

YOUNG TENNESSEE ARTISTS

**SELECTIONS FROM
ADVANCED STUDIO
ART PROGRAMS**

**Frist Art
Museum**

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The Frist Art Museum's ninth biennial *Young Tennessee Artists* exhibition showcases some of the finest two-dimensional artwork by high school students across the state. Students in Advanced Placement (AP) and International Baccalaureate (IB) studio art programs during the 2021–22 academic year were invited to submit their work to be considered for inclusion in the exhibition. After reviewing more than seven hundred entries from students in private and public schools, the jurors selected drawings, paintings, photographs, digital prints, and mixed-media works by thirty-six artists.

Upper-level studio art courses make it possible for highly motivated students to build and refine their portfolios through ongoing investigation, practice, and reflection. The dedicated teachers in AP and IB programs challenge their students' artistic perceptions and encourage them to develop aesthetic methods, both conceptually and in execution. At the end of the school year, each student's portfolio is reviewed by AP or IB examiners. Students may subsequently receive college course credit or other recognition of their accomplishments.

This exhibition illuminates their skillful synthesis of form, technique, and content. The array and quality of work demonstrate the growing sophistication and diversity of experiences within the AP and IB studio art programs across Tennessee.

We would like to acknowledge and thank the selection committee:

Katie Delmez, senior curator, Frist Art Museum

Lakesha Moore, gallery coordinator, Fisk University, Nashville

Althea Murphy-Price, professor of art, University of Tennessee, Knoxville

Jason Stout, professor of art, University of Tennessee, Martin

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Julia An

A Warm Welcome, 2021

Oil on panel

Lausanne Collegiate School, Memphis

Teacher: Kathryn Manzo

Artist's Statement

This painting was done using a limited primary color palette of cadmium red, ultramarine blue, and lemon yellow with titanium white. The drawing was also done using one-point perspective to scale, utilizing a grid method for the furniture within the café interior.



Trinity Anthony

Internal Transfixion, 2022

Acrylic and gesso on panel

Central High School, Knoxville

Teacher: Cheryl Burchett

Artist's Statement

This painting is inspired by the novella *The Metamorphosis* by Franz Kafka. I wanted to display someone going through an internal transformation physically—a transformation that's sudden, painful, and chaotic. The orange-yellow face contrasts with the blue-purple hands coming out of the subject's face, which represent an active metamorphosis within this subject.



Flor Antonio

Tears, 2022

Mixed media on paper

Morristown-Hamblen High School East,
Morristown

Teacher: Jennifer Stoneking-Stewart

Artist's Statement

My work shows the challenges faced by LGBTQ Latinos dealing with family and religious expectations.



Lily Barrie

Happy Birthday To Me, 2022

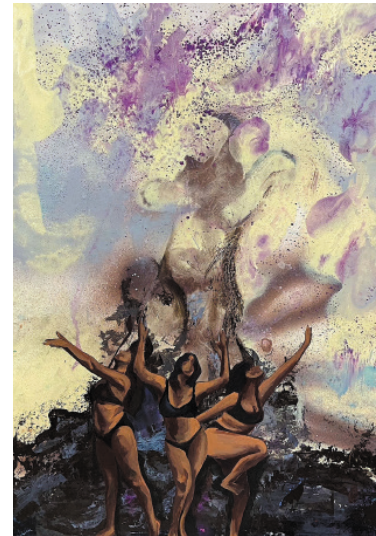
Gouache on paper

Martin Luther King Jr. Magnet High
School, Nashville

Teacher: Joseph Graham

Artist's Statement

I explored the idea of my relationship to age and memory through birthdays, as they are the primary marker of age and are sources of vivid memories. I combined elements from many of my birthday parties to create a visual representation of memory colliding with the aging process, juxtaposing many individual birthdays within the piece to do so. I also used vivid color to create a nostalgic tone within the piece.



Charlotte Berry

The Extension, 2022

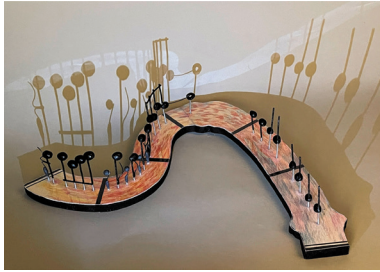
Acrylic, spray paint, and watercolor on
mat board

Briarcrest Christian School, Eads

Teacher: Sarah E. Clark

Artist's Statement

I wanted to depict my personal process of growth in this painting. The figures are seen extending from a dark ground into an abstracted tree form.



Wesley Carlton

Last Time Excerpt, 2022

Digital print

Montgomery Bell Academy, Nashville
Teacher: Kati Swieca-Brockman

Artist's Statement

I transcribed an excerpt from one of my favorite songs that has a deep emotional significance to me and tried to distill it into 3D forms. I created a system for accurately representing the pitch and rhythm and used colored pencils to reflect emotions through color and movement. This piece creates interesting shadows and can be read from left to right.



Cara Croom

Portrait of Salem Mitchell, 2022

Acrylic and graphite on paper

Nashville School of the Arts
Teacher: Marti Profitt-Streuli

Artist's Statement

This is a portrait of Black model Salem Mitchell. When I was creating it, I practiced contrast and realism to portray the model.



Olivia Cunningham

Fear of Judgement, 2022

Giclée print

Oak Ridge High School, Oak Ridge
Teacher: Joseph Moseley

Artist's Statement

The fear of being judged is represented here by a young girl wearing clown makeup, as clowns are seen as something to laugh at.



Hadley Deal

Silent Chaos, 2022

Graphite on paper

Rossvie High School, Clarksville
Teacher: Erin Wardell

Artist's Statement

This work is about how people often remain silent because of the fear of being ridiculed by others. In a harsh society, it is often easier to remain quiet than to express yourself. We often convince ourselves that others will not agree with us, causing us to feel alone.



Andrew Dovan

Conjunction, 2022

Ink on paper

Montgomery Bell Academy, Nashville
Teacher: Kati Swieca-Brockman

Artist's Statement

I made this piece because I wanted to create a reference in Photoshop. I took multiple photos of my classmate and combined them to create the final joint reference for this drawing.



Bert Echols

Power Play, 2021

Lithograph on paper

Montgomery Bell Academy, Nashville
Teacher: Kati Swieca-Brockman

Artist's Statement

This print was inspired by Japanese artworks, focusing on depth and movement.



Cyan Edwards

Art, 2022

Digital print

Morristown-Hamblen High School East,
Morristown

Teacher: Jennifer Stoneking-Stewart

Artist's Statement

This piece represents a freshman's feeling that, while things are bad in the current world, art can be used to draw awareness to current events and, through that, prevent further tragedies.



Polly Edwards

Fear of the Unknown, 2022

Digital print

Hume-Fogg Academic High School,
Nashville

Teacher: Shayna Snider

Artist's Statement

This is one of the final pieces in a series of works exploring the journey of learning to live with uncontrollable forces. After getting to a point where you are so overcome with anxiety, it begins to affect your daily life and inhibit you from participating in the joy it can offer. As it gets worse, it begs the question of why one would live at all if life would only continue to be muddled by so many uncertainties. Referencing personal journeys and revelations, tackling the question in a literal sense led to a turn in perspective due to the simplicity of the answer: people continue to live because the fear of the unknown creates an innate will to hope that tomorrow will be better. This piece represents the fear of the unknown that keeps us wanting to stay alive, and its simplicity combats the complexities of external anxieties in a way that oddly calms them, making them not matter as much.



Katie Hallmark

Sucked In, 2021

Watercolor and thread on paper
Rossview High School, Clarksville
Teacher: Erin Wardell

Artist's Statement

Everyone is sucked into their phone nowadays and pays no attention to anything else.



Zenab Hawasha

Bethany 2021

Graphite on paper
Central High School, Memphis
Teacher: James Dycus

Artist's Statement

For this drawing, I aimed to represent the identity of people through portraiture and to express uniqueness through art.



Jung Heo

The Past, 2021

Watercolor on paper

Rossvie High School, Clarksville

Teacher: Erin Wardell

Artist's Statement

The past is not easy to remember, but this special being can remain in memories. She still remembers her youth.



Caroline E. Johnson

Braided, 2022

Scratchboard

Harpeth Hall School, Nashville

Teacher: Susie Elder

Artist's Statement

In this work, focus and beauty are conveyed through the deliberate placement of the subject's fingers weaving through hair.



Emely Luciano

Caged in Stereotypes, 2022

Digital print

Morristown-Hamblen High School East,

Morristown

Teacher: Jennifer Stoneking-Stewart

Artist's Statement

This work expresses the frustration of being stereotyped as another race/ethnicity/nationality and/or of being confined to a single race, showing the disconnection.



Rose Majett

Careless Habits of Accuracy

(*Loot the Water*), 2022

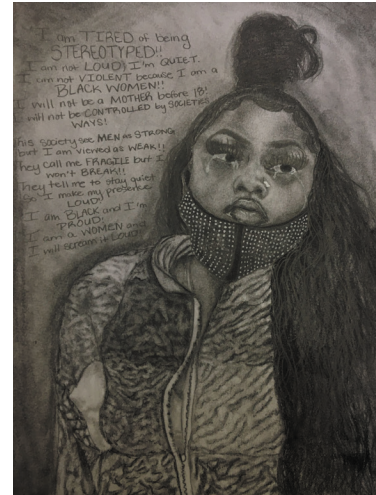
Digital print

Hillsboro High School, Nashville

Teacher: Sara Hyatt

Artist's Statement

This work draws from Oscar Wilde's essay "The Decay of Lying," often considered to be his most philosophical and no less provocative than any other piece of his work. Here, the connection between nature and emotional, human reactions depicted in art is represented by the reflections of trees and sunlight made by a puddle of recent rain.



Jakia Massey

Being A Black Woman, 2022

Graphite, charcoal, and ink on paper

Central High School, Memphis

Teacher: James Dycus

Artist's Statement

This picture was motivated by the fact that, as a child, adults tell you what you are going to grow up "to be." Many young women share the experience of an adult telling them how their life is going to be, but I want to use this drawing to show adults that their words hurt and show the way that young women feel toward this.



Elizabeth Master

Bouquet, 2022

Monoprint on paper
Harpeth Hall School, Nashville
Teacher: Susie Elder

Artist's Statement

This monoprint of a bouquet displays how nature makes its way inside during a relaxing moment in the day with breeze drifting into a family home.



Jayla Miller

Dreaming, 2021

Colored pencil on paper
Nashville School of the Arts
Teacher: Marti Profitt-Streuli

Artist's Statement

This drawing emphasizes how lost you can become in your own mind when you're daydreaming.



Mckinley Moody

Disgusted, 2022

Mixed media on paper
Briarcrest Christian School, Eads
Teacher: Sarah E. Clark

Artist's Statement

This piece shows the frustration of looking in the mirror at myself. Sometimes, I do not really know what I'm looking at. Reflection can be confusing and frustrating, and this piece was designed to convey that feeling.



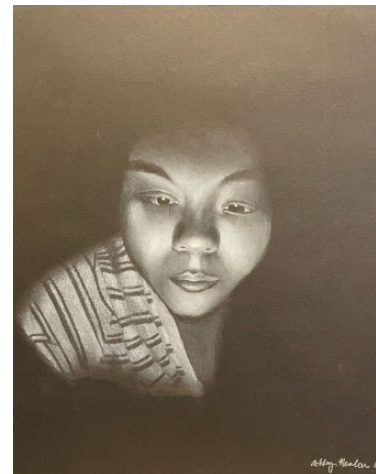
Fernanda Morelos-Gomez

Like Yesterday, 2022

Graphite, ink, and colored pencil on paper
Oakland High School, Murfreesboro
Teacher: Frank Baugh

Artist's Statement

With this piece, I wanted to bring attention to the mundane moments in life—specifically, "boring" activities viewed from a child's perspective. When we're younger, we tend to overlook beautiful/intricate everyday objects or themes, hence the bored looks on the children's faces. We also tend to be selective with what we find beautiful. That's why only the sky is colored in.



Ashley Nealon

Me and My Phone, 2021

Charcoal on paper
Father Ryan High School, Nashville
Teacher: John Durand

Artist's Statement

My drawing depicts someone on their phone late at night, the only source of light being the device's screen. It represents the growing obsession society has with phones and other technology.



Sam Nissen

Ceiling Arches, 2022

Linocut on paper

Montgomery Bell Academy, Nashville

Teacher: Kati Swieca-Brockman

Artist's Statement

For this print, I used repetition and balanced lights and shadows to highlight perspective and atmosphere.



Shania Pannell

The Underachiever, 2022

Acrylic on canvas

Nashville School of the Arts

Teacher: Marti Profitt-Streuli

Artist's Statement

This painting depicts underachieving—not looking at a goal but hoping my attempts make the mark.



Sophia Polyn

Family Table, 2022

Oil on canvas

Nashville School of the Arts

Teacher: Marti Profitt-Streuli

Artist's Statement

In this work, I demonstrate mundanity and domesticity using a candid reference.



Jackson Preisler

Webbed Structure, 2022

Linocut on paper

Montgomery Bell Academy, Nashville

Teacher: Kati Swieca-Brockman

Artist's Statement

For this print, I experimented with scale and texture using mark-making and highlights to show depth and detail.



Amelia Reddy

Changing Skies, 2022

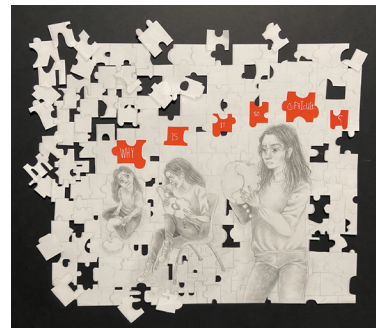
Mixed media on board

Harpeth Hall School, Nashville

Teacher: Susie Elder

Artist's Statement

This work represents the human ability to adapt and literally and metaphorically fly while in the confines of a life cycle.



Angelica Ruhbusch

Difficulty Putting Thoughts

Together, 2022

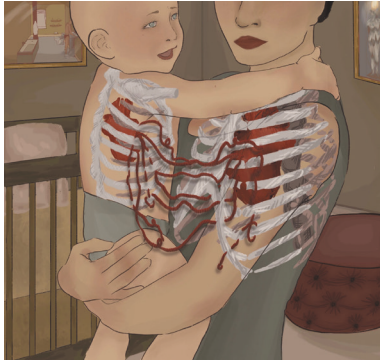
Mixed media on paper

Farragut High School, Knoxville

Teacher: Morgan McClanahan

Artist's Statement

This work represents a trait of dyslexia. The best way I could put it was using puzzle pieces because of their association with putting things together. Red stands for dyslexia awareness.



Avery Shippen

A Mother's Love, 2022
Hume-Fogg Academic High School,
Nashville
Teacher: Shayna Snider

Artist's Statement

I wanted to focus on the power of familial love and connection in this work, so I used the metaphor of strings to display how a mother will do anything for her child. The use of proportion and anatomy created emphasis and a figure/ground relationship. The strings show how we are intertwined from a very young age with the people we love.



Sheala Smartt

Animegao, 2022
Digital print
Nashville School of the Arts
Teacher: Marti Profitt-Streuli

Artist's Statement

When I was creating this work, I was thinking about unhealthy escapism and a loss of identity when it comes to escapism through roleplay.



Elle Vann-Buffington

Pleated Drawing #2, 2021
Ink and vegetable oil on newspaper
Signal Mountain Middle High School,
Signal Mountain
Teacher: Francene Sewell

Artist's Statement

The body of work titled *Pleated Drawings* originated as a material investigation. I began by experimenting with ink and vegetable oil to create unpredictable patterns of resist. After numerous attempts, it occurred to me to combine this technique with my interest in origami. In *Pleated Drawing #2*, I worked with newsprint because of its ability to register the irregularities of ink.



Nadia Vick

My YMCA Work Polo, 2021
Oil on canvas board
Harpeth Hall School, Nashville
Teacher: Susie Elder

Artist's Statement

I wanted to depict my work polo in a permanent way.



Lucy Zhou

Leigong and Dianmu, 2022
Ink on paper
Farragut High School, Knoxville
Teacher: Morgan McClanahan

Artist's Statement

I wanted to portray certain aspects of this legend in a more modernist manner. In the story, Leigong accidentally kills Dianmu. I wanted to portray the guilt that he most likely felt.

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September 2, 2022–February 12, 2023

Organized by the Frist Art Museum

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