

## **WELCOME TO**



## **2020 EXHIBIT!**

This year's focus for *The Studio Project* was film photography. This online exhibit demonstrates the dedication, artistic skill, and passion of *The Studio Project* 2020 participants as they explored the process and history of film photography. Due to COVID-19 restrictions and the temporary closure of both the Art Association and the National Museum of Wildlife Art, students were not able to complete *The Studio Project* 2020 session or to fully develop and print final photographic works. This exhibit offers a glimpse into the creative processes and works-in-progress of this year's students.

**GENEROUSLY SPONSORED BY THE SMART FAMILY FUND** 

### WHAT IS THE STUDIO PROJECT?

The Studio Project is an annual collaborative partnership between the Art Association of Jackson Hole and the National Museum of Wildlife Art in which local middle and high school students explore challenging artistic media not readily available in school art classes. During the school year, The Studio Project students meet regularly at the Art Association. They also visit the Museum to learn about and be inspired by artwork from the collection. Selection for this free art enrichment program is competitive, and the experience requires commitment: 10 weeks for high school students and 7 weeks for middle school students.

The goal of *The Studio Project* is for students to explore unique artistic processes, make personal connections to wildlife art, and to feel supported in their creative endeavors.

## **SNAPSNOTS: VISITING THE MUSEUM**



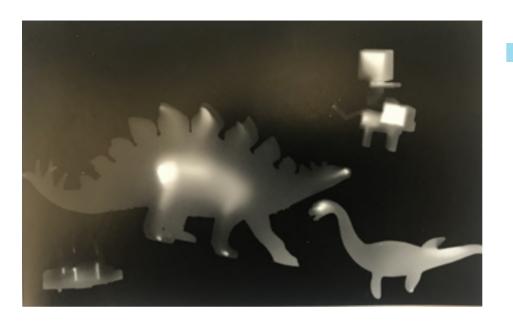




Students explored the Wild Wonders of China exhibition to study examples of fine art photography and gain inspiration for their own work.

## INTRO TO DARKROOM: PHOTOGRAMS

Students gained an introduction to the darkroom by creating photographic images made without a camera called *photograms*. The photogram process involves creating compositions of objects placed on light-sensitive photographic paper and then exposing the paper to light in a darkroom. The end result is a bright imprint of the objects' shapes on the paper's dark background.



**Elliot Thibeaux** | 7TH GRADE

JACKSON HOLE MIDDLE SCHOOL



**Sorayah Ziem** | 6TH GRADE TETON MOUNTAIN ACADEMY



**Vivian Madera** | 6TH GRADE

JACKSON HOLE MIDDLE SCHOOL



**Gus Ankeny** | 7TH GRADE

JACKSON HOLE MIDDLE SCHOOL



**Sophia Nielsen** | 8TH GRADE TETON MOUNTAIN ACADEMY



**Ella Weimar** 7TH GRADE JACKSON HOLE MIDDLE SCHOOL





**Skylar LaRosa** 11TH GRADE | JACKSON HOLE HIGH SCHOOL

I think one of the most interesting things I've learned is that photography is all about light and making pictures with light. The history of photography is super neat as well.





**Nick Spencer** | 12TH GRADE

JACKSON HOLE COMMUNITY SCHOOL











**Oliver Jost** 9TH GRADE TETON MOUNTAIN ACADEMY

**Corinne Attanasio** 10TH GRADE ENLIGHTIUM ACADEMY



**Skylar LaRosa** 111th GRADE

JACKSON HOLE HIGH SCHOOL

I wanted to do The Studio Project because I wanted to expand my artistic mediums and this was a great opportunity to do so.

## SNAPSNOT: VISITING THE MUSEUM



World wildlife photographer Chuck Schneebeck used a selection of his works to teach students about the elements of photography.

Mr. Schneebeck also engaged students with a demonstration, called the Tyndall Effect, that chemically scatters light waves to achieve the progression of sunset colors in a glass beaker. This demonstration was used to emphasize the importance of understanding the progression of light, through time, in a given location in order to capture quality wildlife or landscape images.

## STILL LIFE AND POLAROIDS

Students used the principles of design to create still life scenes using objects found in the Art Association's painting studio. Polaroid cameras were used to capture images of their arrangements. An overview of the evolution of photography as an artform was integrated into this session.



## Vivian Madera | 6TH GRADE JACKSON HOLE MIDDLE SCHOOL

I joined The Studio Project because I love taking photos.









**Ella Weimar** 7th GRADE | JACKSON HOLE MIDDLE SCHOOL

I joined The Studio Project because I love photography and want to learn more about it.





**Gus Ankeny** 7th Grade | Jackson Hole Middle School

I joined The Studio Project because I really like to take pictures in nature.



## **Landon Holmberg** | 7TH GRADE

JACKSON HOLE MIDDLE SCHOOL

I joined The Studio Project because I'm interested in photography and I was curious to learn how to develop film using the darkroom.





## **Sophia Nielsen** 8th grade | teton mountain academy

I wanted to join this class to further my knowledge on different art forms and to learn more about different cameras.

In this class I learned a lot, but what I found most interesting was how challenging this form of art can be.









Pearl Olson 6TH GRADE | JACKSON HOLE MIDDLE SCHOOL

I joined The Studio Project because I want to become a professional photographer.





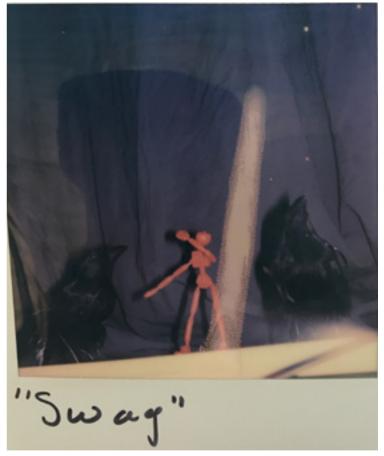
Phoebe Alva Rosa | 10TH GRADE

JACKSON HOLE HIGH SCHOOL

**Brady Hargis** | 10TH GRADE

JACKSON HOLE HIGH SCHOOL









**Brian Hurtado** 12TH GRADE | JACKSON HOLE HIGH SCHOOL

I enjoyed how you develop the photos. I have seen [that process] on shows but when I saw it in real life it was like magic shows - something appearing out of blank paper. I also liked the process from start to finish.



## **Oliver Jost** | 9TH GRADE TETON MOUNTAIN ACADEMY

I joined The Studio Project because I love photography and I wanted to learn more than what I already know. Also, learning about the history of photography enlightened my perspective.

# INTRO TO FILM PHOTOGRAPHY: LOADING FILM & INDEPENDENT SHOOTS

Students were provided with Holga cameras for the duration of the program. First, they mastered the process of loading film into into their cameras. They were then instructed to explore locations outside of the Art Association to find personally engaging objects and scenes to capture with their film camera



objects and scenes to capture with their film cameras. After shooting film independently, students returned the cameras to their Art Association instructors who unloaded and developed the film in preparation for creating contact sheets.

# CREATING CONTACT SHEETS AND IDENTIFYING BEST SHOTS

Students created a positive print of their small film negatives, called a contact sheet. The purpose of a contact sheet is to review and identify preferred images for correct exposure and enlargement printing.

## **SNAPSNOT: CREATING CONTACT SHEETS**



Students prepare contact sheets at the Art Association.



**Pearl Olson** | 6TH GRADE JACKSON HOLE MIDDLE SCHOOL

I chose to shoot and print
[the top left] photograph because
all the branches were cool.



**Gus Ankeny** 7TH GRADE

JACKSON HOLE MIDDLE SCHOOL

The most interesting part of darkroom photography was when we got to develop the film. I chose this picture because there is lots of variation.





**Elliot Thibeaux** | 7TH GRADE

JACKSON HOLE MIDDLE SCHOOL

I chose this shot because it showed an interesting point of view and good lines, patterns, and contrast. **Sophia Nielsen** | 8TH GRADE
TETON MOUNTAIN ACADEMY

I chose this shot to print because it is a double exposure and has contrast that I find intriguing.





**Sorayah Ziem** | 6TH GRADE
TETON MOUNTAIN ACADEMY

The most interesting part of The Studio Project is developing the film. I chose this photograph to develop because it was unique and clear.



**Tilli Rosetti** 11TH GRADE JACKSON HOLE HIGH SCHOOL



**Brady Hargis** | 10TH GRADE

JACKSON HOLE HIGH SCHOOL



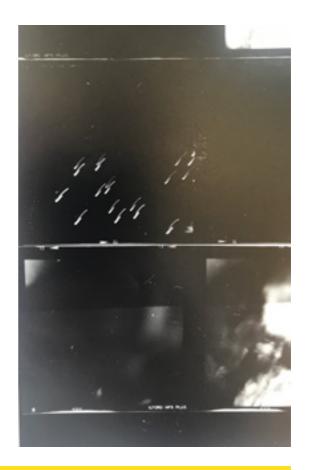


### Oliver Jost | 9TH GRADE

#### TETON MOUNTAIN ACADEMY

The most interesting thing I learned in the dark room was making contact sheets. I had to figure out the exact time for each photo under the enlargers. I chose to shoot and print his photograph because it shows the town of Jackson in an artistic way and how Jackson feels at night. This photo expresses Jackson in black and white.





### **Corinne Attanasio** | 10TH GRADE

### **ENLIGHTIUM ACADEMY**

I chose to shoot and print [the left] photograph because I loved the way it turned out.

This photo also has fond memories behind it. I remember getting asked so many questions about the huge camera around my neck. I also chose this photo because it represents my style of art. The most interesting thing to me were the chemicals in the darkroom.

Watching the photo develop, for me, was fascinating.





Phoebe Alva Rosa | 10TH GRADE

JACKSON HOLE HIGH SCHOOL



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I like photography. I enjoy the photos that capture emotions and make you feel that emotion. I joined [The Studio Project] so I can try and do that in my own way.

## MEET THIS YEAR'S INTRUCTORS!



### Bronwyn Minton - Executive Director, Art Association of Jackson Hole

Bronwyn Minton is a multi-disciplinary artist and independent curator. She holds a BFA from the Rhode Island School of Design and an MFA from the San Francisco Art Institute. She joined the Art Association after being at the National Museum of Wildlife Art for more than 13 years. Her artwork has been shown nationally and internationally, and is in public collections including the Wyoming State Museum and the Nicolaysen Art Museum, St. John's Hospital Foundation, and Teton Media Works, as well as private collections. Over the past fifteen years Minton has curated many art exhibits that brought together a wide range of the Jackson Hole community. She has been awarded two Wyoming Arts Council Visual Arts Fellowships, and the Cultural Council of Jackson Hole's Creative Pulse Award.



### Frances Ritchie - Youth Program Manager, Art Association of Jackson Hole

Frances grew up in Denver, Colorado where she spent her youth skiing tree lines with friends, hiking 14ers and exploring all types of food in the city. Her love of creating art grew over years of participating in after-school and summer camp programs— inspiring her to continue the study and practice of art in college. Frances received her Bachelor of Arts in Art Education from Colorado State University with a concentration in Printmaking and a focus in Gifted and Talented education. She went on to teach art in public elementary schools in the Denver Metro area for four years. In her years as a teacher, she specifically worked on developing curriculum for English Language Learners through art by inviting community members and other partners into the classroom. She believes art has the power to transcend all learning levels, content areas and elevate student's confidence, collaboration, flexibility, critical thinking and communication. After spending summers working as an educator at the Denver Art Museum, she came to Jackson Hole pursuing more opportunities for community-based education and has come to love the collaborative nature of nonprofits. In her time in Jackson Hole, she has worked at the National Museum of Wildlife Art, Jackson Hole Children's Museum, and Jackson Hole Historical Society and Museum. She is very excited to return to her roots of youth art education at the Art Association of Jackson Hole. Let's make ART!!

