

# HIGH ARTS SHOWCASE XXII

## Visual Arts Exhibition

March 31st – April 26th, 2026



HUNTINGTON ARTS COUNCIL  
*Brighter lives through art.*





## HUNTINGTON ARTS COUNCIL

*Brighter lives through art.*

### **JOURNEY Arts in Education Program**

was established in 1985 by Chairperson Sandy Chapin, local area educators and in partnership with district administrators. The K-12 program is administered through the Huntington Arts Council's Arts in Education Department with the help of district liaisons. The mission of JOURNEY is to integrate cultural arts into classroom curriculum encouraging an individualized experience and appreciation of cultural diversity through the arts.

### **High Arts Showcase XXII Visual Exhibition**

is the Huntington Art Council's annual student exhibition featuring the work of 11th and 12th grade students from the JOURNEY Program's partner schools.

#### Partner School Districts:

Cold Spring Harbor CSD

Commack UFSD

Harborfields CSD

Huntington UFSD

Kings Park CSD

Northport – East Northport UFSD

Plainview – Old Bethpage CSD

South Huntington UFSD

Westbury UFSD



## HUNTINGTON ARTS COUNCIL

*Brighter lives through art.*

### OUR MISSION

The Huntington Arts Council enriches the quality of life of Long Islanders with programs and services that address the needs and interests of artists, cultural organizations and the community.

## TABLE OF CONTENTS

Cold Spring Harbor Jr/Sr High School .....	4
Commack High School .....	11
Harborfields High School .....	13
Huntington High School .....	20
Kings Park High School .....	27
Northport High School .....	33
Plainview-Old Bethpage John F. Kennedy High School ...	41
Walt Whitman High School .....	47
Westbury High School .....	54



COLD SPRING HARBOR  
HIGH SCHOOL  
**RACHEL BARONOFF**  
*Hokusai's Scrapbook*  
Watercolor Paper on  
Canvas  
15.5" x 11.5"

NFS

**ARTIST STATEMENT:** My piece is inspired by *The Great Wave off Kanagawa* by Hokusai, but instead of recreating it with paint, I constructed it using cut-up pieces of watercolor paper. I was drawn to this image because of its powerful movement and emotional intensity. The wave feels both beautiful and threatening at the same time, and I wanted to explore that contrast through texture and layering.

By cutting and rearranging watercolor paper, I focused on building dimension and depth rather than relying on brushstrokes. The torn and layered edges mimic the natural chaos of water, while the transparency and blending of watercolor reflect the fluidity of the ocean. Each individual piece of paper becomes like a fragment of motion, coming together to create a unified force.

Through this process, I transformed a traditionally flat print into something more tactile and dimensional. My goal was to honor the original composition while reinterpreting it in a way that emphasizes texture, materiality, and the physical act of construction — almost like assembling a wave piece by piece.

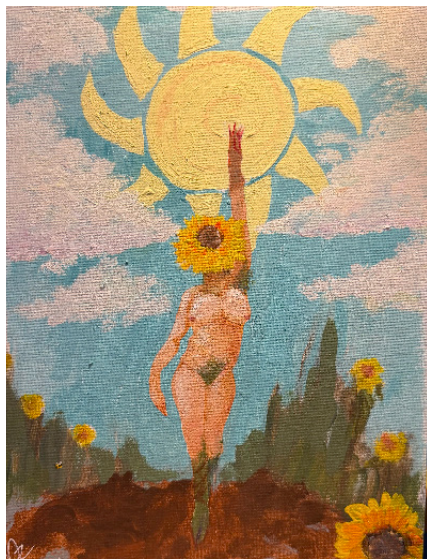


COLD SPRING HARBOR  
HIGH SCHOOL  
**ABBY EINHORN**  
*Midday Reflection*  
Digital Photography  
17.8" x 23"

NFS

**ARTIST STATEMENT:** My name is Abby Einhorn and I'm in 12th grade at Cold Spring Harbor Jr/Sr High School. I am in my second year of AP Art and working on my 3D Sculpture Portfolio. Some of my favorite hobbies include reading, spending time with my family, and of course horseback riding and photography. I'm currently planning to go to school for medicine, but I am excited to continue to pursue art throughout my entire life.

This photo was a part of my sustained investigation exploring how growing up around horses has impacted my life and values. I used vibrant colors -- or the lack of them -- to represent the mood of the piece. In this case, the muted tones of the indoor riding arena represent the worry that comes in times of uncertainty, and how a place that is so full of joy and laughter can also be so empty.



COLD SPRING HARBOR  
HIGH SCHOOL

**OZZY HOUSTON**

*As She Follows the Sun*

Acrylic Paint

9" x 12"

NFS

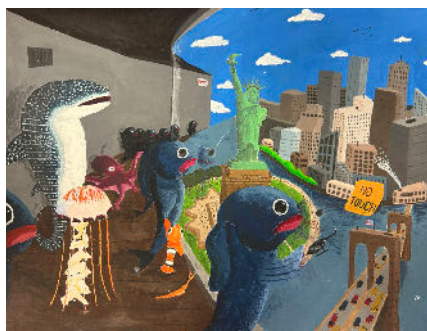
**ARTIST STATEMENT:** Within my art it shows true body of a woman without expectations of society, as shown as having a little bit of stomach and body hair, while adding nature into the mix, as she stands out in the field. Also chose a sunflower to the name of the piece because actual juvenile sunflowers track the sun.



COLD SPRING HARBOR  
HIGH SCHOOL  
**OLIVIA KETTERER**  
*Once the Ash Settles*  
Photography  
33" x 16"

\$75

**ARTIST STATEMENT:** *Once the Ash Settles* captures what Los Angeles and Malibu, as well as California as a whole has had to endure due to the wildfires. What was once a usable car on a beautiful street lined with homes filled with love, is now no more. With my piece I hope to not only evoke a sense of reflection and urgency regarding the protection of the environment, but also reveal the tragic and irreversible impacts environmental consequences can have on the lives of thousands. My piece captures the ordinary of today for the Los Angeles area, but also the hope of a better tomorrow.



COLD SPRING HARBOR  
HIGH SCHOOL

**OWEN NERI**

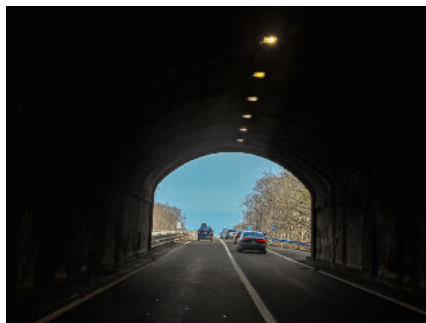
*The Tank*

Gouache

9" x 12"

NFS

**ARTIST STATEMENT:** The Tank is a gouache painting that reverses the traditional roles between humans and animals. Instead of fish within an aquarium, humans occupy the tank, leaving the fish looking inward. The scene shows New York City, including the Statue of Liberty, a symbol associated with freedom and opportunity. By placing this landmark inside of the tank, we are left to question who truly possesses freedom and who is confined. In addition, gouache allows for flat areas of color and strong contrast, emphasizing the separation between the two worlds. The Tank exposes the brutality of confinement and forces humans to reconsider their relationship with animals.



COLD SPRING HARBOR  
HIGH SCHOOL

**BRODY REIM**

*Where Asphalt Meets  
The Sky*

Digital Photography,  
Adobe Lightroom &  
Adobe Photoshop

12" x 18"

NFS

**ARTIST STATEMENT:** *Where Asphalt Meets the Sky*, this work explores the gradual transition from nature and natural spaces to a more urbanized environment. The tunnel, with its strong vertical lines in the lights and street markings, frames the viewer's movement forward and emphasizes the feeling of passing through a space. The added graffiti inside the tunnel introduces a distinctly human mark to the scene, symbolizing the way urban presence layers itself onto and throughout natural surroundings and transforms the environment into something shaped by culture and expression.

I chose digital photography as my medium because it allows me to most accurately capture the delicate interaction between nature and urbanization. Editing in Lightroom allowed me to emphasize specific elements, including the hollow atmosphere of the tunnel, once again, reinforcing the feeling of movement between natural and urban spaces.



COLD SPRING HARBOR  
HIGH SCHOOL  
GRAYDON  
VITAGLIANO  
*Clickbait*  
Color Pencil  
12" x 11"

NFS

**ARTIST STATEMENT:** The theme of my artwork is to show how words can be portrayed into different meanings and words can be confused to two different things. I chose colored pencils because it allowed me to show depth and texture within my artwork. I was inspired by light, as light can be dark or bright. Everything has a meaning and not all are on the surface.



COMMACK HIGH  
SCHOOL

**BRIANNA MURPHY**

*One*

Mixed Media

24" x 18"

NFS

**ARTIST STATEMENT:** To me, my piece really represents part of me, the parts I'm really willing to share with others. I love music, and I'm a musician myself, which is why I drew my flute and my headphones, and the K-pop CD, displaying my love for playing and listening to music. The stickers on my headphones are from two K-pop groups, and one of them is a sticker of a videogame logo I love. Just having the stickers on an item I wear almost everyday displays how I'm okay with being different, and that I'm open to showing my likes and hobbies, not scared that someone's going to judge. I love to read (manga and novels), which is why I drew one of my favorite mangas, Uzumaki. The author, Junji Ito has also been a big inspiration to my art. Then I have my perfume, really just representing how conscious I am of my appearance. I think that's a big part of myself. Lastly, I have two of my most favorite jewelry pieces I wear each day; my Claddagh ring and my necklace. The ring represents my heritage, and the necklace for my sense of style. This whole piece is really just who I am on a page.



COMMACK HIGH  
SCHOOL  
**ISABELLA WILMER**  
*The Kids*  
Crayon  
24" x 36"

NFS

**ARTIST STATEMENT:** My work portrays our nature as humans to cherish those important to us through crayon. Crayon embodies who my younger siblings are. It also holds meaning as it is what my siblings and I used to create as children. I wanted to highlight their playfulness and youth in other ways, but I wasn't exactly sure how. When I discovered *Untitled, Bronx Multi-colored Storefronts* by Emilio Sanchez, I pieced it together. Two elements that stood out were its vibrant colors and perspective. I chose to incorporate warm, bold colors for the foreground to portray each of their bright, loving personalities and a cool blue for the background to contrast the reds, oranges, and yellows. In Sanchez's piece, each building has its own distinct color and personality, until you move back and they come together. I worked to capture this unity, with each of my siblings having their own spirit combined with a vibrant color palette. Perspective in my work provides depth and some distortion, conveying their silliness and lively energy. The perspective in Sanchez's piece carves a city street and brings life to the buildings. Through color and perspective, I sought to capture not just my siblings' looks, but the feeling of happiness and laughter they bring me.



HARBORFIELDS HIGH  
SCHOOL

**JEAN (YANNA)**

**CONSTANTATOS**

*Fruit Still Life*

Prismacolor Pencil

11" x 14"

\$120

**ARTIST STATEMENT:** This Artwork is to show the beauty in life that is often overlooked.



HARBORFIELDS HIGH  
SCHOOL

**BRYNN GERDE**

*Life of a Bee*

Acrylic on Paper

14" x 17"

\$225

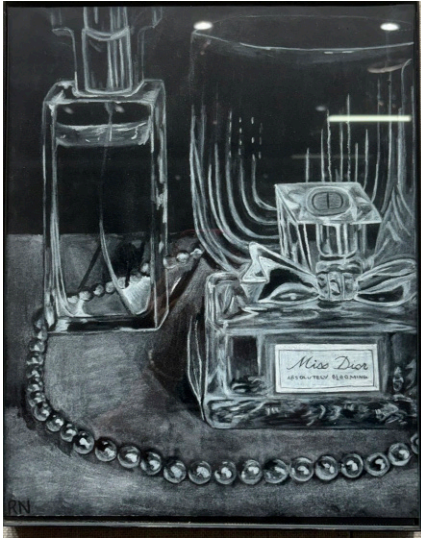
**ARTIST STATEMENT:** My work is inspired by how the world would look through a smaller perspective: that of a bee. Peeling back a patch of colorful flowers, we can see the busy bees are hard at work, collecting pollen and producing honey in return. Just as we follow our own routines, bees have a collective rhythm that allows them to achieve a common good. Watching them closely, we can see how although their environment may be at a much smaller scale their working dynamic is not so different from our own societies. Yet, unlike many of us, they collect just as much joy from the process as they do the result. I wanted to channel these perceptions in my painting, so we as people can think about what it might be like to live in such collaborative yet joyous world.



HARBORFIELDS HIGH  
SCHOOL  
CHLOE GOETTINGER  
*Koi Pond*  
Ceramic  
7.5" x 8"

\$250

**ARTIST STATEMENT:** This piece named "Koi Pond" is loosely inspired by the pond across my house. It reminds me of my childhood and gives off a sense of nostalgia. Recently, I've been studying up on east Asian culture because of my interest in my own lineage as an Asian American. In my piece, I incorporated koi fish and lily pads in an asymmetrical composition. I used vibrant colors with the background being cool toned and the koi fish being warm toned.



HARBORFIELDS HIGH  
SCHOOL

REESE NITEKMAN

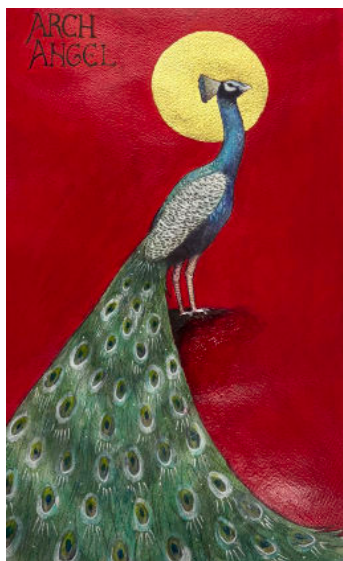
*Elegance*

Chalk Pastel

11" x 14"

NFS

**ARTIST STATEMENT:** Elegance represents beauty through simplicity and refinement. Using charcoal pastel, I focused on perfume bottles and pearls to symbolize timeless sophistication, reflection, the soft highlights and strong contrast emphasize delicate details, showing that elegance is quiet, balance, and enduring rather than bold or overwhelming.



HARBORFIELDS HIGH  
SCHOOL

CHLOE

PRANGENBERG

*Arch Angel*

Watercolor, Acrylic paint,

Gold leaf, Colored Pencil

12" x 18"

NFS

**ARTIST STATEMENT:** My piece is centered on narcissism, highlighting superiority and delusion so I decided to make my bird a peacock because they symbolize rebirth, royalty and pride. My bird being alone with nothing else around it shows the pain of that kind of existence and its eye catching feathers symbolize illusion and deception. I referenced Eastern Christian icon paintings in naming my piece "Archangel" and the use of gold leaf for the peacocks halo.



HARBORFIELDS HIGH  
SCHOOL

**JULIAN TCHINNIS**

*Self Portrait*

Chalk Pastel

11" x 14"

NFS

**ARTIST STATEMENT:** My main idea behind this piece was to portray myself as a "true artist". I wanted to encapsulate the intensity and creativity that one can often find in an artist's face and general demeanor. While my style and look here are definitely atypical for me, I chose to portray myself in this way in order to highlight my features and expression, as well as suggest a more old fashioned kind of creative person. I featured paintbrushes in order to help frame my face and emphasize the artistic quality as well.



HARBORFIELDS HIGH  
SCHOOL

**LORNA SKIBINS**

*Self Portrait*

Chalk Pastel

11" x 14"

NFS

**ARTIST STATEMENT:** To put it simply, this work represents me. While other artists may use self portraits to express their style or emotions, this one represents myself and nothing else. It stands for the things that make me, well, me. It stands for my hopes and dreams, my struggles, and my successes. It stands for my love, my hate, my hurting, and my healing. It stands for my past, my present, and my future; while some might argue that these are hidden meanings, I fully disagree. All these things are integral to my being; they are what make me who I am.



HUNTINGTON HIGH  
SCHOOL  
**ANYA GOLESKI**  
*Chosen Family*  
Pen and Ink with Collage  
on Canvas  
18" x 16"

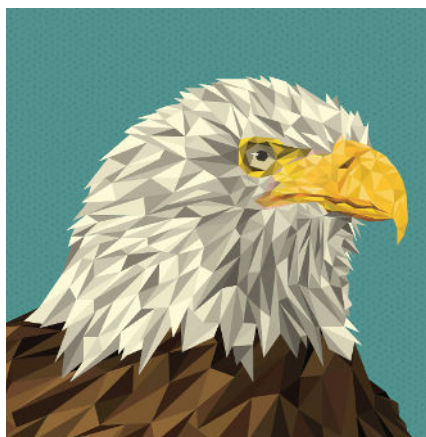
NFS

**ARTIST STATEMENT:** My artwork is about my chosen family, my friends, and the experiences we have shared while growing up together. Unlike traditional family, chosen family is made up of the people you meet along the way who choose to support, understand, and care for you. This piece is a collection of memories.

The collage is created from small objects, scraps, and keepsakes I have collected over the years. Each item comes from an adventure, a place, or a shared moment, such as ticket stubs, wrappers, notes, and drawings. These objects may seem ordinary, but together they tell the story of our friendship and memories. I like the idea that something so small can hold so much meaning.

The drawn portraits represent growth and change. They reflect how my friends and I have evolved over time while still remaining connected. By layering materials, textures, and colors, I wanted to show how memories overlap and the past continues to shape who we are today.

This artwork shows the difference between family you are born into and family you choose. My friends have supported me through challenges, celebrated my successes, and helped me become who I am.



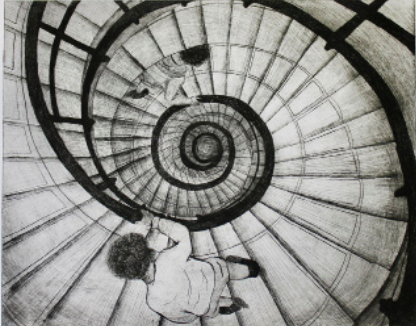
HUNTINGTON HIGH  
SCHOOL  
**VICTORIA HART**  
*Low-Poly Sovereign*  
Vector Illustration  
16" x 16"

\$100

**ARTIST STATEMENT:** This piece explores the idea of strength and identity through fragmentation. The eagle—associated with freedom, vigilance, and power—is rendered here not as a smooth, natural form, but as sharp geometric facets. This intentional fragmentation reflects how ideals like freedom and resilience are not simple; they are built from many experiences. By breaking the image into angular planes, the work suggests that symbols we view as timeless are constructed, and shaped by structure as much as instinct.

The muse for this piece was the balance between nature and modern design. The eagle's steady gaze conveys authority and calm, while the polygonal style introduces a contemporary, architectural feel. They create a dialogue between organic and engineered—instinct versus intention.

Adobe Illustrator was chosen because of its precision and flexibility with vector shapes. The program allows for geometry and color control, which are essential to the aesthetic. Illustrator's tools make it possible to reduce a complex subject into fundamental shapes without losing its emotional presence, reinforcing the concept that clarity and meaning can emerge from simplification.



HUNTINGTON HIGH  
SCHOOL  
**JAMYN HUSSELBECK**  
*Ascend*  
Drypoint Print  
8" x 10"

NFS

**ARTIST STATEMENT:** Titled *Ascend*, my drypoint print explores the underlying theme of growth shaped by nostalgia. The piece views life through an architectural lens, using a spiral staircase to symbolize how we move upward while remaining connected to where we began. As figures climb, they instinctively look down at the steps below, reflecting how progress is intertwined with memory. By choosing drypoint I was able to portray rich lines and soft burr, ultimately creating depth and shadow. Reinforcing the physical yet emotional weight of each step. In *Ascend*, the act of rising becomes more than movement; it becomes a meditation on how the past supports our climb forward.



HUNTINGTON HIGH  
SCHOOL  
**AMAYA JOLY**  
*Renata (Reborn)*  
Ribbon and Feather  
62" x 16"

NFS

**ARTIST STATEMENT:** Everyone knows the weight of low self-esteem or feeling unheard. Renata (reborn) was created from the ashes of my own journey a beacon of light born from 11 surgeries at the start of 8 years old, I am now a senior in Huntington high school, this forced me to find a new, unbreakable confidence. I believe we can all find the beauty within, no matter how heavy our burdens, and I am cultivating a space where you can reclaim your light. My mission is to encourage you to take that inner radiance, bury it deep within your soul, and let it fuel your confidence to soar. Renata isn't just a name; it's a journey of profound self-discovery that found me, and now, it's here for you, Embrace the rebirth. When the world gets loud, turn inward to the quiet strength that has guided you through your darkest chapters that is where your true power resides.



HUNTINGTON HIGH  
SCHOOL

**SHANNON KOEPELE**

*The Last Applause*

Digital Photography

16" x 20"

\$50, Frame Not Included

**ARTIST STATEMENT:** Shannon Koepele's photography explores the quiet, often overlooked presence of loneliness that can exist beneath surfaces that appear beautiful, calm, or carefully composed. Her work focuses on the contrast between what is seen and what is felt, showing how an image can be visually appealing while holding a deeper emotional weight. Through the use of light, setting, and aesthetic elegance, she questions how isolation can be hidden, polished, or even socially acceptable.

In this image, a ballerina sits alone in the snow, holding dried, lifeless flowers. The soft light and graceful pose suggest delicacy and beauty. The snow creates a sense of stillness and silence, while the dead flowers act as a metaphor for emotional exhaustion, loss, or something that once thrived but no longer does. The dancer — a symbol often associated with discipline, grace, and poise — appears composed on the surface, but her placement within the vast, cold landscape emphasizes emotional distance and solitude. By pairing aesthetic appeal with restrained emotional cues, her work invites viewers to consider how often loneliness exists in plain sight — not dramatic or obvious, but quiet, controlled, and hidden beneath something that looks perfectly fine.<sup>24</sup>



HUNTINGTON HIGH  
SCHOOL

OLIVIA  
MCGREEVY

*Mirrored Memories*

Ceramic Mixed Media

17" x 18"

NFS

**ARTIST STATEMENT:** My piece, "Mirrored Memories" is inspired by designs I saw around my home growing up. "Mirrored Memories" is a combination of traditional designs mixed with my own personal memories of childhood, creating a sense of familiarity and nostalgia. Growing up, I was fascinated by the designs of the artwork I would see in my home. In *Mirrored Memories*, you find interesting shapes and the negative space created as you continue to look at the piece. My piece is meant to show how we will always be drawn to younger experiences and memories, without even realizing it. The added mirror represents memories which will always be reflected back to us and shape our identities.

I chose ceramic tile influenced by the Cuerda Seca technique because it displayed a clean mirrored pattern that was pleasing to the eye. This media reflects back on the nostalgic feeling I got while I was recreating it.



HUNTINGTON HIGH  
SCHOOL

**SOFIGIA VIAS**

*Fading Summers*

Digital Photography

16" x 20"

\$50, Frame Not Included

**ARTIST STATEMENT:** Sofia Vias is a student photographer at Huntington High School whose work centers on friendship, memory, and emotional connection. Drawn to narrative imagery, Sofia uses her camera as a way to explore how relationships shape identity and how shared experiences define the feeling of growing up. Sofias photography explores the quiet nostalgia that exists within shared experiences, preserving moments that may seem ordinary at the time but later become deeply meaningful memories. The image presented here, a group of girls hold hands as they jump into a lake together, suspended in a split second between safety and freedom, childhood and independence. Their linked hands symbolize trust, support, and the courage that friendship provides, while the water below suggests change and the inevitability of growing up. Her work invites viewers to reconnect with their own memories of connection, youth, and the people who made those moments unforgettable.



KINGS PARK HIGH  
SCHOOL  
**BIANCA LYNCH**  
*Shattered Memory*  
Acrylic Paint on Canvas  
10" x 10"

NFS

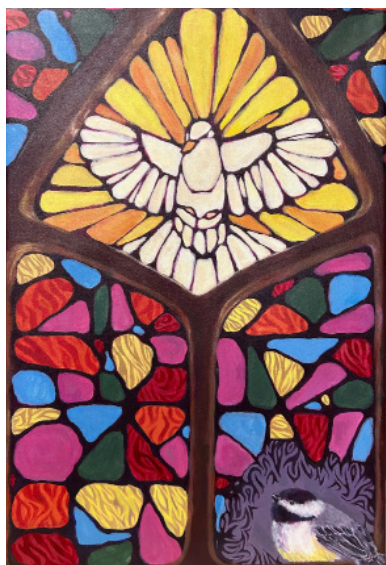
**ARTIST STATEMENT:** Discs, whether it be a CD storing music or a DVD storing video, store some kind of memory. In my piece, the CD is supposed to represent memory and how fragile it can be. The disc itself is shattered and scratched, rendering the actual disk unplayable and therefore the memory is lost. While making the piece, I initially started with three larger pieces, which eventually became further broken down creating many small pieces from the shattering representing a gradual deterioration. I linked this disc to a relationship- romantic or platonic- and how good memories of the relationship can quickly deteriorate and be lost in the face of conflict. Additionally, the red string of fate, an East Asian theory that soulmates are predestined to find each other and connected by a red string no matter where they are, runs through the middle of the shattered disc. This is meant to be ironic, as the toxicity of a relationship was the very reason these good memories were lost, rendering the red string as a sweet, but ultimately useless sentiment.



KINGS PARK HIGH  
SCHOOL  
**OLIVER**  
**MIKOLAJUK**  
*Evolution*  
Wire  
16" x 20" x 10"

NFS

**ARTIST STATEMENT:** The underlying theme behind my work is about improvement over time. This is depicted by the tall stature and high ranking position of Charzard while being made of only humble wire shows how big things can come of something originally small.



KINGS PARK HIGH  
SCHOOL  
EVALYNNE PALLADINO  
*Winged Idolization*  
Acrylic Paint  
24" x 16"

NFS

**ARTIST STATEMENT:** I have always loved birds and admire how they look. My fascination has therefore lead me to begin my sustained investigation of how birds reveal human emotion, in which this piece is a part of. In my work I chose to show how a Chickadee feels admiration towards the dove; but just how it happens in real life, the one the bird idolizes is something that cannot be replicated as it is just panes of glass. I chose to use acrylic paint for my work as I am more familiar with it and I wanted the colors to come out bold rather than the blended look oil paint tends to give.



KINGS PARK HIGH  
SCHOOL

**LEAH SPATHIS**

*Mutualism*

Chalk Pastel

8.5" x 11"

NFS

**ARTIST STATEMENT:** Colombian culture is inseparable from the surrounding natural beauty, and this is prevalent in the lifestyle of its inhabitants. The country's rolling hills and lush green evoke a sense of freedom; to me, the soaring nature of Colombia's colorful birds is representative of what it feels to be surrounded by the beautiful land. This piece is meant to celebrate the beauty of Colombia and its diversity, and has an underlying message of allowing oneself to succumb to nature and feel free like birds, like the girl with metaphorical wings. She is laying on cloth to show how freedom can be reached while still at home, and her face is intentionally vague to allow anyone to project themselves onto her. I chose chalk pastels because I admire the way unblended strokes of color can create an image. The white application was chosen because it reminded me of clouds and the way light looks when passing through leaves of a looming tree. My piece is titled "mutualism" because both organisms benefit equally, and I relate this to birds and humans; Colombia's connection to the environment allows birds to thrive, and in return, they offer a sense of freedom and hope to the people by existing, like they understand the beauty they offer to the landscape.



KINGS PARK HIGH  
SCHOOL

**DANIEL WHITNEY**

*The Hollow Dragon*

Wire

12" x 16" x 8"

\$65

**ARTIST STATEMENT:** I made this sculpture to visualize strength vs fragility. The dragon symbolizes power, meanwhile it is designed and created from thin and bendable wire. This artwork encompasses life's struggles and fears are not as powerful as one may think. I have been inspired by my own fears of becoming an adult. Making this art was my way of processing these feelings. Everybody has fears they wish to overcome. In this moment of my life there is a period of change. Change at first glance seems scary, but when you look at it in the bigger picture, you see that it is not as scary as you paint it out to be.



KINGS PARK HIGH  
SCHOOL

**RACHEL ZHENG**

*Shallow Waters*

Charcoal

9" x 12"

\$100

**ARTIST STATEMENT:** My memory is horrible, I can only remember very little snippets of my childhood, but as a child my favorite place was the beach. When I was a little kid I would take a pair of goggles and go into the shallow end, then I would swim around the shallow parts around peoples' feet like I was a shark circling them. I never knew why I did this, but it was something I did so often it stuck with me for so long (I still do this sometimes). The water has always been my home, as a swimmer being in water has always just felt right. Even when I was little and not allowed in the deep end I always found a way to swim, as I grew older I swam as a sport. Nothing ever killed my love for the water, and the best faint memories of my childhood was swimming around on the beach, usually without sunscreen. The sea will never leave me, from the beginning of my life to the end the sea will always be around me.



NORTHPORT HIGH  
SCHOOL

**TALIA AGUIRRE**

*Picking Up The Pieces*

Mixed Media

10.75" x 9.5"

NFS

**ARTIST STATEMENT:** The plates used in "Picking Up The Pieces" belonged to my late grandmother who raised me in all the ways that matter. She was from a previous generation and was more traditional and rigid, but despite the generational gap that at times felt unbridgeable, I'm made up of the pieces she left and I'm overcome with new appreciation for her life, death, and picking up the pieces in her absence. Her death left me feeling so alone until I realized that I am made up of parts of her; she helped me understand who I am becoming. This piece is a physical manifestation of the wonder and gratitude I feel as I pick up the pieces she left behind and adopt them as part of my 17th year. The rigidity of the material symbolizes the box women of my grandmother's era were trapped in, and had to be shattered. Her prized china connects us through a shared love of art. I mimicked the Japanese art of Kintsugi because it represents the evolution I have made emotionally after her passing. Accepting that things are never the same and being able to appreciate the beauty that she left for me has helped me not only cope with her death, but incorporate her into my life. I used gold to fuse pieces to strength my love for her even though losing her shattered me.



NORTHPORT HIGH  
SCHOOL

**AVA BULANOWSKI**

*The Element of Being*

Acrylic

13" x 17"

NFS

**ARTIST STATEMENT:** This piece is centered around the aspect of anxiety where one may not feel entirely real. It focuses on the underlying features such as the exposed skull to exemplify the confusion of existing and how difficult it is to grasp the idea of being. I chose a photo of myself staring blankly into the camera, and I used the lighting and my facial structure to construct my skull and neck. This piece uses only black and white paint to symbolize a feeling of cloudiness or dullness within the complex human emotion of anxiety.



NORTHPORT HIGH  
SCHOOL

**FINNEUS BURNS**

*Crescendo*

Digital Illustration

13" x 19"

\$200

**ARTIST STATEMENT:** Im currently a senior in high school, currently on my 5th digital art class of my school career and I particularly enjoy created 2D illustrations of landscapes or other abstract ideas.



NORTHPORT HIGH  
SCHOOL  
**DANIELLE DE MASI**  
*Lavender Dream*  
3D Fashion Design  
65" x 16" x 4"

NFS

**ARTIST STATEMENT:** This piece was inspired by a visit from a former student of Northport High School who is now Head of Collaborations at LoveShackFancy. Hearing about her journey inspired me to create a design that reflects ambition and growth. Drawing from LoveShackFancy's signature romantic style, I incorporated a low V-neckline for our Spring fashion show and added embellished lavender hydrangeas at the waist to symbolize blooming potential and determination. Lavender, a color often associated with ambition and perseverance, represents both personal and creative growth. I sketched the original concept, drafted my own pattern, and constructed the dress from start to finish, making this piece a true reflection of my development as a designer.



NORTHPORT HIGH  
SCHOOL  
**CLOVER KONOP**  
*Dazed Memories*  
Color Pencil  
15" x 13"

NFS

**ARTIST STATEMENT:** A piece in honor of my grandmother, who passed away last September. She had dementia, losing her old memories of her life, and the one she gave me.



NORTHPORT HIGH  
SCHOOL

**McKENZIE LALL**

*Roots and Rythm*

Markers, Color Pencil, Ink

11" x 14"

NFS

**ARTIST STATEMENT:** I created this piece for my portfolio to express my identity and my growth into womanhood. My heritage includes Trinidadian roots with East Indian and Native Indian ancestry, along with Honduran, African American, and Native American backgrounds. I do not see myself as one part of this history. I see myself as the blend. This fusion shapes how I see the world and how I hope to contribute to it. Blue is the dominant color because it represents depth. It reflects the layers of culture, race, and history that live within me. Blue also connects to water, which carries movement and continuity. Like water, identity is not fixed. It flows and adapts while remaining powerful. The fish in the piece represents transition, transformation, and spirituality. It symbolizes growth and the movement from girlhood into womanhood. It also reflects migration and ancestry, honoring the journeys that made my life possible. The woman stands tall and confident. Her posture, clothing, and presence are intentional. I believe femininity is both powerful and soft. It does not shrink or change to fit expectations. It embraces strength while honoring grace. This piece is my way of celebrating culture, identity, and the beauty of becoming fully and unapologetically yourself.



NORTHPORT HIGH  
SCHOOL  
**TRIXIE MORAN**  
*Overwhelmed*  
Graphite  
19" x 15"

NFS

**ARTIST STATEMENT:** Overwhelmed is a graphite drawing that explores my fear of growing up and the pressure of adult responsibilities. As a senior in high school, I feel as if I am caught between childhood and adulthood. I represent this fear by placing my childhood stuffed animal in my own home environment, sitting in my dining room surrounded by bills and paperwork. I chose to work graphite for its soft values and muted tones to create a heavy, quiet mood. The crowded composition and piles of paper emphasize feelings of being unprepared and overwhelmed.



NORTHPORT HIGH  
SCHOOL  
**JAMES MURPHY**  
*City Lines*  
Digital Photography  
13" x 19"

\$200

**ARTIST STATEMENT:** My name is James Murphy and I am a junior at Northport High School. I enjoy photography and photographing architecture and nature. I hope to turn this passion into a career in the future. I plan on going to college and majoring in photography. "City Lines" is a photograph showing the busy urban lifestyle of New York City.



POB JOHN F. KENNEDY  
HIGH SCHOOL

**DIENETH CALDERON**

*Out of the Lines*

Procreate

17" x 13"

NFS

**ARTIST STATEMENT:** This piece is called Out of the Lines in order to symbolize a common phrase heard throughout childhood "color in the lines." For me coloring out of the lines symbolizes a more expressive and creative feeling of childhood. The repetition of blocks, balls, and miscellaneous toys also contribute to the idea of childhood. My goal for this piece was to create a surrealist moment demonstrating the love and attachment to art and creativity hence the girl hugging the crayon. I chose to use digital media to render my piece due to the wide variety of brushes and textures that can be created. By using various textures in my artwork I was able to create a fuzzy and dream-like effect in order to enhance the theme of childhood and playfulness. In addition I created my own procreate brushes with varied spacing to simulate the crayons texture and what it would look like digitally to draw with a crayon. This piece is from my AP work where I am investigating how childhood memories look and feel now as a young adult through a surreal lens.



POB JOHN F. KENNEDY  
HIGH SCHOOL  
**CLAIRE LIM**  
*Within Yourself*  
Kiln Fire Clay and Artificial  
Flowers  
10.5" x 10" x 14.5"

NFS

**ARTIST STATEMENT:** This piece represents how people often look for and try to build a shallow sense of physical beauty, while true beauty can actually be found within yourself. The thin layer of clay that is the skin that contains the flowers shows how fragile outer beauty is, just ready to break apart. Meanwhile, the blooming flowers on the inside of the sculpture represent one's inner beauty, which is full of life and ready to burst out once the shallow shell of outer beauty is broken. I chose the media of clay and artificial flowers because I thought the contrast between the hard and brittleness of the clay and the softness of the flowers would best represent the contrast between outer and inner beauty. The layer of clay is the vanity of outer beauty that hides away the flowers, one's true inner beauty.



POB JOHN F. KENNEDY  
HIGH SCHOOL

**ISABELLA**

**LITTMAN**

*Bloom, Fade, Rise*

Wire, Beadwork, Fabric

27.5" x 8.7" x 5"

NFS

**ARTIST STATEMENT:** Life, death, and rebirth are explored in Bloom, Fade, Rise, a wearable artwork inspired by the life cycle of a rose. The top features two roses representing life, with clear beads symbolizing water and dew that nourish growth. A body jewelry piece runs from neck, torso, and hips using intertwined gold and silver. Thorns on the silver side and red beaded buds on the gold, reflect the tension and connection between life and death. The skirt represents death with wilted petals, a side rose losing petals through silver wire that shows decay and the end of a life cycle. I used fabric, wire, and beads because fabric conveys softness and vulnerability, wire provides structure and strength. The beads represent water, life, and the seed that allows the rose to be reborn.



POB JOHN F. KENNEDY  
HIGH SCHOOL

**BINYOMIN SHAPIRO**

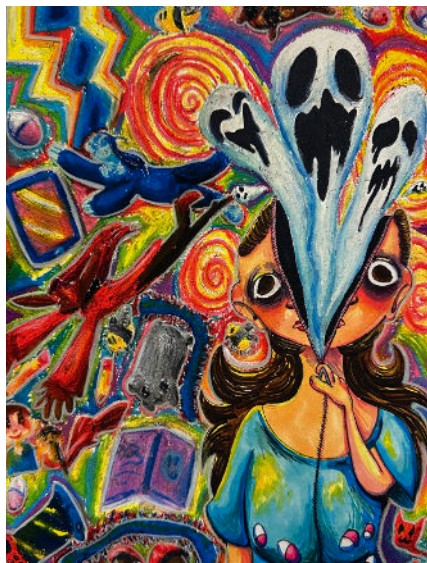
*Bridging Blue*

Cyanotype Photograph on  
Watercolor Paper

15" x 20"

\$100

**ARTIST STATEMENT:** Inspired by the patterns of polygonal structure, this image shows the beauty in an otherwise ignored structure. The reason I chose cyanotype for this print was to make seamless the inconsistencies in the structure and it ended up as a gorgeous parallel between the bridge and the water underneath it.



POB JOHN F. KENNEDY  
HIGH SCHOOL

**HANNAH  
SLOMOVICZ**

*Unzipped*

Alcohol Marker and Oil  
Pastels

19" x 13"

NFS

**ARTIST STATEMENT:** The message of my work was to represent how I would appear if I was removed from my physical form. I wanted to explore what parts of a person could exist without a body tying it down. I chose to render my imagery with alcohol markers and oil pastels because with both mediums I can depict bright colors and vary the textures of the two mediums to serve to contrast each other. I chose to use a bright color palette because I see myself as a bright and bold person. I think that even outside of my body I would still be colorful. I also enjoy the contrast between darker, more disturbing topics juxtaposed with fun, bright colors which has been something I have explored throughout many of the existential art pieces I have created this school year. This is a piece from my AP Sustained Investigation where I am investigating expressing thoughts about the inevitability of death, what pieces of your soul would exist without a body, and why you get to inhabit the specific vessel that you do in a visual format. I mostly use bright colors to contrast how life continues and has many happy moments despite this.



POB JOHN F. KENNEDY  
HIGH SCHOOL

**ELIZABETH WONG**

*Pumpkins*

Digital Painting with  
Wacom Tablet on Adobe  
Photoshop

13" x 19"

\$25

**ARTIST STATEMENT:** Pumpkins is a still life artwork of multiple pumpkins arranged in a sideways basket on a wooden crate. I digitally painted this work on Adobe Photoshop with the Wacom Tablet. I chose to digitally paint this piece because I could easily capture the realism of the pumpkins while still showing the brush strokes. I added more detail on the pumpkins in the foreground by using smaller strokes of color and blurred the pumpkins in the back to show the depth and perspective of the piece. Adding multiple elements to this piece gives it a variety of texture, color, shape and size which is shown with the different pumpkins, the crate, the basket and the background.



WALT WHITMAN HIGH  
SCHOOL  
EDIS AGUILAR  
GUARDADO  
*Still Life*  
Graphite  
18" x 24"

NFS

**ARTIST STATEMENT:** My artwork is inspired by Neoclassical sculptors. My still life uses plaster casts of Greek sculptures to connect to the same classical condition. I wanted my art to show a sense, calm and stillness, which is why I used pencil as my medium because it allows soft shading and smooth transition.



WALT WHITMAN HIGH  
SCHOOL

GIULIANA BAUSANO

*Eccedentesiast*

Digital Photography

18" x 24"

\$50

**ARTIST STATEMENT:** "Eccedentesiast" explores the quiet tension between outward persona and inner truth through the depiction of an artificial smile constructed from fragile strips of tape, adhered to bare skin. This expression mirrors the emotional endeavors of concealing sadness behind a façade of happiness, highlighting how forced positivity can feel restrictive, and almost unnatural in a sense. The contrast between vulnerable, human skin and foreign artificial material provides emphasis on the true discomfort of emotional suppression, whereas the imperfect, stiff "smile" reveals the hollowness of the mask itself, redirecting public attention from the subjects inner turmoil. Referencing the term "eccedentesiast", translating to one hiding pain behind a smile, the photograph serves as an acknowledgment to the unseen weight of private sorrow, inviting viewer reflection on whether such coping methods of concealment offer true protection, or deepens isolation.



WALT WHITMAN HIGH  
SCHOOL

LILAH BLACK

*Kettle in Bloom*

Oil on Canvas

16" x 18"

NFS

**ARTIST STATEMENT:** This was my third ever classically painted oil still life, done in about four months, with a three-hour session each week. The only requirement for this project was to paint a reflective surface, having already painted glass, ceramic, and other challenging materials. The skull and flowers are all objects I find myself fascinated by, and close to, which is why they are so central to the piece. I spent a long time within the reflections of the chrome kettle, identifying distortions of form and color. I enjoyed the fascinating shifts and reflections in the kettle, as well as arranging the still life and choosing the direction of the light.

The title reflects the flowers, arranged so that they would frame the setup nicely, as if the objects themselves were part of a bouquet. I allowed my brushwork to remain looser in the background and tighter within the objects. Despite how long it took, I enjoyed each stage, each object equally, and felt very proud and satisfied when it all came together.



WALT WHITMAN HIGH  
SCHOOL

**LIANA CHETTY**

*Self Portrait*

Color Pencil

14.5" x 18"

\$10 Billion

**ARTIST STATEMENT:** Individuality is a part of everyone's life. It's a part of humanity. Exploring my individuality and drawing out my unique features is a part of my continual discovery of things about myself.



WALT WHITMAN HIGH  
SCHOOL

**ERICA CHUNG**

*Portrait No. 1*

Acrylic Paint

20" x 14"

\$38.52 Trillion

**ARTIST STATEMENT:** Portrait No.1 was created as a form of self-study and self-reflection. The gesture and light source were chosen specifically to emphasize the face and hands. The pose was chosen in reference to angel statues, a decision made out of intrigue to mimic classical religious paintings and posture. Paint was chosen as a medium to study the techniques of classical paintings and to complement the gesture.



WALT WHITMAN HIGH  
SCHOOL

LILLIAN DWYER

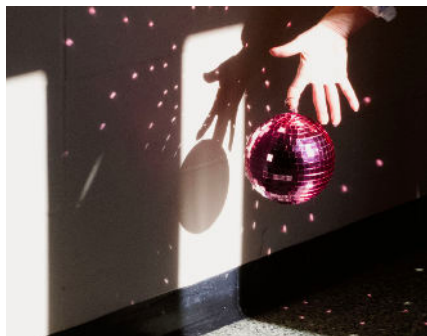
*Flashlight Portrait :)*

Color Pencil, Charcoal

18" x 11.6"

NFS

**ARTIST STATEMENT:** This piece was originally created as an assignment for my AP Art class but while creating this work I experienced the first time I made a self portrait that accurately looks like me. The requirements for this assignment called for a photo of yourself in the dark with a flash to reveal your face. After the completion of this project I felt a different meaning to it. In my life I do my best to make people smile. This piece relates to that because in a way it emphasises who I am. If someone is going through a hard time or "in the dark" I'll try my best to support them through that.



WALT WHITMAN HIGH  
SCHOOL

**BRANDON SALAZAR**

*The Everlasting Light*

Photography

18" x 24"

\$300

**ARTIST STATEMENT:** Hope provides the individual with a solution to life's hardships by providing the individual with trust and desire, eventually pausing the individual's never ending doubts. This piece represents the idea of hope continuously outshining no matter how hard life gets. This piece also depicts nature's beauty through the use of lights and shadows. In this piece the light hitting the disco ball represents the idea of hope, whereas the reflecting shards of light represent dissipating hope.



WESTBURY HIGH  
SCHOOL

**BLANCA FLORES**

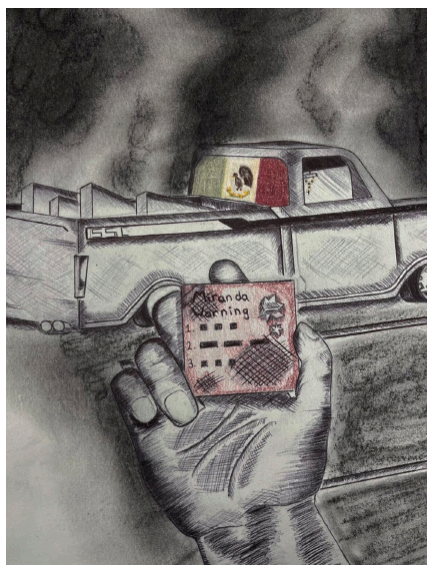
*Flor del Alma (Flower of  
the Soul)*

Clay, Ceramic

6.5" x 7" x 6"

NFS

**ARTIST STATEMENT:** This piece conveys the blossoming of the human spirit when individuals, once deemed lost, discover a path out of darkness. It illustrates the growth of those who choose to advance and flourish, irrespective of life's circumstances or destiny's consequences. This piece embodies self-love and affection. When creating it, I envisioned my small childhood village, where I also practiced ceramic art. Crafting this piece brought back cherished family memories, particularly the first time my mother taught me to work with clay. Therefore, this piece is titled "El florecer del alma," as your memories and spirit are intertwined with the most special moments shared with your family.

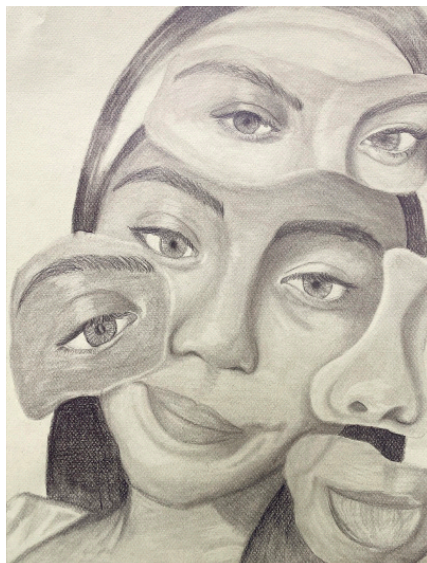


WESTBURY HIGH  
SCHOOL  
NICOLE  
ALVARENGA  
*Untitled*  
Mixed Media  
12" x 12"

NFS

**ARTIST STATEMENT:** My drawing reflects my experience growing up in an immigrant family and witnessing the tension between labor, identity, and authority. Inspired in part by Nineteen Eighty-Four by George Orwell, I explore themes of surveillance, power, and the distortion of freedom within government systems. Orwell's vision of a society shaped by fear and control shaped how I approached both the imagery and the atmosphere of my work.

The construction truck represents hard work and the essential contributions immigrants make to this country. The Mexican flag in the back glass symbolizes pride, heritage, and resilience. In the foreground, a hand holds a red Miranda card, referencing encounters with federal authority and the fragile boundary between rights and reality. I used charcoal and graphite with heavy smudging and textured hatching to create a dark, unstable surface that reflects a dystopian reality. These marks blur clarity, suggesting uncertainty and tension. By combining symbolism with expressive technique, I connect Orwell's warnings about unchecked power to my lived experience.



WESTBURY HIGH  
SCHOOL  
**NICOLE ISIDRO**  
*Self Portrait*  
Graphite  
12.5" x 15"

NFS

**ARTIST STATEMENT:** This artwork explores identity through a deconstructed self-portrait. Instead of presenting a single, unified image of myself, I combined several self-portraits into one composition. By fragmenting and rearranging my features, I challenge the idea that identity is fixed or easily defined. Each section represents a different perspective, emotion, or version of who I am, suggesting that the self is layered and constantly evolving.

I used a range of drawing pencils, from harder H grades to softer B grades, to achieve varied shading techniques and tonal depth. Careful blending creates smooth transitions in some areas, while sharper contrasts and visible marks emphasize separation and tension between fragments. The shifts in value help guide the viewer's eye across the composition and reinforce the idea of reconstruction. Through this process of breaking apart and rebuilding my image, I aimed to visually express the complexity, vulnerability, and multiplicity that shape personal identity.



WESTBURY HIGH  
SCHOOL  
MARIO  
SANTAMARIA GUEVARA  
*Still Life*  
Charcoal  
15.5" x 18"

NFS

**ARTIST STATEMENT:** This charcoal still life represents my teenage life through objects that reflect my identity, interests, and daily experiences. Instead of choosing traditional still life items, I arranged personal belongings: my backpack, sketchbook, ukulele, a stuffed animal, and a classroom skull. Each object symbolizes a different part of who I am. The backpack represents responsibility and routine, the sketchbook reflects creativity, the ukulele shows my connection to music, the stuffed animal holds onto childhood comfort, and the skull references learning and curiosity.

Using charcoal allowed me to create strong contrasts and dramatic shading, giving the composition depth and emotion. I focused on careful observation, texture, and value to make the objects feel real and grounded. The rich blacks and soft grays help unify the scene while also highlighting each item's importance. Through this still life, I wanted to show that everyday objects can tell a personal story about growing up, balancing interests, and discovering identity.



WESTBURY HIGH  
SCHOOL  
**DANNA SANCHEZ BORJA**  
*Diversidad*  
16" x 20"

NFS

**ARTIST STATEMENT:** My work, titled "A New Dawn / Un Nuevo Amanecer," is a visual exploration of hope and the freedom to venture into the unknown. I chose to combine acrylic paint with collage techniques to give relief and texture to key elements such as the tree and the boats, highlighting them against a dynamic background representing water and sky. The main message is the importance of moving forward, using vibrant colors like the yellow of the sun and the orange of the boats to convey positive energy in contrast to the serenity of the blue landscape. In creating it, I focused on ensuring that each form, from the flowers to the clouds, contributed a unique detail that invites the viewer to imagine their own journey toward the horizon, transforming a simple idea into a scene full of life and depth.



## Thank you Teachers!

We extend our heartfelt appreciation for your dedication and passion in nurturing creative minds through art education. Your commitment to fostering artistic expression and cultivating imagination is truly commendable.

Cold Spring Harbor High School

Christine Oswald

Commack High School

Marie Adamo

Harborfields High School

Alannah Belmonte  
Elizabeth DeVaney  
Eugenia Ritter

Huntington High School

Kasmira Mohanty  
Pamela Piffard-Williams  
Kristin Singer  
Kim Valerio

Kings Park High School

Darlene Blaurock  
Nicole Massaro

Northport High School

John J. DeRosa  
Christine Driscoll  
Anthony Klinger-Cooley  
Robin O'Neill-Gonzalez

Plainview-Old Bethpage High School

Jennifer Beinlich  
Linda Curran  
Rosemarie Elder  
Lynne Holland  
Jenna Silverstein

Walt Whitman High School

Jessica Flinn  
David Rickmers  
Erica Raji

Westbury High School

Natasha Korzeniewski  
Sarah Matthews  
Michelle Perez

THANK YOU TO OUR JUROR FOR THIS EXHIBITION

SYDELL GLASSER,  
ART TEACHER,  
FLORAL PARK MEMORIAL HIGH SCHOOL



HAC'S programs are made possible by the New York State Council on the Arts with the support of the Office of the Governor and the New York State Legislature.

With additional support from:

Eleanor Perlman, LCSW,  
Sustaining Benefactor Member

Bette & Paul Schneiderman,  
Main Street Benefactor Member



**HUNTINGTON ARTS COUNCIL**  
*Brighter lives through art.*

213 Main Street, Huntington, NY 11743  
631.271.8423  
info@huntingtonarts.org  
huntingtonarts.org