

Exhibition Catalog

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Long Island's ,12 *Best* Young Artists at The Heckscher Museum

About the *Exhibition*

This exhibition features work by art students in grades 9 through 12 from public and private schools throughout Nassau and Suffolk Counties. Developed by museum educators, who work in partnership with art instructors from participating schools, this is the only juried exhibition on Long Island that offers high school students the opportunity to show their artwork in an art museum.

Long Island's Best is a comprehensive arts-in-education program that integrates experiences in The Heckscher Museum and the art classroom, culminating with the presentation of students' original works juried by a museum professional. Over the past 16 years, the program has grown to become a prestigious opportunity for high school art students.

This year, 48 public and private schools submitted students' work for *Long Island's Best*. More than 300 student entries were received and Curator Lisa Chalif selected 81 for display in the galleries.

Student *Artist Statement*

Each artwork includes an artist statement written by the student to explain the thought process and artistic journey from conception to completion.



NEW! Watch interviews with select exhibiting students.

Select pages in this catalog feature QR codes. Scan the code to watch an interview with the student.

Finding *Inspiration* in the Museum

Students found inspiration in artwork on view during the 2011-2012 school year. Through close observation, discussion and hands-on activities, students learned to make connections between artwork on view in the Museum and their own experiences.

Each student selected a work of art in one of the following exhibitions to inspire an original work of art:



Thea, Lanzisero, *Tend*, 2011



Joseph Szabo
Rolling Stone Salute, 1978



William Richard Crutchfield
Help, 1972

Earth Matters featured installations by five Long Island artists who explore our experience of the environment in installations created from natural and recycled man-made materials.

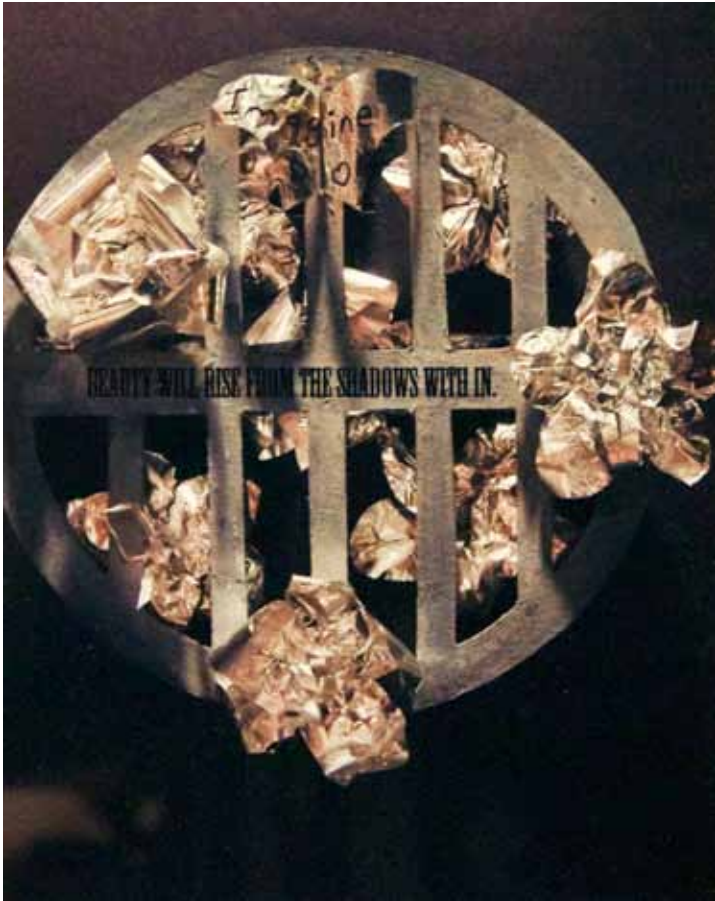
New York, New York commemorated the 10th anniversary of 9/11, paying tribute to New York City and the courage of her people. New York's allure was celebrated in a broad selection of works.

Ripped: The Allure of Collage featured 48 collages by a diverse range of European and American artists, demonstrating the medium's broad and surprising power.

Coming of Age in America: The Photography of Joseph Szabo presented a dual portrait of adolescence on Long Island and summers on iconic Jones Beach.

A Way with Words: Text in Art gives new meaning to the cliché "a picture is worth a thousand words." This exhibition explores the many ways that artists use words, lettering, numbers, and symbols as elements of their work.

Across Time & Place: Treasures from the Permanent Collection features artwork dating from the 16th century to the present.

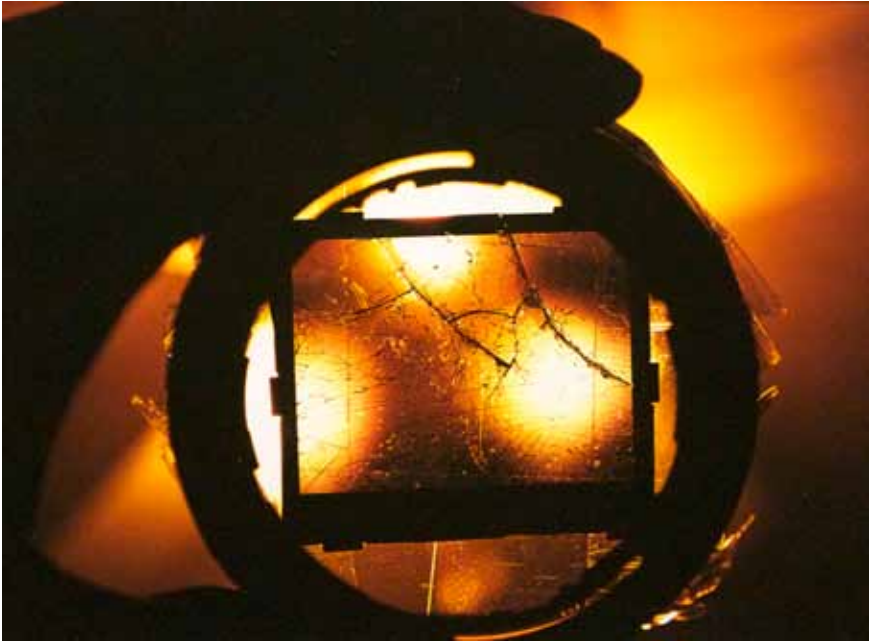


Samantha Abruzzo, *The Secret Beneath Does Not Always Have Darkness*

Photograph, Kings Park High School, Grade: 12

Art Teacher: Linda Lopez

My artwork was inspired by *John E. Potente & Sons* by Bobbi Mastrangelo. The sewer cover with the title and grass made me think that it could look prettier with flowers and being able to see it in three dimensions. The title *The Secret Beneath Does Not Always Have Darkness* means that things do not always have the same meaning for everyone. My artwork shows a hidden field of flowers in a fairytale land breaking into the world of reality. It demonstrates how two different worlds can co-exist, but still remain a secret from one another.



Jeffrey Allen, ***Through The Looking Glass***, Digital photograph
Syosset High School, Grade: 11, Art Teacher: Chrysoula Sandel

I was drawn to Barbara Roux's photograph *Tulip Seed Moon* because of the contrasting lines created by the branches and the circular shape created by the moon. Also, having the light source silhouette the subject intrigued me and inspired me to try this technique. I taped a cracked cell phone screen to my lens hood and then held it out in front of my camera. My light source also created a warm color scheme that contrasts with the dark cracks, similar to Roux's branches. While Roux worked with nature, I worked with manmade objects to create a similar composition and visual effect.



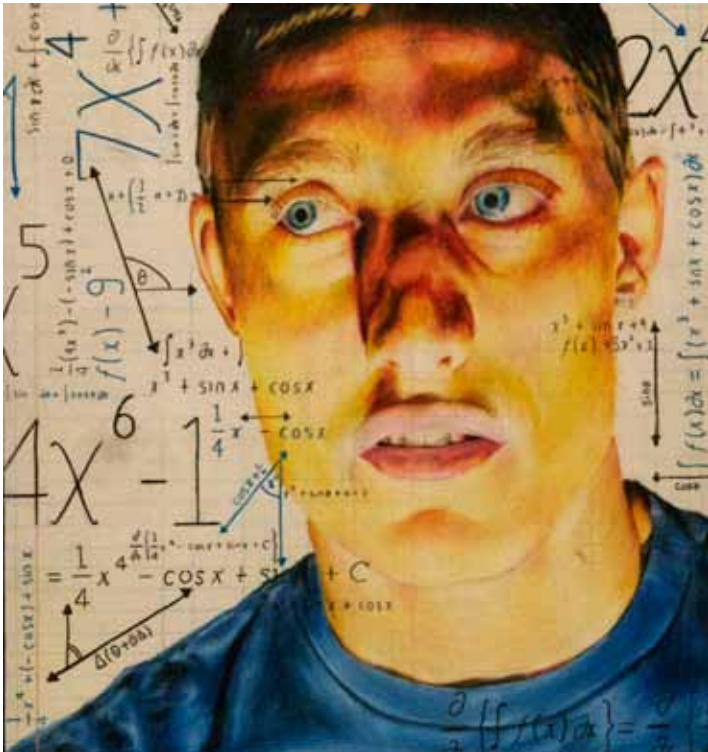
Noreen Arshad, ***Zelinian Knights***, Digital collage
Amityville Memorial High School, Grade: 12
Art Teacher: Steve Carbo

After seeing James C. Norman's *Untitled #1*, I wanted to demonstrate the profound impact this painting had on me. While it may seem simplistic to some, it gave me an austere and haunting feeling. It is the type of art that leads me to visualize an epic setting, the quality of which could be demonstrated in a videogame, a sky-city with splendorous and arcane architecture. Having realized this, there was only one option for me. I found one of my sketches I knew I would be perfect to establish what I perceive as an epic place, that which rewards the sense of adventure and uncertainty. I then made my sketch into a digital collage using Adobe Photoshop.



Michela Bentel, **Fertility**, Welded spoons and stainless steel
The Long Island Academy of Fine Art, Grade: 11
Art Teacher: Leeanna Chipana

Jean Arp's *Abstraction* is a layering of forms that suggests an egg, female figure and uterus. The asymmetry of the forms implies movement. The concentric placement of the forms leads to a biomorphic reading of the egg which holds life, represented by a possible female torso, which also holds another egg in the possible location of the uterus. Arp's piece inspired my experimentation with ideas of fertility. My welded sculpture of spoons is an abstraction of the egg being sought by sperm. The spoons are from the stainless steel flatware company, Oneida, which was famous for their free-love workers. The fragile spoons gesture upwards toward the spherically-heavy egg, which is my abstraction of the more realistically shaped egg by Arp.



Andrew Borgese, **Working It Out**, Colored pencil on paper
Floral Park Memorial High School, Grade: 12
Art Teacher: Sydell Glasser

The purpose of a portrait is to capture the essence of a person, to show the constructs of their face, personality, and thoughts. The average high school student has a lot on their mind...college acceptances, homework, impossible math problems, family life, friends, just to name a few. I am including text in my series of portraits to help illustrate that these thoughts, and how we deal with them, are what make us individuals. I was excited by the work in the show *A Way With Words*. Particularly, I admire Man Ray's use of overlap and juxtaposition in his photogravure *La Ville*. The different directions of the text help to illustrate the excitement of life in the city. The nonlinear layout of text exemplifies how there are many options of things to do in the city and therefore many choices that need to be made. At first glance the image is playful, but then as you look it appears more confusing and daunting...just like the thought process of a senior in high school.



Chelsea Borsack, **Untitled**, Photograph, Oceanside High School
Grade: 12, Art Teacher: Nanci Nigro

This work of art was created with inspiration from Joseph Szabo's *Priscilla, Jones Beach, 1969*. Like Szabo's print, my photo focuses not only on its subject but on the paradoxical immensity of the cigarette being smoked. The smallest object in the photographs—the cigarettes—speak the loudest and provide the greatest insight into the youth whose lives they have become an integral, yet detrimental, part of. Keeping my interpretation true to the present, I eliminated people in the background, as youth smoking is no longer as publically acceptable as it was in 1969. Both photos focus all attention on the subject, and the shallow depths of field remove the smokers from their surroundings, much like smokers do when they feel the need to escape to their haven. Like *Priscilla*, this photo was shot on film, adding a grittiness and raw quality which reflect the subject.



Nicholas Bottiglieri, ***String Theory***, Mixed media
Bellport High School, Grade: 12, Art Teacher: Brandon Payne

When I first viewed *Untitled* by Steven Ford, I saw more than just an abstract design. To me, if you turn it sideways, it looks more like a beautiful landscape. I was inspired by how one style or image can be transformed into another. I wanted the viewer to experience the same effect, but in the opposite way. I photographed a picture of a landscape and transformed it to look like an abstract collage. Using Adobe Photoshop, layering of different mediums, applying layers of fabrics, and sewing into my artwork, I produced a piece that causes the viewer to see a collage of fabrics that began as a photograph.



Tara Brady, **Allison**, Graphic design, Patchogue-Medford High School
Grade: 12, Art Teacher: Gary Lester

Man Ray is one of my favorite artists, and the way he uses words to fill his composition in *La Ville* is particularly interesting to me. The way he overlaps his inspired me to create Allison. By creating a custom brush in Adobe Illustrator I was able to develop a color portrait of my sister just with the word "Allison" repeated over and over in a Man Ray-like fashion.

***Honorable Mention**



Kyle Brennan, ***Eternal Memory #34***, Computer graphics
Connetquot High School, Grade: 11, Art Teacher: John Hargrave

I was inspired by Joseph Cornell's mixed media piece called *Penny Arcade*. I liked the way Cornell set a major focal point, being the face, and then used rays to shoot out from that focal point. I attempted to replicate that compositional idea with the circle of bright 'ponies' in the middle of my piece and using rays of light shooting out from the 'ponies' and the multiple heads of the young boy to represent eternity. I also used a line of Bob Dylan's song "A Hard Rain's A-Gonna Fall" as inspiration for my art. While replicating Joseph Cornell's idea of having a focal point with rays coming out of it, I also tried to create a visual image of the line in Bob Dylan's song "I met a young child beside a dead pony." This line influenced me into using the 'ponies' and the boy as my objects, whereas Cornell's idea of having a focal point with rays coming out of it in *Penny Arcade* inspired the layout in which I would place these objects.



Shannon Carey, ***Who That Subdues***, Digital photograph
Sonderling High School, Grade: 12, Art Teacher: Kristin Grossi

Though at first glance it looks so simple, George Grosz's *Executioner* made me realize that the empty jacket holding the axe—the executioner, murderer, killer—could be anyone. I decided to create a faceless portrait, digitally collaged, to keep that sense of “who could that be?,” though, if you looked closely enough, you could identify the person as a female. This goes against the more popular thought that most men would be considered to be a life-taking murderer before any woman would be; proof that we are all just as dangerous, that we all hold that “power” to take another life, that anyone could be in the empty jacket Grosz created.



Megan Cassidy, ***A Distance Traveled***, Watercolor on paper
Bellport High School, Grade: 11, Art Teacher: Lisa Conk

My watercolor painting, entitled *A Distance Traveled*, was inspired by Stow Wengenroth's print, *Brooklyn Bridge in Winter*. Upon viewing the lithograph for the first time, I was immediately reminded of the Tappan Zee Bridge. This is the bridge I find myself crossing every so often on my trip to a small town upstate. Just as the Tappan Zee Bridge is the halfway point between where I live and where my heart resides, I imagine that the Brooklyn Bridge in Wengenroth's lithograph is a similar avenue for the man in the background who may be on a comparable journey. The composition of the lithograph draws attention to the left, where the man is walking and the structure and line of the bridge is very present. Similarly, my painting uses the rule of thirds, where the sneakers draw attention to the left. To portray the distance traveled, I felt that a worn-out pair of Converse sneakers would symbolize the hundreds of miles that I travel and the many hours I spend on the road to be there once again.

***Renzo S. Bianchi Scholarship Award**

***Honorable Mention**



Yirang Choi, **Three Views**, Pencil on paper, Ashcan Studio of Art
Grade: 11, Art Teacher: Monica Carrier

Tramores by Matthew Spender is a painting of a landscape showing a town, park, and desert. This painting inspires me because it uses many values and connects the different places through shapes. He used a square in the foreground containing multiple elements, bringing my attention to that area. In my drawing, I connected three different scenes by bringing part of each scene into the next. Although *Tramores* uses color, my drawing is monotone. I still used many values to show contrasts, like he did with his colors. I chose my scenes because each one is really different. *Tramores* also shows different parts of the city. He included houses, a park, trees, and mountains. Through his work, I learned about using multiple values and connecting scenes via composition.



Evan Cirino

An Abattoir Is Not A Home

Mixed media

Cold Spring Harbor High School

Grade: 12

Art Teacher: Christine Oswald

My piece is a criticism of the common mind-set that many people have, where a woman is seen as less than that, less than human, seen as an object or item on display for consumption. My inspiration from the *Jacob Heymann Butcher Shop* photograph was to create a link between flesh and price. Although the flesh was unseen in the original photograph, I felt it necessary to create a more “in your face” interpretation, to emphasize the topic. The blindfold creates another layer of depth in this stripping of one’s identity. As the eyes are known as “the window to the soul,” I chose to block them. This symbolizes that when women are seen as a piece of meat their inner identity and feelings don’t matter. Parallel to the distorted view of beauty which I am trying to address, there is an equally distasteful quality about the provocative use of the macabre in my sculpture.



Jennifer Combs, *The Power of Words*, Photograph
Mount Sinai High School, Grade: 10, Art Teacher: Joan Branca

Roux's *The Trees of the Dark Forest* was the inspiration for my photograph. In both photographs, the words are placed on a specific object that deepens the meaning. Both are black and white as well, emphasizing the words. Through my work I hope to convey my strong convictions pertaining to the frequent misuse of words. While teens seem to understand the ramifications of their physical actions, there appears to be a surprising lack of awareness regarding their verbal actions. Despite the publicity surrounding bullying and teasing, I witness my classmates participating in these activities daily. The lack of responsibility for one's words is disconcerting. A possible reason for the misuse of words may be explained by the lack of stress placed on the impact of verbal communication. The cupped hands literally holding "the power of words" represents the need for people to hold themselves personally responsible for their interactions. The dark shadows covering the hands symbolize how easily we tarnish ourselves through these actions. My desire is that we take our responsibility seriously and use the incredible power of words to make a positive difference in society.



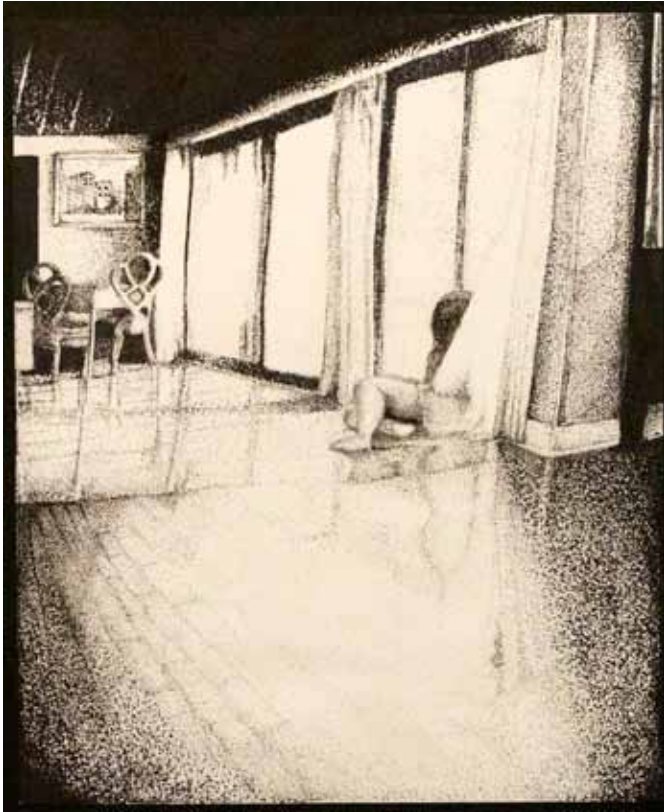
Christie Conk, **Hoot**, Glass, North Babylon High School
Grade: 10, Art Teacher: Karen Kennely

Night Owls, a photograph by Joseph Szabo, inspired me to create this work of art. In his photograph, two boys are sitting on the sidewalk at night. The title gave me the idea of making an owl, my favorite bird. I chose glass mosaic as my medium because I wanted to try something I have never done before. I like this process because it is different from a drawing or photograph. I also like the transparency of the glass. An owl has many different colors of feathers and even though you cannot blend the glass colors manually, your eyes blend them when you look at the finished work of art.



Melissa Conklin, *I See the Number Three*, Digital photograph
Valley Stream South High School, Grade: 11
Art Teacher: Paulette Lowe

The photo *Jacob Heymann Butcher Shop* by Berenice Abbott made me think about numbers and words and the role of photography in our lives. This butcher shop photograph captured a moment in 1936. Seventy-five years later, the numbers and words reveal information about the cultural tastes, aesthetics, and finances of the time. Photographs allow us to examine the fleeting and unnoticed. In my photo, the number three appears in the image along with the legs and torso of a man, his shadow, and the shadow of the photographer. The number accentuates the relationship among these elements. It seems to ask questions. My photograph captures a fleeting moment and permits us to examine the ephemeral.



Kimberly Cooper, ***Reflections***, Pen and ink on drawing paper
Cold Spring Harbor High School, Grade: 11
Art Teacher: Laura Cirino

I was inspired by Alfred Emslie's painting, which depicted a mother who seemed as if she was pondering an idea as she stared at her child. This reminded me of my experiences growing up, and thinking about my parents observing my twin sister and I as we dealt with the highs and lows in our lives. I was inspired to create an ink drawing of my twin as she sits gazing out at her world. I used dots throughout the image to show that there is a lot going on, not just in the drawing but also in her life and mine. As in the inspiration piece, I focused on the contrast between darkness and light, which is similar to the situations we face.

***Achievement Award in Pen and Ink**



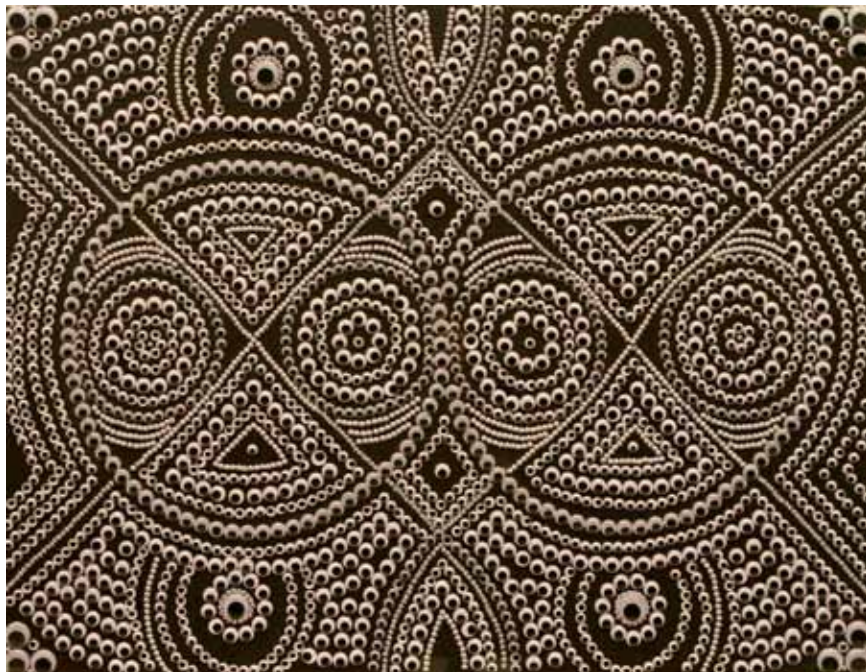
Brittany Cutrone, ***Suppression***
Mixed media
Bayport-Blue Point High School
Grade: 12
Art Teacher: Frank Salino

In Scholl's photograph, the word "peeling" is covering part of the image while explaining what is happening. I was inspired by how it delved into greater meaning and forced the viewer to search for a deeper significance. Scholl's work inspired me to explore the emotional workings of censorship. In *Suppression*, I examine the emotions linked to censorship, as well as the internal versus external suppression. Laying atop a female model in a flaunting pose with her eyes censored out by a black bar and breasts blurred, the words "I AM SUPPRESSION" adorn a transparency. This is a representation of external censorship; the model wants to put herself on display, but censorship is shielding her from exposing herself to the world. On the opposite side, a male model is depicted with the words "I AM SUPPRESSED" laying on top of him. Censorship has taken a toll on him internally and he is in a state of being suppressed. Both his outward appearance and internal emotions are suppressed. Censorship happens everyday without us knowing it; from the moment we wake up to when we go to bed, we are censoring ourselves and the world around us. We censor emotions, who we are, and our values so we "fit in" and follow societal norms. We all are the victims of this cycle.



Azha Daniels, ***Lost and Found***, Mixed media
Amityville Memorial High School, Grade: 11
Art Teacher: Jayne Grasso

At one point in everyone's life, they become lost and search until they find an answer, whether it lie in the people around them, the places they go, or the journeys they experience. Marybeth Rothman's work of art, *Aldabella 10:59 pm*, inspired me to re-create the feeling I saw in Aldabella's eyes. I feel as if she is looking towards her audience, looking for an answer because she is lost. I connected with Aldabella in her time of gray and recreated the world which everyone visits, where life seems dull and clouds of emotion conceal our judgment and hide us from reality. The collage of broken pieces of book pages symbolize how sometimes our path in life is paved and sometimes it is scattered.



Olivia Deschler, ***In the Eyes of the Beholder***

Wiggle eyes on matte board

Long Beach High School, Grade: 12, Art Teacher: Nora Bellsey

Casey Vogt's work of art *Perspective is Subjective* utilizes the simplicity and perfection of many dots of house paint. The black and white patterns entangled in this piece of work immediately reminded me of craft wiggle eyes. The compiled layers of paint dots create a maze of entangled visions, which create an optical illusion. My use of wiggle eyes goes further than to only mirror the colors of Vogt's piece, but reflects the title of Vogt's Art piece *Perspective is Subjective*. I believe that what we perceive about the world is done through our sense of sight (our eyes) which is also why I chose to work with the wiggle eyes.

***Fourth Place**



Stacey Dinkel, ***Cherish***, Mixed media
West Babylon High School, Grade: 12, Art Teacher: Paul Bryan

While visiting The Heckscher Museum, I was greatly inspired by Alfred Emslie and his 1884 painting *Untitled (Mother and Child at Window)*. This work shows strong emotion, through the subdued whispers of color and the soft lighting cast on the figures. This painting captivated me with familiar feelings of cherished memories of childhood. I wanted to capture the same feeling in my artwork. My work represents sentimental moments in our lives. I developed an image that triggers the deep connection and emotions between a mother and child.



Emily Doglio, ***Suck it in***, Oil on canvas board
Division Avenue High School, Grade: 11, Art Teacher: Tim Ryan

N. Jay Jaffee's photograph *Woman and Girl in IRT Train* inspired me to paint about the relationships between women, specifically mothers and daughters, and the pressures that they put on each other. In the photograph, it seemed to me that the two women were uncomfortable together, as if they did not want to be there. My painting comments on mother-daughter relationships and their issues, such as the pressure to be pretty and thin. It is so common for young women to feel like they need to look a certain way. I think that this limits people's ideas of beauty, especially of their own beauty, and that this is very dangerous in terms of the confidence young women need to become successful.

"Meet" the Artist!
Watch an interview with Emily Doglio.
Scan code on right.





Jack Drew, ***Untitled***, Print
Baldwin Senior High School, Grade: 12
Art Teacher: Michelle Kelly

I was inspired by the painting *The Poetry of Moonlight* by Ralph Albert Blakelock. The subject matter of the painting became the starting point for my print. Through the use of line and color, I tried to emulate the dark and gloomy emotion felt in Blakelock's painting.



Tevin Foster, **Wild & Free**, Collage, Mixed media
Ross High School, Grade: 12, Art Teacher: Kristin Grossi

I was truly intrigued by the piece *Love Laughs* by Jane Hammond. I was particularly interested in the way she constructed separate sections that are so different, yet all became unified under one roof. It reminded me of my own style of creating art. I love artwork that the viewer needs to inspect closely. In creating *Wild & Free*, I wanted many different things to be happening under one roof and to make sure that the viewer's eye moves around and sees everything. I feel that even though a work of art may have numerous parts, the artist can still create a sense of unity by creating a strong composition and using consistent materials.



Phillip Gladkov, *The Rise of Consumerism*, Mixed media
Walt Whitman High School, Grade: 12, Art Teacher: Verna Amakawa

While looking at the artwork in The Heckscher Museum of Art, the work that spoke to me most was George Grosz's *Eclipse of the Sun*. I was inspired by Grosz's use of metaphors and symbolism to depict a corrupt and hectic time period in Germany. I believe that one of the responsibilities of an artist is to show people a different perspective of the world. In my painting I used symbolism to show the adverse effects of our consumerist lifestyles on the environment, our government, and our society. Consumerism is depicted as a multi-tasking monster headed by the pyramid from our dollar bill, showing that the monster is driven by wealth. The consumerist giant wears a tie fashioned from a noose, symbolizing that if this way of thinking continues, it will eventually lead to our own demise.

***Best in Show**

"Meet" the Artist!
Watch an interview with Phillip Gladkov.
Scan code on right.





Francesca Gray, ***French Horn with Orchids***, Collage and watercolor
Huntington High School, Grade: 11, Art Teacher: Kristin Singer

Slobodkina's *Doodled Up* inspired me by her use of abstracted forms and interlocking shapes. Along with the abstracted image of a string instrument, the style of line and sharply cut edges reference rhythm and music. Although my work is more naturalistic in style, the theme of using shape and forms to create rhythm is the same as Slobodkina. My process included hand-coloring papers in watercolor and then the pasting together of shapes to create an image of a French horn adorned with orchids. The softness of the watercolored paper in contrast to the sharpness of the shapes is similar to the contrasting articulations, legato and marcato, in a musical phrase. The textures of sound and image show that a special connection coexists between music and art.

***Renzo S. Bianchi Scholarship Award**

"Meet" the Artist!
Watch an interview with Francesca Gray.
Scan code on right.





Zachary Harragan, ***Across Time, Back in Space***, Computer graphics
Sayville High School, Grade: 12, Art Teacher: Evan Hammer

Looking around the Museum, I was inspired by James Norman's painting *Untitled #1*. As an art student studying architecture, I was inspired by the use of perspective and space found in his painting of receding columns. Although my reaction piece may reflect Norman's composition, I manipulated the scene by placing it in a futuristic setting.

***Renzo S. Bianchi Scholarship Award**



Danielle Heyder, ***A Beating Heart***, Ceramic
Bayport-Blue Point High School, Grade: 12
Art Teacher: Frank Salino

Joe Constantino's photograph, *The World Trade Center*, has inspired me to make this piece, *A Beating Heart*, for many reasons. The shape of my piece represents a human heart. I chose to do this because when I look at Joe Constantino's photograph it reminds me of all of the people who have suffered and lost family and friends. However, the heart also represents the lives that were saved. This is the heart of America that came together when our country was in need. The heart that cried and bled for our country. The heart that was torn apart and put back together. I created my piece as a whole and made it into two. These two pieces fit together, however they are two different colors. One half is red, which represents our everyday lives and our strength to make it through everything as a country; and the other half is a dark maroon, which represents the fact that we will never forget 9/11 and those who gave their lives to save others who were lost in such a tragic event. Another way the photograph inspired me was the perspective from which the photograph was taken. Constantino took the photograph looking upward. This, to me, represents hope. Also, the windows in the buildings create a texture which led me to add textural detail to my piece.

"Meet" the Artist!
Watch an interview with Danielle Heyder
Scan code on right.





Nikki Horowitz, ***Pink Pocks***, Photograph
Half Hollow Hills High School East, Grade: 12
Art Teacher: Kimberly Norris

Joseph Szabo's *Beached Bikini* caught my eye. The symmetry of the human body, the rich range of tones, and his use of cropping appeal to me as a photographer. My self-portrait utilizes a pose inspired by Szabo's photograph. The awkward positioning of my body and use of symmetrical cropping mimics Szabo's style. The lights bouncing off of the body, the highlights representing the sun's harmful rays, or the blistering "pocks," and shadows relay a strong sense of intensity and vividness. Szabo's subject appears unaware that she is the focus. Patterns on her bathing suit mimic the patterns on the towel. I am in contrast, fully aware and engaged with the viewfinder; my body as a canvas with patterned "pink pocks" from the cloth onto the skin.



Sharmila Hossain, ***Stripped by the Hands of Society***, Oil on canvas
Division Avenue High School, Grade: 12, Art Teacher: Tim Ryan

Stripped of Borrowed Feathers was powerful to me because I related to it on a personal level. My piece conveys my struggle to blend my American and Bengali cultures because I often feel pressured to adhere to my Bengali culture more due to constant reminders that I am not “American.” It depicts a girl who is being stripped of typical “American” clothing. The surrounding feathers symbolize the girl’s dual culture and were chosen because the eagle and peacock represent a sense of pride. Besides her apparel, the girl is being stripped of something more important: her pride and dignity. Essentially, my piece conveys the struggle to never allow others to define you, but to fight for the right to figure that out yourself.

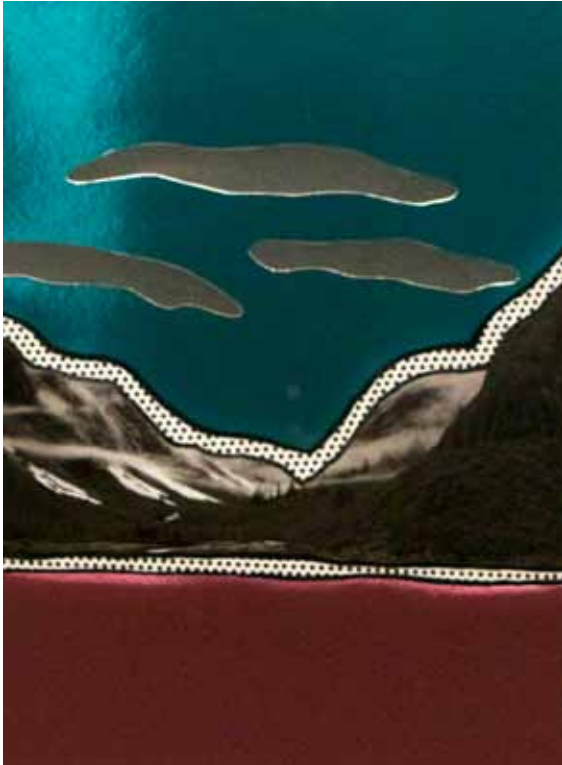
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Scan code on right.





Nicole Jannetti, **Root Words**, Mixed media
MacArthur High School, Grade: 10, Art Teacher: Lynn Spinnato

My piece is a ceramic tree stump filled with inspirational quotes. My inspiration was the photograph *The Trees of the Dark Forest* by Barbara Roux. I chose this piece because I loved the way the quote was incorporated into the tree stump and the photograph was simple and beautiful. I recreated the tree stump and added my own twist to the single quote by using multiple quotes and putting them inside my piece for people to reach in and retrieve, making it interactive.



Spencer Kaplan, ***Landscape A***, Mixed media
Half Hollow Hills High School East, Grade: 11
Art Teacher: Allyson Uttendorfer

Roy Lichtenstein's *Landscape 5* attracted my attention more than any other piece in the Museum because of its design and unique materials. Currently, I am concentrating on reflections in my artwork, so upon seeing Lichtenstein's print, I was instantly attracted to the reflective material he used in the sky and water. In making a piece inspired by *Landscape 5*, I sought to preserve this reflective element as well as include Lichtenstein's iconic Ben-Day dots. As a photographer, however, I wished to include elements from my own landscape photographs taken in Alaska. Therefore, I used a black and white photograph of mountains rather than simply an outline. To keep the Ben-Day dots in the composition, I bordered them around the mountains. This border separates the mono- and poly-chromatic, detailed and solid regions.

***Honorable Mention**



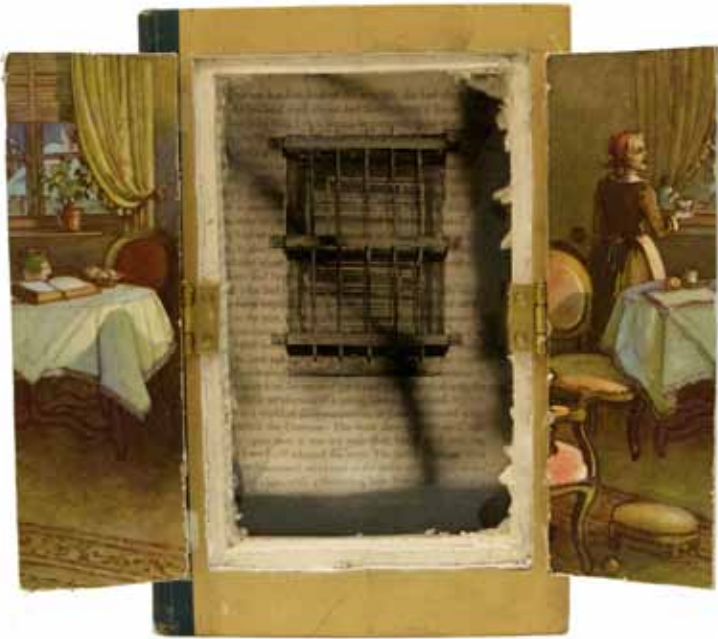
Kristin Kempa, ***The Memory of Leaves***, Digital photograph
Wantagh High School, Grade: 12, Art Teacher: Pat Beary

Upon seeing Barbara Roux's work I was inspired by the quote "night rises up from the ground with the memory of seeds" and how she took a forgotten tree stump and turned it into art. In my photograph, a leaf trampled on the ground is combined with the face of a girl who walked there. We often cut people out of our lives like we cut down trees and they become a distant memory.



Serena Kim, **Abstracted**, Mixed media (cut paper and acrylic)
Ashcan Studio of Art, Grade: 10, Art Teacher: Monica Carrier

When I first began considering ideas for a new project, I wanted to focus on simplicity. Jane Marie Logemann's print, *Letter-Hebrew-1997*, did exactly what I was aiming for. Her simplicity holds sophistication. I loved the black and white theme and use of repetition. I did not want my project to be exactly the same as *Letter-Hebrew-1997*, but I wanted my work to evoke a similar aura and emotion as hers. I was struck by the beauty of the Brooklyn Bridge and opted to use it as the subject of my work. Keeping to a similar palette and patterning of *Letter-Hebrew-1997*, I used cut paper and white paint to create *Abstracted*. I know that my work is not nearly as sophisticated as Ms. Logemann's, but I am glad I was able to learn from her.



Brett Kirschner, ***A Window to the Soul***, Mixed media
Half Hollow Hills High School East, Grade: 12
Art Teacher: Allyson Uttendorfer

When I visited The Hecksher Museum, I was instantly attracted to the print called *See Everything* by Ed McGowin. This artwork, although very interesting in itself, is made complete with the addition of the shaped frame around it. The frame allows the viewer to focus in on the real meaning behind the image. My photograph has a strong composition, but is made more interesting with the help of the book in which it is framed. The transparent quality of the image provides a sense of dimension. The surrounding book allows viewers to concentrate on the image while also complimenting the photograph. In *See Everything*, McGowin uses a fabricated language in order to express the mystery of diction, providing symbols instead of letters to mystify the viewer. My work uses one page from the book as the backdrop to the transparent overlapping photographs. This contributes to the theme of my relief, which aims at deciphering the enigmas within language. Ultimately, I hope that my piece allows viewers to obtain a “window” into the conundrums of speech, text, and all aspects of dialect.



Cynthia Lau, **Portal**, Monoprint with collage and wax
Hicksville High School, Grade: 12, Art Teacher: Beth Atkinson

I had been working with monoprints before visiting The Heckscher Museum, but I felt that they were always missing something. I was instantly drawn to the work in *Ripped: The Allure of Collage*, as well as *A Way With Words: Text in Art*. I was particularly drawn to Risaburo Kimura's composition *Peking*. It started me thinking about adding other elements to my work. Up until that point I had only worked back into the images with colored pencil and Caran D'Ache crayons. I liked the texture that the newspaper added. The idea of adding other papers, particularly text from the newspaper, intrigued me. Both exhibitions forced me to look at my work in a different light and take risks by venturing into an area that I had not tried before.

***Donald G. Horn, Jr. Achievement Award**



Lauren LiBrizzi, ***Indigenous Apparition***, Stoneware
Long Beach High School, Grade: 12, Art Teacher: AnnMarie Pulice

I was inspired by Nancy Scheinman's mixed media collage *Evening Balance - Butterfly Dance*. Upon looking at the artwork, I immediately made a connection with dreams. Dreams can be a delicate thing. They can easily be warped and twisted into a whole new creation as time moves forward. I tried to manipulate the clay to portray such delicacy. I started the piece as a simple and sturdy structure, but eventually it branched off into a complex and elegant form. I also incorporated sleeping figureheads into my piece to further convey the relation to dreams.

***Allan H. Altman Achievement Award**



Alex Lotz, **Mad Bull**, Mixed media
Northport High School, Grade: 11
Art Teacher: Craig Mateyunas

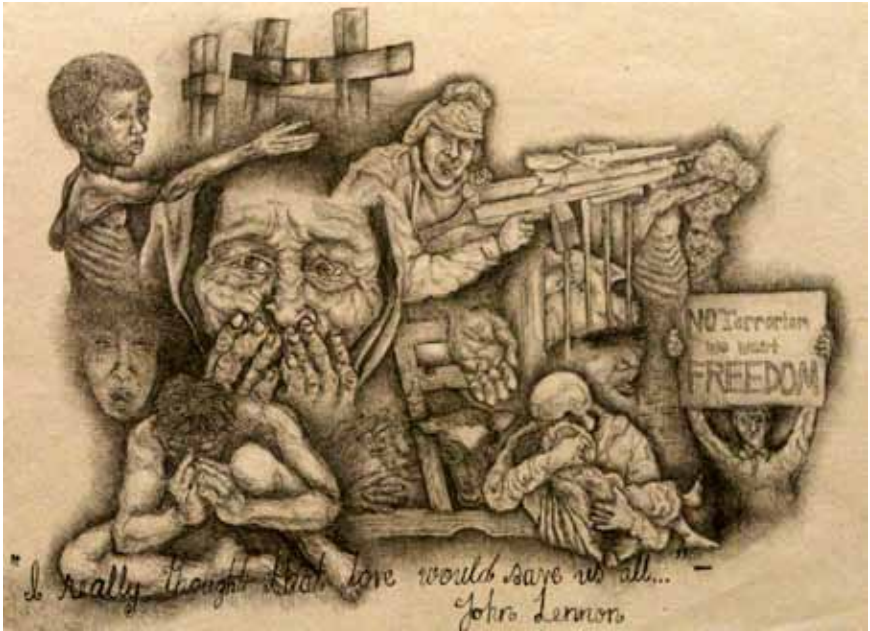
As I walked through the Museum when I visited, I was intrigued by *Eclipse of the Sun*. The societal comment on contemporary issues of the time inspired me to create a piece that would hopefully intensify awareness of an issue in our world today. I am a vegetarian and animal rights activist and my piece exposes the realities of the meat industry and the brutality that is perpetuated in the factories. George Grosz's painting made me realize that I can create art that really can impact and influence a viewer's ideas and knowledge of a world-wide issue.



Kelly Louie, **Relevance**, Colored pencil

W. T. Clarke High School, Grade: 11, Art Teacher: Jane Pawlowski

During an intriguing visit to the Museum, a certain piece of art caught my eye. The creative and distinctive collage *Goat* by John Digby inspired me in the creation of my art. The way he showed a scene within an animal was unique. John Digby's piece seems to show a person trying to scale the jagged mountains within the goat; maybe this is to represent how one struggles to survive in another's environment or maybe this could even represent the hardworking life of a goat. My art symbolizes how life connects things, a larger concept shown inside a smaller concept. The forest is the representation of the life that's within the wolf or within a living thing in general. I also used the song "How to Save a Life" by The Fray as inspiration in my work.



Caroline Lupardo, **All You Need Is Love**, Pen and ink
Walt Whitman High School, Grade: 12, Art Teacher: Verna Amakawa

Following my visit to The Heckscher Museum, I found myself overwhelmingly inspired by the works of art I saw, specifically those by Mary Bauermeister. Her lithographs, *Rainbow* and *Sketch for Tanglewood Press*, were both featured in the *A Way with Words: Text in Art* exhibition. I was entranced and amazed by Bauermeister's ability to mix juxtaposing images and ideas so fluidly in order to make one collective statement. In my pen and ink work, I used many various, seemingly unrelated images in order to carve and express a deeper, more personal meaning to the John Lennon quote, "I really thought that love would save us all." My piece is a portrayal of the atrocities and injustice that still surrounds us today. I chose to work in pen because I am naturally indecisive, an attribute that often hinders my ability to take necessary risks, ultimately keeping me from producing my best work. When working with pen and ink, I must commit to my work and draw each line with purpose.



Ashton Mallardi, *Untitled*, Digital photograph with manipulation
Cold Spring Harbor High School, Grade: 12
Art Teacher: Kristine Levy

What caught my eye in this photograph was the simplicity and wonder. It made me curious about what the subject was pondering. The mood in the original photograph is both peaceful and intense. I captured that in my photograph with the peaceful background and the intensity in the young girl's eyes. However, in my photograph, rather than looking away, my subject is looking directly at the viewer, yet you still don't know what she is thinking.

***Renzo S. Bianchi Scholarship Award**



Devin Mammone, ***Portrait of a Young Soldier***, Mixed media
Cold Spring Harbor High School, Grade: 11, Art Teacher: Laura Cirino

In my *Portrait of a Young Soldier*, I was inspired by Paul Wayland Bartlett's sculpture depicting a man taming a bear cub. As the cub was being tamed, encouraged at such a young age to lose its inner beast—it's natural animal qualities—a young man is being trained, encouraged to lose his natural human sensitivity and to ultimately become the beast. In Bartlett's sculpture, the tamer is snapping his fingers, directing the cub to follow his commands. I decided to place the hands of a suited gentleman holding a heart above the young soldier, representing the encouragement of beast-like behavior as young men are being asked to retrieve hearts under the hand of Mr. President. War is only a game of fetch.



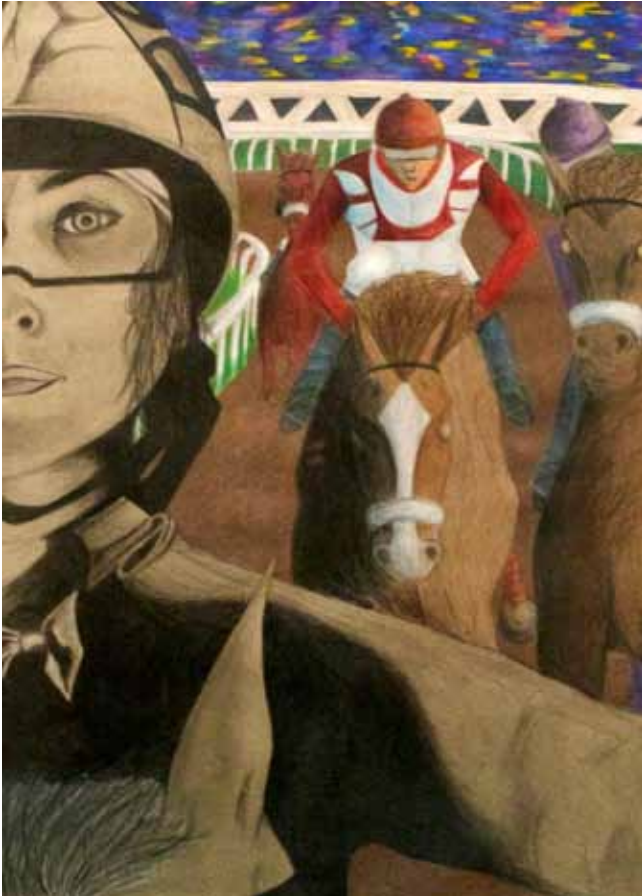
Natalie Marciano, ***Flora and Fauna***, Mixed media

Our Lady of Mercy Academy, Grade: 12, Art Teacher: Jody Spadaro

Nancy Scheinman's mixed media collage *The Man Who Balanced Birds* is an example of one of the most sophisticated uses of collage I have ever experienced. I was intrigued by her unique use of such a variety of media. She is a visual storyteller, weaving complexities into a unified whole. Her multi-faceted style reveals her ability to balance delicate beauty and natural images with the whimsical nature of heavily textured surfaces. I was inspired to emulate her layered approach by creating a series of mixed media paintings using flora and fauna as my subject matter—also weaving them into a unified entity. I combine paint, wire, and organic materials on copper and wood to portray my vision of the serene elements found in nature.

"Meet" the Artist!
Watch an interview with Natalie Marciano.
Scan code on right.





Antonia Marrero, ***Horse Race***, Colored pencil
Ward Melville High School, Grade: 10
Art Teacher: Stefanie DiLorenzo

When visiting the Museum, *A Hunter on Horseback* by (Wilhelm) Hunt Diederich inspired me in many ways. I found the detail in his work so interesting, considering that it was done in silhouette. I was inspired to create the foreground of my piece in black and white. I decided to create the middleground and background in color to add contrast. I tried to incorporate the same type of movement in the horses as the artist did in his collage. The end result is a frontal view of a modern day horserace, turning the old form of horseriding and hunting into the elegant sport of racing. My piece captures a moment of elegance and concentration between both horse and rider as they become one to achieve their goal to win the race.



Kerrilyn McDonald, ***Repurposed Wooden Table***
Tree trunk and glass, Ward Melville High School
Grade: 12, Art Teacher: James Swierupski

Earth Matters was the exhibition at the Museum this year that interested me the most. Recently I have been using natural materials in most of my artwork. I was curious to see what the artists were doing with natural and recycled materials. When I viewed the show, I was impressed with not only how they used these materials but also how they incorporated it into the space. I was particularly interested in one piece by Seung Lee, *Tree of Life III*. In this piece Seung Lee used natural materials such as wood and leaves to create the sense of a warm room environment. Although I have never created an installation, this inspired me to do so. It began when my dad cut down an old tree, one log in particular reminded me of this show, and how I can create my own natural installation. Three glass circles were added to this log to create a table. I hollowed it out so that light could be added to it, much like the calm glow found in Seung Lee's installation. I now plan to create more pieces using similar materials to complete my room installation.

***Second Place**



Christina Menendez, ***Demonico***, Photograph and computer graphics
Bellport High School, Grade: 12, Art Teacher: Brandon Payne

The first time I viewed George Grosz's collage *Executioner*, I was immediately drawn to the dark and eerie feel of the piece. The black hooded character reminded me of some sort of demonic child. In my own piece, entitled *Demonico*, I tried to recapture the same feelings that I experienced after seeing Grosz's work. I was inspired by the feeling of an evil presence in *Executioner* and have attempted to leave the viewer with a similar feeling after viewing my own work.

***Renzo S. Bianchi Scholarship Award**



Christopher Minafo, **Shock**, Colored pencil
Locust Valley High School, Grade: 11, Art Teacher: Linda DeFeo

Upon my visit to the Museum, I was blown away by the conceptual impact of the photograph *Priscilla, Jones Beach* by Joseph Szabo. Its exquisite success in capturing the loss of innocence present in adolescents inspired me to evaluate the youth present in society. This evaluation of adulthood obtained prematurely embodied the intentions of a young girl named Julia. I aimed to exhibit the alteration of innocence, while keeping a raw, unsaturated appearance. The high contrast on the subject's face is used to signify the shock of realization. The darker values are representative of youth and the innocence of the outside world that come with it. The sharp transition from dark to light is used to represent loss, when the road to maturity is abruptly skipped.



Alexandra Monks, ***The Intuitive World***, Mixed media on paper
Cold Spring Harbor High School, Grade: 12
Art Teacher: Christine Oswald

In Casey Vogt's *Perspective is Subjective*, a man is looking into a geometric pattern. This pattern represents his unique view of the environment that surrounds him. This piece expresses the idea that while all human beings live on the same planet, we each have different views of the same objects, places, and ideas. In my piece, *The Intuitive World*, I express my own personal experiences that have shaped my view on life. Vogt's piece was created solely in black and white with a sense of an organized chaos. I feel that my world also contains this element of chaos, but I decided to use color in my piece because I view life as vibrant and variegated.



Roxana Moreira, ***Hope Triumphant***, Digital collage
Huntington High School, Grade: 12, Art Teacher: Kasmira Mohanty

I really admire strong, independent women, which is why I was drawn to the piece created by Ethel Camhi. The position and facial expression of the woman is serene, yet defiant and exudes a sense of confidence. I wanted to convey this mood in my own work. Having worked for two years with various types of collage, I was excited to digitally implement this traditional technique. Similar to Camhi's woman, mine has an air of revolution about her. I selected a crow to contrast the color and hope surrounding my heroine, essentially stating that for every step forward and triumph there looms a dark past or "figure."



Samantha Murphy, ***Gemelli***, Digital photograph
Syosset High School, Grade: 11, Art Teacher: Chrysoula Sandel

I was drawn to Joseph Szabo 's black and white photography because his portraits of people are in a style similar to my own. I found a connection between his piece *Priscilla, Jones Beach* and my work through the exploration of value and expression. While Szabo's piece is a portrait of a young girl in a sea of people on a beach, mine is a girl in a field of grass in a meadow. Both pieces evoke a mysterious emotion. The sad expressions in both of the works of art force the viewer to create the story. I printed my piece very large to create the same impact as Szabo's work at The Heckscher Museum.

***Achievement Award in Photography**



Raissa Oliveira-Silva, **Bermuda**, Watercolor
Commack High School, Grade: 12, Art Teacher: Frank Musto

When I visited The Heckscher Museum I was inspired by a painting that reminded me of my vacation in Bermuda. The water that descended closer to the viewer reminded me of a picture I took of a long staircase. When I saw this painting I instantly knew this picture was my next project. The earth tones of nature drew me into painting something of my own. Watercolor is a huge difficulty for me so I wanted to fully challenge myself. This staircase itself symbolizes the challenges I had to overcome in my life and when my goals were reached everything was clear, like water, and became much brighter. The feel, texture, and overall mood of Miller's watercolor gave me the inspiration to create this piece.

***Renzo S. Bianchi Scholarship Award**

“Meet” the Artist!
Watch an interview with Raissa Oliveira-Silva.
Scan code on right.





Lorelei Olk, **Hurt**, Charcoal, Sayville High School, Grade: 11
Art Teacher: Evan Hammer

Out of all the provocative photographs in the exhibition *Coming of Age in America: The Photography of Joseph Szabo*, *Hurt* really caught my attention because I enjoy portraits that capture a powerful emotion. The girl's expression in Szabo's photograph is not fully revealed so I wanted to fully show my own face in creating my reaction artwork. I decided I would create a self-portrait, where I am expressing my own hurt. I chose to make this a self-portrait because my own emotions are more familiar. Being more connected with the piece helped bring out what I wanted portray.



Robert Penagos, ***Stepping Away***, Pen and ink and colored pencil
Hicksville High School, Grade: 11, Art Teacher: Beth Atkinson

I was inspired by John Digby's collage *Yesterday*. I liked the idea that the couple seemed to be stepping out of the picture to reveal another location. It made me think about whether it was a place they had come from or perhaps a new world that they wanted to run away to. I felt Digby was telling a story with his work. The idea of a story and a reveal is what I wanted to explore. I chose to use one of the characters that I have developed and create a work of art showing him stepping out of the picture to reveal a place he has sadly left behind. This leaves the viewer to think about why he left such a beautiful place to travel in the dreary forest and to imagine where he is going, what is he holding, and why he left.



Brianna Perdue, ***Upside Down***, Cut paper
Half Hollow Hills High School East, Grade: 12
Art Teacher: Kimberly Norris

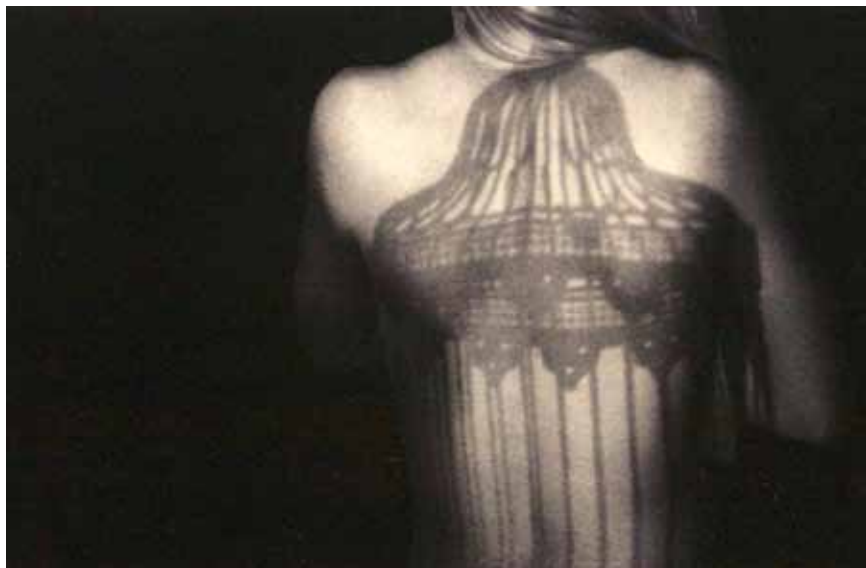
During my visit to The Heckscher Museum of Art, I became intrigued by a photograph by Joseph Szabo called *Irene and Lena*. I took special notice of the girls' poses and style, and also the perspective from which the photograph was taken. I was inspired to create a piece of artwork utilizing the concept of an unexpected perspective, specifically an upside-down angle, rather than a straightforward one. I also incorporated a strongly held gaze in my piece reminiscent of the one in Szabo's work, which indicates a particular personality and emotion of the subject - almost as if one can read her thoughts and predict her actions.

***Honorable Mention**



Daniella Plasterer, ***Timshel***, Mixed media
Half Hollow Hills High School West, Grade: 12
Art Teacher: Jennifer Ievoli

While watching winter approach and branches become bare, I slipped into The Heckscher Museum to escape the brisk autumn wind. I wandered the space, enjoying the new exhibitions, when my eye landed on a piece from the Permanent Collection exhibition *Across Time & Place* entitled *A View of Edinburgh* by Charlotte Nasmyth. I was entranced by the lush green meadows and the honest lifestyle that seemed to emanate from the landscape. My main goal in my work of art *Timshel* was to use the context of Nasmyth's piece and the rustic essence of Edinburgh to depict the tradition of staying true to Earth's harvest.



Samantha Polins, **Caged**, Photograph, Bellport High School
Grade: 12, Art Teacher: Suzette Fandale

The inspiration for my photograph entitled *Caged* comes from the shapes and metaphors I perceived in Ethel Camhi's work of art *Call to Worship*. In my photograph, I project a shadow of a birdcage onto a person's back. The birdcage acts as a cell for the bird locked inside of it, just as the people in Camhi's work are trapped in a temple of religion. A caged bird is trapped within the confines of its bars and true freedom lies outside its reach. I believe that the birdcage symbolizes how people who devote their entire lives to religion are often held hostage to the morals and restrictions that their religion deems appropriate.



Kevin Pugh, *Dream House*, Mixed media

Wantagh High School, Grade: 9, Art Teacher: Amy Sue McPartlan

Jane Hammond's pictorial collage seemed to get more elaborate and complex the more I looked at it. In my fiber piece I tried to contrast what is normal against what is surreal. Toward the bottom of my piece, there is a seemingly plain basement that is overgrown with vines. As the viewer looks upward, my intention was to create rooms that were more and more out of the ordinary. I sewed the attic into a dream for my resident, depicting his free and wild thoughts.



Catherine Radziul, ***Ode To Spring***, Mixed media

Our Lady of Mercy Academy, Grade: 11, Art Teacher: Jody Spadaro

My work seeks to portray the season of spring, using Michelle Stuart's mixed media etching *Voyage to the South Seas: Flora Australis* as my inspiration. Stuart is known for her innovative use of organic materials, such as earth, flowers, leaves and seeds, ultimately pairing them with more traditional mediums. Her works often also pay homage to her love of literature and the written word, as in this piece. The use of organic matter as well as creative writing allowed me the opportunity to integrate my passion for art and my love of poetry. I combined my drawings, poetry and prints with collaged pieces of nature to capture the essence of spring and evoke a strong feeling of the natural beauty of the season.



Zanali Razvi, **New York**, Photograph
Floral Park Memorial High School, Grade: 11
Art Teacher: Sydell Glasser

I see the world as a chaotic and dynamic masterpiece. I try to focus the lens to capture the quintessence of my home. New York is an ageless, timeless, and vigorous city that must be constantly photographed. In New York you can go from 1900 to 2012 in just a few blocks. I often gaze at the tall sculptures that are buildings and see the people who have passed through, lived there, and worked there over the years. The history of New York excites me and the stories of New Yorkers, both past and present, intrigue me. I was really inspired by all the photographs in the show *New York, New York* and it is difficult to choose just one to discuss. The photographs showed many different aspects of New York, from the grandeur of the World Trade Center to the corner Knish shop.

"Meet" the Artist!
Watch an interview with Zanali Razvi.
Scan code on right.





Shannon Reilly
A Bright Walk
Digital photograph
Walt Whitman High School
Grade: 11
Art Teacher: Mary Ponte

I was truly inspired and mesmerized by the Joseph Szabo photographs I viewed at The Hecksher Museum. Many of his photographs were candid, just like mine. He captured teenagers in their natural being; this truly spoke to me. His photographs show “kids being kids.” My work can not compare to his photography, but I feel that I captured a photograph with the same meaning and feeling. On a bright winter day, I was out with my friends and was walking behind two of them. When I saw the stance they both took, it reminded me of Joseph Szabo’s photographs. The teenagers were unaware of the picture. It shows them content walking on a beautiful day down their street. Teenagers in the 70s are extremely different from today. I wanted to capture the different essence of teens today, and show people this. The way Joseph Szabo captured his subjects’ emotions and body language in *Night Owls* inspired my photograph very much. It reminded me a lot of what my friends and I do. After seeing the *Coming of Age in America* exhibition, my photography has taken a different direction. I want it to mean something beyond what meets the eye.

“Meet” the Artist!
Watch an interview with Shannon Reilly.
Scan code on right.





Ashley Riordan, ***Are You Looking At Me?***, Oil on canvas
West Islip High School, Grade: 12, Art Teacher: Annette Musteric

I was most inspired by John Digby's artwork. I found his style to be brilliant, especially the great amount of detail in his work. This inspired me to do something that had similarities but is in my own unique style. Like camels, giraffes are large creatures. I wanted to get an extreme detail effect, so I zoomed in very closely on the face. The fine line work of the giraffe's fur was inspired by John Digby's strong attention to detail. The elongated shapes in *Camel* inspired me to use a long and narrow canvas. Even though only part of the giraffe is seen in this painting, I hope the viewer will focus on all the detail and imagine the feeling of having the giraffe blink right in front of you!



Melissa Robinson, ***Kiera in Water***, Oil on canvas
John F. Kennedy High School, Grade: 11
Art Teacher: Vanessa Albaneze

Joseph Szabo's photograph *Up in the Air* caught my attention because it captures a split-second moment of pure bliss. The man breaks free of the water and jumps into the air as a way to break free from what is holding him back. Last summer, on a spur-of-the-moment decision, some of my friends jumped into a canal. I based my painting off a photograph I took then. It is the moment just as my friend broke free of the water. In that moment, she was free from her problems; she could not think of her rocky past or unclear future. My painting represents the beauty of a single unplanned moment when one can break free of everything holding them back and just enjoy life's beauty.

***Achievement Award in Painting**

"Meet" the Artist!
Watch an interview with Melissa Robinson.
Scan code on right.





Allen Saltzman, ***Breakthrough***, Mixed media
Plainview-Old Bethpage John F. Kennedy High School, Grade: 11
Art Teacher: Warren Jacobson

When visiting The Heckscher Museum, I was inspired by the *A Way with Words: Text in Art* exhibition. The Neil Scholl piece *Boardwalk Stores, Rockaway Beach, Queens, New York City* inspired me to find a visual metaphor to express tearing away and breaking of a boundary. I loved the way the word “peeling” in Scholl’s piece reinforced the idea of peeling in his photograph. The trespassing sign in my piece uses words with art to represent a boundary and implies a sense of danger. The peeling away of the picture, much like Scholl’s piece, gives a sense of breaking away and breaking through boundaries.

“Meet” the Artist!
Watch an interview with Allen Saltzman.
Scan code on right.





Valentino Sammarone, **Occupy**, Paper collage
Valley Stream South High School, Grade: 11
Art Teacher: Roseann Valletti

I selected Berenice Abbott's *Parafoti* as my most favorite work of art from the exhibition *A Way with Words: Text in Art*. I was drawn to the strong dynamic lines created by the architecture in her photograph. Because perspective drawing and classic architecture are of great interest to me, I developed my collage around that starting point. Occupy Wall Street has been in the news everyday, so I collaged a foundation of newspaper clippings to use as my picture plane. I chose the beautiful facade of the New York Stock Exchange as my focal point and used it as a backdrop for the protestors in the foreground. I believe this artwork successfully blends current trends with the classic history that is New York.



Molly Samuel, ***July Revisited***, Mixed media collage
Half Hollow Hills High School East, Grade: 11
Art Teacher: Allyson Uttendorfer

The painting *July understated* by Helen Frankenthaler is an abstract landscape, using mainly primary colors. One would not know it was a landscape without the help of reading the object label. When I saw the title of this painting, I connected it to my own summer experiences. Shadow Lake is a spot at a camp I attend every July and love to photograph. As I will not be returning to camp this summer, this work of art has a lot more meaning to me and will act as a remembrance. I extracted the color palette and shapes of the original painting and collaged them, using tissue paper, into an original landscape. The background layer is torn to enhance the texture I saw in the painting. Without the addition of the transparent layer, my image would appear abstract, just as Frankenthaler's painting. I added this layer because I wanted the landscape element to be clear to viewers, and Shadow Lake to be the focus of the collage. The composition comes together with the addition of the collage elements and the transparent layer.



Elizabeth Schmitz, **All Torn Up**, Paper collage
Our Lady of Mercy Academy, Grade: 12, Art Teacher: Jody Spadaro

The piece which immediately caught my attention was Nancy Scheinman's *Timeless Waterfall Music Echoes*. I was captivated by the serenity and delicate depiction of the natural scene, contrasting with the complex use of mixed media for her surface. Her work inspired my collage, except rather than use her mixed media approach, I selected paper as my sole medium. Nature as a subject has always held an attraction for me and I am particularly drawn to Edward Hopper's landscapes. My collage mimics the breakup of space frequently found in his paintings, while emulating the layering in Scheinman's. I used a variety of textured and colored papers to capture the imperfections and variety in nature, just as Scheinman and Hopper do with mixed media and paint.

***Donald and Gloria Horn Achievement Award**



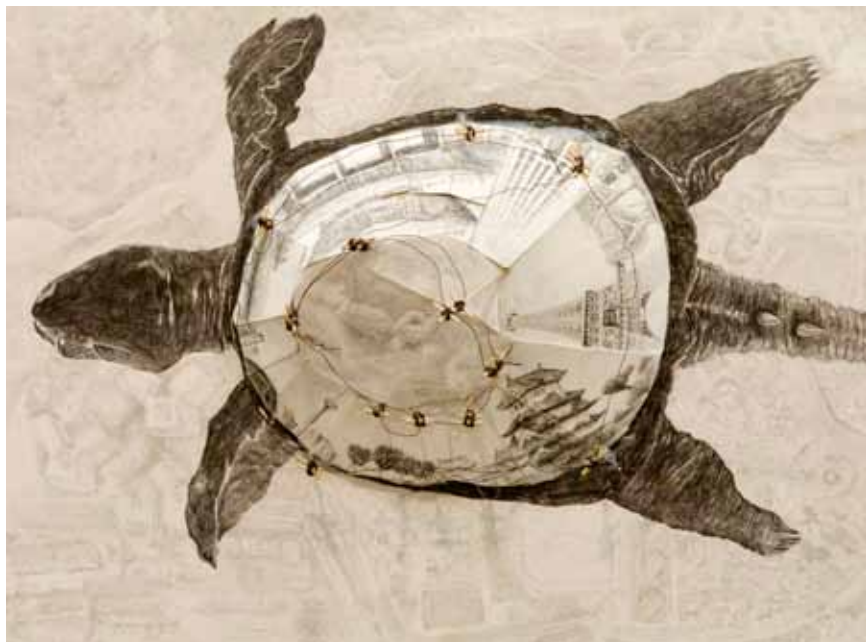
Victoria Sica, ***Falling For You***
Mixed media
Cold Spring Harbor High School
Grade: 11
Art Teacher: Kristine Levy

The work of art that stood out to me at The Heckscher Museum of Art was the waterfall made out of old newspapers called *Newsday Falls*. I loved how organic and free-flowing it was. That is why I chose to create a white gown made completely from toilet paper and tape. I was inspired by the way Tamiko Kawata used rippling paper to create a sense of flow and movement. I tried to mimic that in my garment by ruffling the toilet paper on the skirt to create that same sense of movement. I chose to make my dress out of toilet paper and tape because I wanted to show that you could create a beautiful gown using recycled materials.



Amber Simson, ***In God Ik Vertrouw***, Digital photograph
Elmont Memorial High School, Grade: 11
Art Teacher: Katrin Marino

I was inspired by Mary Bauermeister's artwork *Sketch for Tanglewood Press* because of the hands that are central to the piece. It reminded me of Michelangelo's painting in the Sistine Chapel of *The Creation of Adam*. I was also drawn to the small details, writings, and design of the rocks. The hands seem to be creating buildings with the rocks that could be viewed as temples. Going with this religious theme, I decided to photograph my mother's hands during her daily bible reading.



Minjung Son, ***Turtle Back City***, Pencil on cut illustration board
Ashcan Studio of Art, Inc., Grade: 11, Art Teacher: Monica Carrier

John Digby's collage *Rhinoceros* inspired me to create my work of art *Turtle Back City*. When I saw his piece, I was surprised that the elaborate, hard-edged, architectural structure and the living, naturalistic animal harmonized so well. I decided to draw my home city with a turtle to represent myself. In my country, Korea, traditionally it is thought that even though the turtle is slow, it is also diligent and smart. A turtle carries its home on its back and I yearn for my home. This turtle symbolizes me with my home with me wherever I go. Similarly to Digby, I chose to work in black and white. I wanted to create a similar emotional effect by withholding color, creating, in my eyes, a moodier feeling.



Kimberly Stallone, ***En Route***, Photograph, West Babylon High School
Grade: 12, Art Teacher: Christine Iaquinto

Man Ray used symbols, patterns, and letters to form the piece *La Ville (The City)*. By overlapping images of buildings and structures with a variety of lit signs, the words appear to float almost seamlessly in the dark background. Similarly, my work features a compilation of images digitally layered on top of one another. The motion of the train seems to extend considerably farther than a simple forward progression; it also seems to vibrate rapidly. This technique, together with my subject, composes a creative composition with dramatic movement.



Shaina Tabak, **War Flowers**, Acrylic on canvas
Syosset High School, Grade: 10, Art Teacher: Damon Tommolino

I was inspired by George Grosz's oil painting *Eclipse of the Sun*. It deals with government corruption and greed, which is what my painting is based on. In Grosz's painting, there is a little boy kept in the dark behind a cage on the bottom right. He is being kept in the dark by the greedy politicians sitting at the table. The woman in my painting represents a regular citizen being "kept in the dark" about government issues, and led to believe something by her government that is the opposite of what is really happening. Our leaders should be honest with us, in order to create a better and more efficient society.



Sara Taheri, ***Taste the colors!***, Colored pencil
Locust Valley High School, Grade: 11, Art Teacher: Linda DeFeo

When I saw the drawing by Robert L. Chapman, it captured my attention immediately. His use of colors made me stop and stare with feelings of happiness and excitement. For my piece, I decided to draw something that encapsulated these bright and vibrant colors. I was focused on the element of color and the principle of repetition. The particular works of art that inspired me were *Monks Hood* by Robert L. Chapman and *Peking* by Risaburo Kimura. While producing this piece, I wanted the viewer to experience a feeling of jubilation and happiness through my use of color. I used an original still life of candies and a reflective silver bowl in the background for my study.

***Achievement Award in Colored Pencil**



Kara Talve, ***Korgan Talveman***, Collage
Huntington High School, Grade: 10, Art Teacher: Kristin Singer

When viewing Jirí Kolár's collage *Charles Baudelaire: Hymn*, I was intrigued by the way the artist repeated the small portraits to form another image. I interpreted the artist's addition of the word "hymn" into the title of the work as his form of praise toward the poet, Charles Baudelaire. Kolár's collage inspired me to create my own collage dedicated to my personal hero, Morgan Freeman. In a whimsical tone, I have constructed a self-portrait from a single image of Morgan Freeman. My title, *Korgan Talveman*, combines our names, similar to the way the artwork combines our shared portrait. I found the process of creating this collage exciting in the way one image can be combined to make a different, larger piece of artwork.

***Third Place**



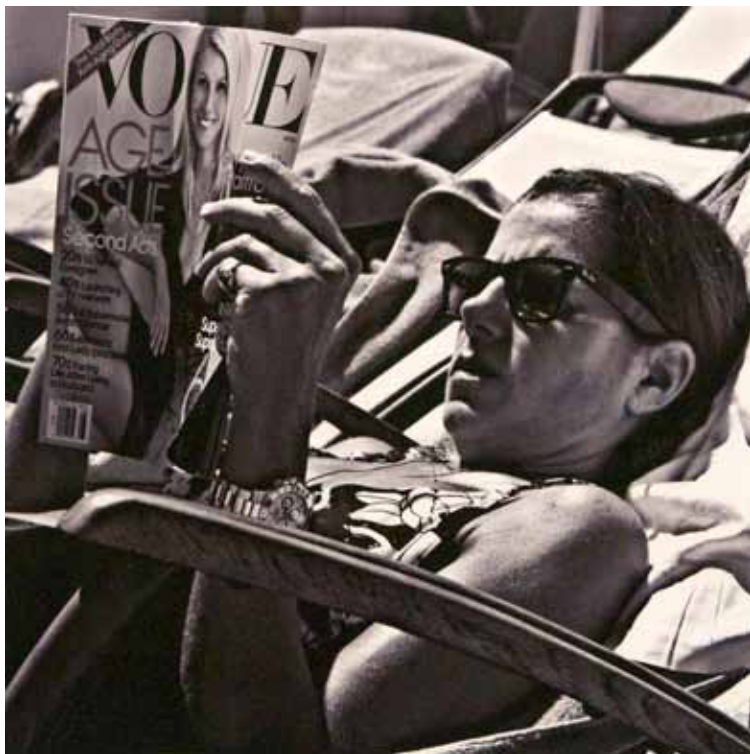
Hayley Torswick, **Tranquility**, Ceramic and copper
Division Avenue High School, Grade: 11, Art Teacher: Stacy Roth

Upon visiting The Heckscher Museum, I was immediately drawn to Nancy Scheinman's piece *Timeless Waterfall Music Echoes*. Scheinman's use of mixed media and serene landscape appealed to my love of nature and the environment. It reminded me of the way people utilize nature as a way to escape life's stresses. I set my fountain in a natural scenery, including textured rocks, flowers and a waterfall. In sculpting my fountain, I was also inspired by Nancy Scheinman's piece to use copper relief as a border, and to incorporate the flowers as a main focal point. Parallel to the way people escape their hectic lives through nature, I was able to channel the stress my family went through recently when my father was laid-off. Often in times of economic turmoil people turn to nature as a form of relaxation, because it is free and accessible. I hope that when people see my fountain they experience peace and tranquility.



Toni Weathers, ***Chain Transitions***, Mixed media
West Babylon High School, Grade: 12, Art Teacher: Paul Bryan

The simplicity of Ed McGowin's work *See Everything* was very engaging and inspiring. When I viewed this piece it made me question why it was created and what he was trying to communicate. What I found most intriguing was the title. The piece was created in the shape of a book, allowing it to tell many stories. It seemed to be a dark narrative due to the dark, bold, black border. I, too, started with a dark border which evolved into a dark narrative. My piece shows the harsh, cruel, and painful events that took place in society during slavery. Through symbolism, I depicted the struggle and hardships that occurred during this time and that are documented in books. I transformed a material that was once used for bondage into status symbols that are apparent in our culture today. The meaning of chains has changed dramatically and they now portray a status symbol such as "bling."



Jordan Weinstein, *Vogue*, Photograph
Roslyn High School, Grade: 12, Art Teacher: Richard Ritter

This photograph was taken poolside in Capri, Italy. Hoping to be immersed in all that was Italian, I found American culture catching my eye. The woman in this photograph is the stereotypical wealthy American woman: fashionable, well dressed, and of course reading the *Vogue* 'Age Issue'. She also shows, though, that tanning is a symbol of our culture; we are forever growing and, in a way, forever "reclined." *Beached Bikini* is a photograph that evokes the same feeling of American culture; it says something about the 1980s and mood of the time. It is a simpler composition than *Vogue*, but also conveys the same feeling of American leisure. *Beached Bikini* is the predecessor of my photograph, saying American life will always be a treasured luxury.

"Meet" the Artist!
Watch an interview with Jordan Weinstein.
Scan code on right.





Craig White, ***Altered Vacations***, Digital print of collage
Nassau BOCES Long Island High School for the Arts, Grade: 12
Art Teacher: Rae Raff

The French word “collage” means the assemblage of various images in such matter and form that is both artistically composed and visually appealing. As an avid admirer of the visual arts, I was very impressed and inspired by Roy Lichtenstein’s collage *Fish and Sky*. Being a collagist myself, I tend to favor the use of more realistic images combined with patterns and illustrations. In his collage, Lichtenstein incorporated the elements of air and water, creating what I feel is a mysterious and gloomy mood. The curved strip of black and white represents the separation of these two elements. In response, I have created a series of postcard-sized collages in a similar style by combining images from different places into one unified composition. *Altered Vacations* is one of these collages, which I have scanned and printed at a larger scale for this exhibition.



Shiyun (Ella) Xue, ***Once They Were Alive***

Mixed media (acrylic on pencils found in school hallway)

Valley Stream North High School, Grade: 12, Art Teacher: Allan Nafte

Once They Were Alive By Shiyun (Ella) Xue

I look at the newspaper waterfall,
I see all those cut down trees,
This was once a beautiful forest once!
I walk down the school hallway,
I see a broken pencil on the floor,
The only thing I know,
Once They Were Alive!



Andrea Zuart, ***One With Nature***, Mixed media
Oceanside High School, Grade: 12, Art Teacher: Nanci Nigro

In viewing the piece *Moon of Fallen Limbs* by Barbara Roux, I was inspired by the natural elements incorporated in her work. I wanted to use elements of human beings and tree branches together to create my own work of art. When I saw the tree branches, I envisioned it as the spine of a human back. Humans and trees are very similar in that they both have a “spine” holding together their core. I also believe that it is very important for the human race to live in the natural world and to become a part of nature in order to help keep it alive. I named my piece *One With Nature* because the tree is acting as the girls spine holding her body together, making her and the tree one.

Create **fun.** Begin **friendships.** Make **memories.**
Create **ART** this summer.

Nicholas Bertuglia, Brittany Borneman, Thomas Compano, Nicole D'Ioro, Jennifer Giacone, Danielle Hyatt, Samantha Kratzer, Kayla Lovelace, Samantha Magnes, Sean O'Brien, Kayla Reilly, Sam Scarano, Maila Turano, Kelly Vanolinda
Advanced Placement Studio Art Class, **Carlton**, Digital film
Wantagh High School, Art Teacher: Amy Sue McPartlan

Diederich's paper silhouette figure and horse was the perfect inspiration for an illustrated film that we assembled sentence by sentence from a short story about a dog titled *Carlton*. This prose was originally published in Wantagh High School's literary and art magazine *Escapades*. By researching the international history and heritage of paper cut-outs, we informed our practice and expanded our ideas. As a class, we especially loved the TEDTalk and personal website of contemporary papercutting artist Beatrice Coron. Working collaboratively was a team experience that bonded us artistically and combined our individual efforts to create a cohesive, cinematic project with an original soundtrack.

The Heckscher Museum of Art would like to say

Thank You to

The school districts, administrators, teachers, and most of all the students who have made this year's exhibition a success. Your unwavering dedication to this annual initiative has made *Long Island's Best* one of the most prestigious opportunities for young artists on Long Island.

Lisa Chalif, Curator of Exhibitions and Collections, for her expertise, time, and energy in curating this year's exhibition.

Lynette Bianchi and the members of the Renzo S. Bianchi family for their support of talented Suffolk County high school artists.

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Charleen Turner, member of The Heckscher Museum of Art Education Committee, for dedicating her time and energy to recording exhibiting artist interviews for the QR codes on select object labels.

Museum staff members for their hard work and dedication: **William Titus**, Registrar, and **Pete Pantaleo**, Museum Preparator.

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Dr. Bette Schneiderman, Trustee and Chair of Education Committee, The Heckscher Museum of Art, and all Education Committee members.

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Opening Reception Images





Acknowledgements

Students from 48 high schools across Nassau and Suffolk Counties submitted artwork for jurying for the 2012 exhibition. Thank you to all of the participating schools, administrators, and teachers. Without your support, this exhibition would not be possible.

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Amityville Union Free School District**

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Steve Carbo, Art Teacher
Jayne Grasso, Art Teacher
Nidia Keaveny, Art Teacher
Barbara Lark, Art Teacher

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