used a Sharpie, colored markers, and a brown colored pencil. For Magnus and the background, I used oil crayons with *short strokes and circular motions* when *blending* the colors together. Last, I wrote the *chess notations* with a *thin graphic marker*.



“A Dysphoric Dance”

By Ethan Morales

Grade 8

My portfolio is called *A Dysphoric Dance*. The common usage of blue conveys feelings of sadness. Bright, vibrant reds and yellows and oranges give a feel of a positive emotion. I wanted the usage of both of these regularly throughout the piece to have the observer feel unsure of what to feel; like there are moments of happiness and sadness throughout, almost like a state of limbo. In bits, there are spots of dark, moody color buried under brighter ones. This gives a subtle tone that something isn't really alright, and it may not be obvious to individuals who don't look deep into things. Making a piece like this one wasn't easy work. Most of the colors that I had originally chosen for the piece didn't work well once it was actually being made. I really liked the way that darker blue and violet blended together. I'd say that I put more effort into this one than I did for any other portfolio cover I had previously made. The main purpose of my art, like many others, is to tell a story. The truth is most will just see it as a mess of random colors and shapes. And that's okay. Even if only a few will understand what the story means, or that there's even a story present at all, it's still worth it. It's still worth sharing with the people who would know, because the people who know that a story is there will be the ones to appreciate it the most, and the people who didn't put in the effort to find it won't be the ones who care.

"The Greater Wave"

By Ava Antonino

Grade 8

My portfolio's name is "Greater Waves". It is Inspired by the famous paintings "The Great Wave", "The Scream" and "Starry Night". It is those three paintings combined and continued as if they kept on going for another page. I faced a couple of challenges throughout this project, like perfecting the blending of the sunset and the swoops of the waves. After a little experimenting with the pigment and texture of the oil crayons the sunset came together and painted a picture of the colorful evening sky. The waves are meant to become the focal point of the piece, the bright shades of blue stand out. The waves overlapping each other brings the visual of a moving ocean and interacting with the picture plane makes you imagine that it doesn't just end, it keeps going.



Presenting work from the students of:

Virginia Tibbetts
Qualters Middle School
Mansfield, MA



Kiara Miller
Grade 7



Samantha Hawes
Grade 8

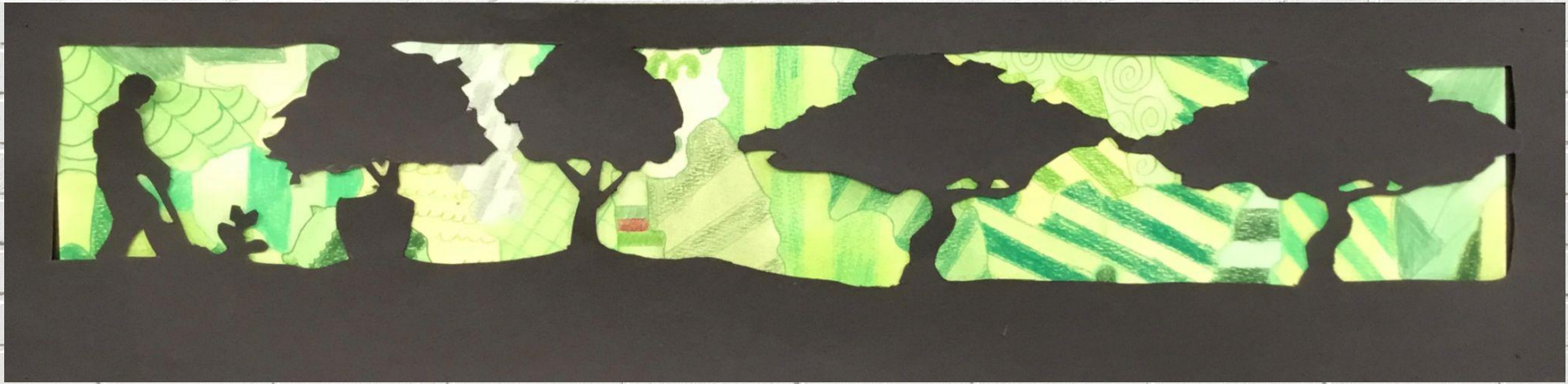


Jacob Sexton
Grade 7





Eddie Jameson
Grade 7



Sarah Greige
Grade 7



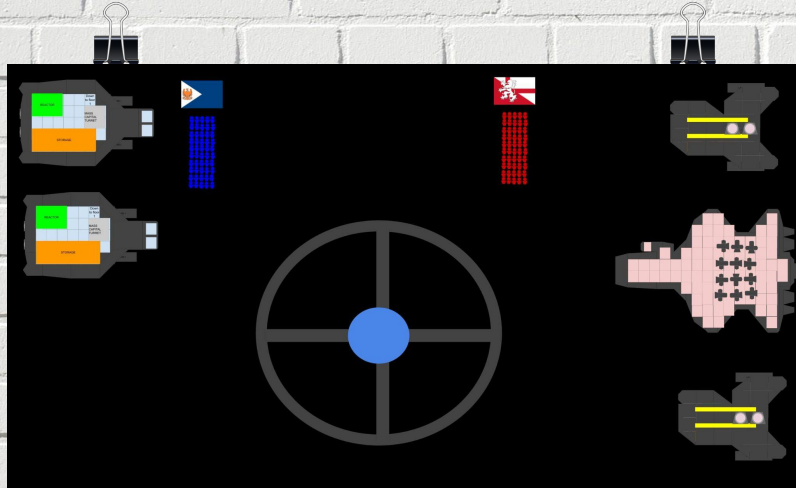
Gabby Charlton
Grade 7



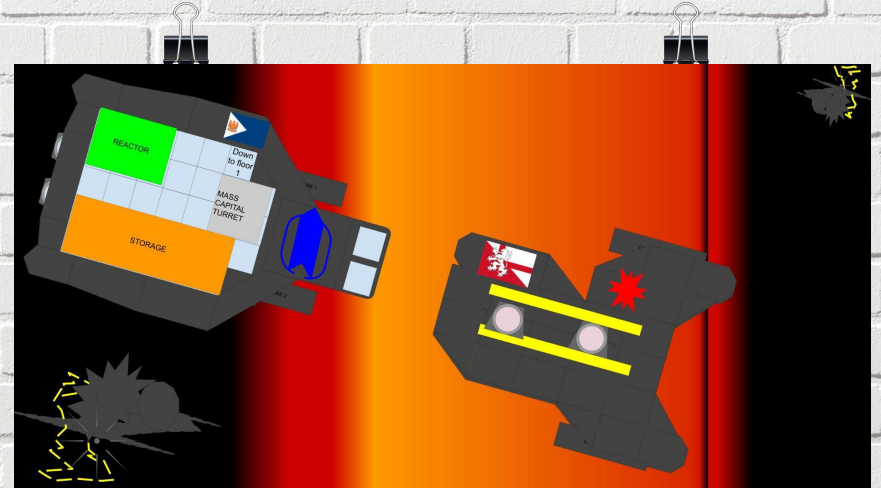
Ema Gutasukas
Grade 7



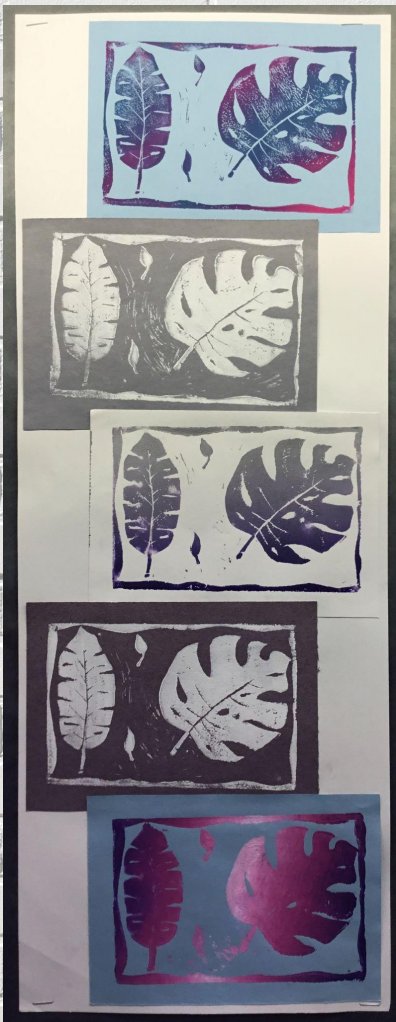
Aidan Rogers
Grade 7



Ricardo Cortejoso
Grade 8



Ricardo Cortejoso
Grade 8



Avery Merriam
Grade 7



Maddy Siegel
Grade 7



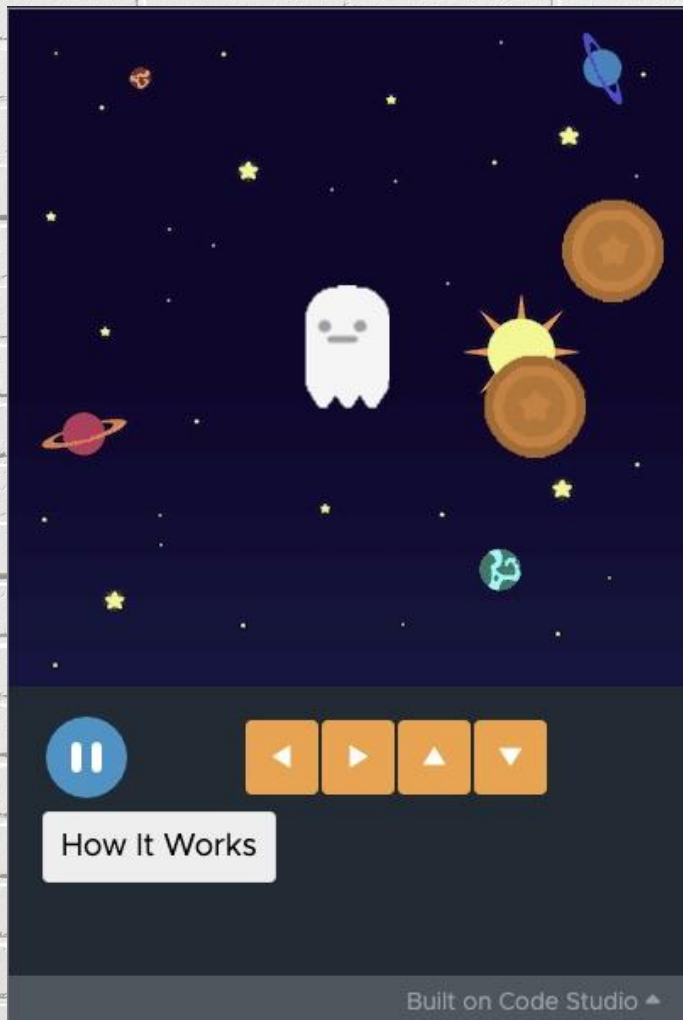
Emma Scotti
Grade 6



Kayla Nicoletti
Grade 6



Isla Casimiro
Grade 6



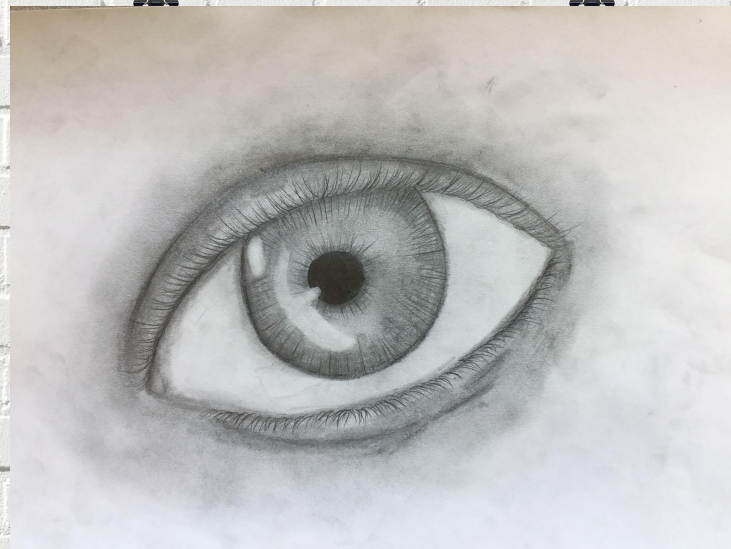
Julian Gonzales
Grade 8
Video Game

<https://studio.code.org/projects/spritelab/CFmmkP7-GBZlrsKziCoAvN0AoCFnBknHlbcKlwr5uQ>

This is a video game that a student of mine wrote the code for during my Artistic Design class. It's cute and was many hours of work!



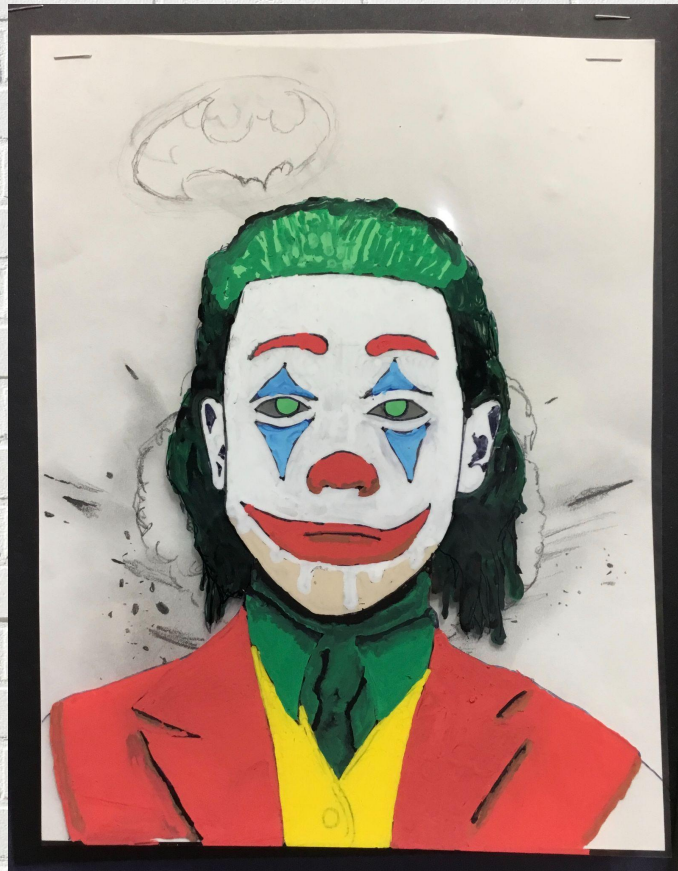
Garrett Gay
Grade 6



Audrey Bennett
Grade 6



Lotanna Izzuka
Grade 7



David Chung
Grade 7

Presenting work from the students of:

Ryan Mehigan
Qualters Middle School
Mansfield, MA



Cora Curley
Grade 6



Sarah Brouillard
Grade 6





Claire Pellegrini
Grade 7



Zach Rowland
Grade 6



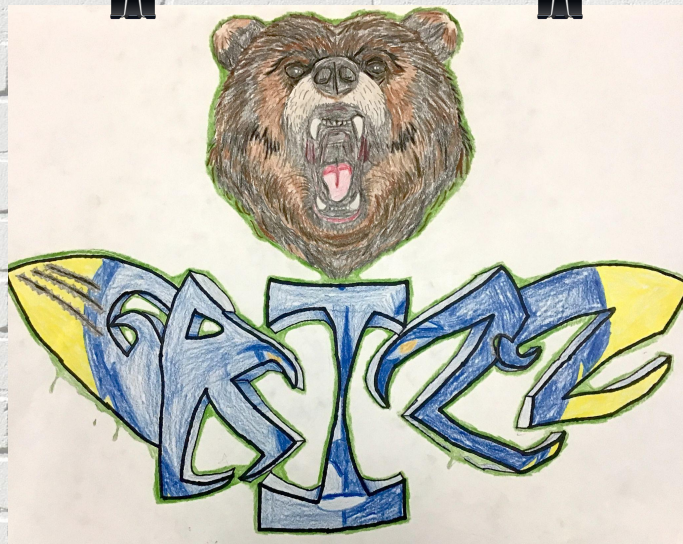
Mark Nappa
Grade 6



Giselle Motti
Grade 6



Sarah Brouillard
Grade 6



Jack Conley
Grade 7



Jack Johnson
Grade 7



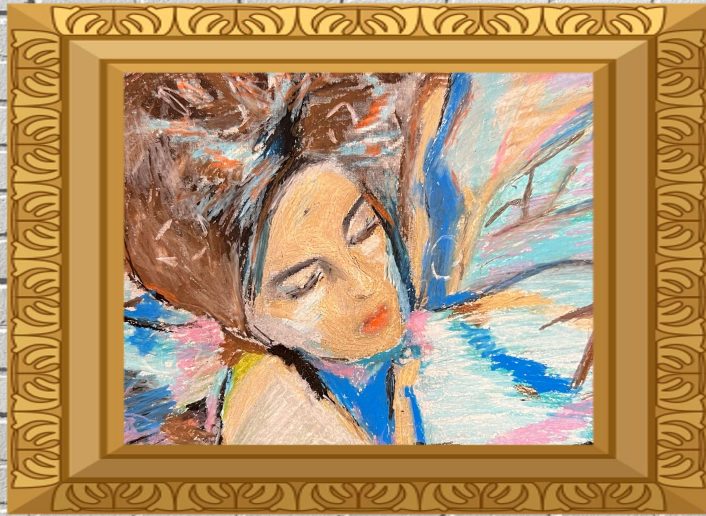
Nick Colastanta
Grade 7



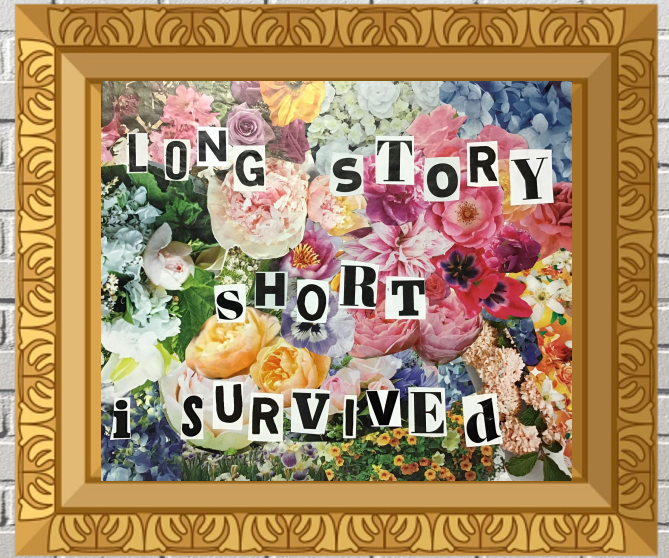
Olivia Hakala
Grade 7



Caleb Kerr
Grade 7



Marlene Moore
Grade 8



Carol Bishara
Grade 8





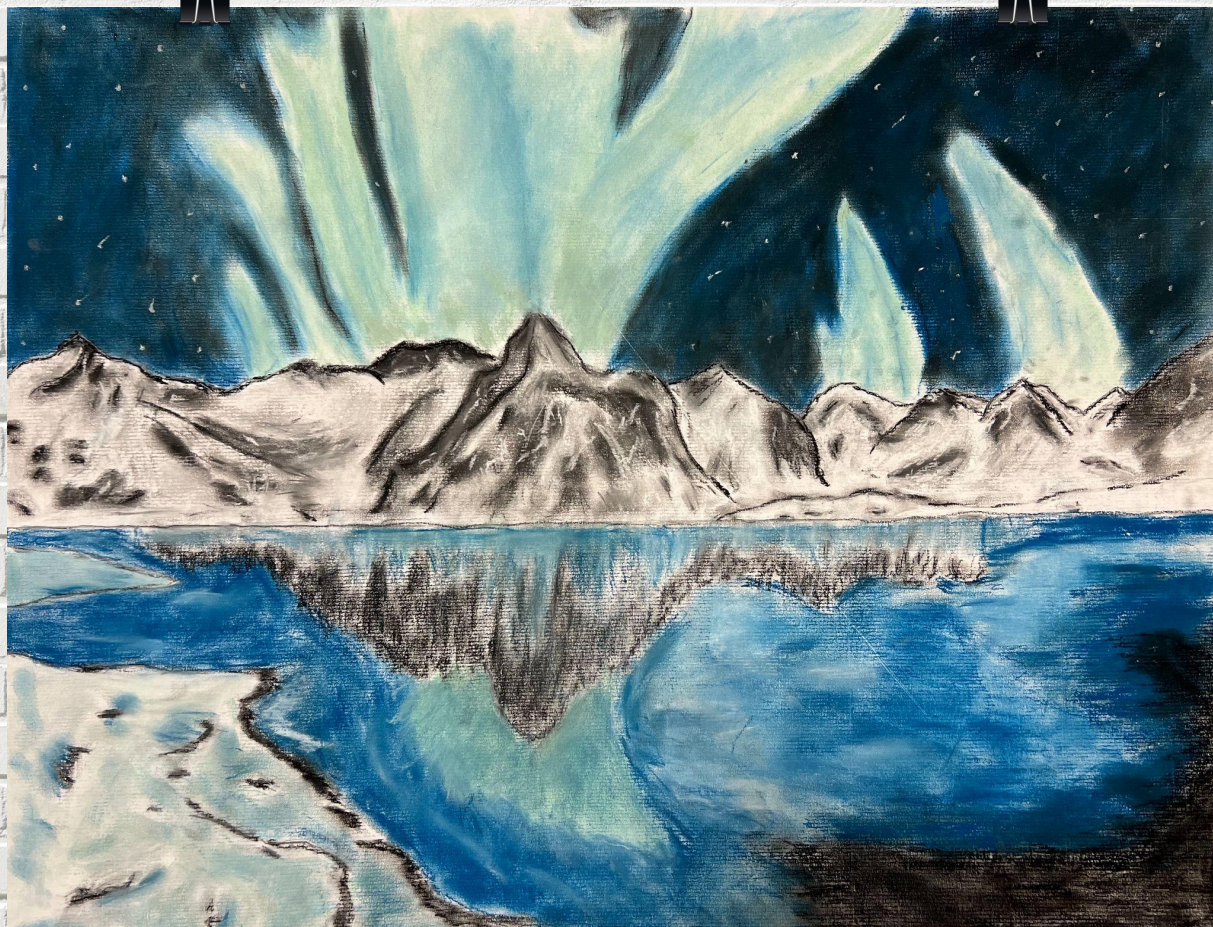
Reese Giordano,
Katelynn Herrick,
Lucy Motta
Grade 6



Audrey Borland
Grade 7



Gianna Black
Grade 7



Bobby Stock
Grade 7



Kaylee Mirabile
Grade 7



Emma Kelly
Grade 8

