

## ART FROM SCRATCH

STUDENTS SHARE FAVORITE ART PROJECTS



**DYLAN THOMAS (8)**

"I liked the Christmas ornaments because it made me feel Christmas."



**ALAYLA DARDEN (8)**

"[My favorite art project has been] the plastic bottle boats because we got to construct and use different tools to make a boat."



**ANNA-KATE STACK (11)**

"My favorite art project this year was when we drew the orphans' portraits because I knew that those kids have probably never [had] their picture taken."

**PIN THE TAIL** // During second period art on Feb. 21, Mychael Fruits (9) builds a horse out of cardboard, toilet paper rolls, and black yarn. "The fuzzy yarn was my inspiration for making the horse," Fruits said. Fruits put the tail on her horse before adding different patterns to try and immitate work by the artist, Deborah Butterfield.



**ARTS AND CAPS** // While glueing on beads and bottle caps, Courtney Stewart (10) works on creating a horse on Feb. 23. "In art, we were making abstract horses with random objects," Stewart said. Stewart used pom-poms, yarn, glitter, and other objects to build a horse inspired by artist Deborah Butterfield.

**PULLING STRINGS** // For the second year in a row, Tori Harness (11) works on weaving for a class project. "I think that's really nice of [art teacher] Mrs. [Susan] Barfield [to make a quilt for the homeless]," Harness said. Students from different classes combined their squares they weaved to make one big quilt.



**WEAVE IT ALL TO ME** // On Feb. 23, Micah Jones (9) weaves a piece for his art project. "I was weaving a square that the teacher was going to use to make a quilt," Jones said. Once all of the pieces were woven together, art teacher Susan Barfield turned them into a quilt that was taken to the homeless shelter in Savannah.

**WE QUILT THIS CITY** // Adding finishing touches to her square for the quilt, Kate Tenneson (9) weaves pieces of yarn together for the homeless shelter downtown. "I think it is very nice of her [art teacher Susan Barfield] to donate a blanket to the homeless shelter because the people there can see that people care," Tenneson said. On Feb. 23, Tenneson finished the square that was started and worked on by classmates in other class periods.



"MY INTEREST THAT HAS GROWN MOST OVER THE YEARS IS MY LOVE FOR SPORTS." TYNLEY SMELTZER (9)

# DOING ART MR. ROBOTO

Design and All photos by Abby

ART TEACHER SUSAN BARFIELD INTRODUCES ART IN S.T.E.M.

Gears mixed with paint. Colored robotic bodies, covered with bits and pieces of art supplies, the students deemed perfect. An unlikely pair found a way together in art class, due to art teacher Susan Barfield's vision of combining two opposite fields to make one well-rounded curriculum.

Her plan was to help students realize they can combine art with more popular fields like science, technology, engineering, and math; which make up the S.T.E.M. program. Students at first may have felt uncertain towards the new class, but as weeks went by, the class started to form into its original intentions.

"The benefits of an art side to S.T.E.M. would be improved mental health, creative growth for students, and an increased amount of social interactions between students," Andrew McLeod (11) said. "I enjoy doing art because it is a stress reliever for me, and it also helps me express my emotions because I

believe art is a form of communication."

Her new curriculum gave her art classes the ability to experiment with art and engineering. They had the ability to see how art affects science and vice versa. As her middle school classes created robots, they got to design exteriors that had their own style to make each robot unique.

"My creation has a wooden nose, black hair, a yellow headband, yellow arms, and googly eyes," Arnez Thompson (7) said. "I love making and building things [like] creating robots. While doing it I get to see how my art is doing and how good I'm getting at it."

Students used art materials like pool noodles, markers, glitter, and, most importantly, a battery operated toothbrush. The bots used the vibrations from the toothbrush to move the markers attached to the artbot to create a piece of art.

By including her middle and high school classes,

Barfield encouraged students to take time on each piece so it would be credible to sell online to locals. She set up a google site that sold students' work through the school office.

"I was hoping students would be more aware of what it takes to produce quality art that will sell out in the real world and to see art as a way to make money while doing something that you love," Barfield said. "I also was hoping that they would see how art is involved in so many other aspects of education and learning and how art relates to science, technology, engineering and math." *Story by McKaela Kramer.*

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