Our mission
To provided tuition-free art education for children and youth, in partnership with professional artists, public libraries, schools, and community centers, in cities across the nation.

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A Message from ProjectArt’s NYC Director

Dear ProjectArt NYC Friends,

As a community of artists, our organization promotes arts education and its ability to foster creativity, critical thinking, collaboration, and intercultural dialogue.

In 2021-2022, ProjectArt taught and mentored 289 NYC students, ages 4-18. Talented local professional artists created and delivered learning experiences that engaged students in challenging projects, designed for their stage of development. This work broadened students’ perspectives, strengthened their peer-to-peer collaboration skills, fostered social-emotional growth, and encouraged varied problem-solving strategies. These lessons also emphasized healthy self-expression and offer students a space to be vulnerable and “make mistakes” without fear of judgment.

As one mother shared with us, “ProjectArt has been a lifeline for my daughter during the pandemic; she loves art and her teachers have given her so many new ideas and techniques to inspire her. It is so important for her mental health that she continues this as long as she can.”

These past two years, ProjectArt adapted its model of instruction to embrace new technologies. Through this process, we witnessed how the power of art continues to open doors and keeps us active and connected. We also saw that, even through difficult times, children and their families are eager to join us week after week for transformative moments of art-making. Together, despite the challenges of the pandemic, we have continued building spaces for creation, discovery, and community.

We concluded this year with 16 individual student showcases, where instructors and students reflected on their ProjectArt journey over the previous 30 weeks, and shared their artwork with considerable pride. We also hosted a virtual exhibition show, with incredibly thoughtful art projects developed by the teaching artists.

Thank you ProjectArt supporters, students, teaching artists, and families for your continued support of our mission.

Pedro Felipe Vintimilla
Head of National Programs
NYC Director
What ProjectArt students have to say...

“...thinking back to my personal Project Art experience, I want to thank you so much for providing opportunities to youth around the nation and really, providing an opportunity to me, to be creative. I will never forget how welcoming a little white room in the corner of the library would be to my third-grade self. It was already magical in essence, the rays of light that trickled past the foliage beyond the window, the smell of wet paint, and the bounty of art supplies! But the way that your staff cultivated a regular library storage room into a place where children could express themselves is what’s really inspiring. So inspiring that I’ve decided I want to start a non-profit of my own.”

Ameera Karim
“He loves Art, especially drawing, so this program is right up his alley. I thank all of you for bringing Art into the life of our little humans especially during these times.”

“What ProjectArt parents have to say...

“ProjectArt has been a lifeline for my daughter during the pandemic; she loves art and her teachers have given her so many new ideas and techniques to inspire her. It is so important for her mental health that she continues this as long as she can.”

“I am doubtful you remember me, but I was the very eager (and emotional) parent at the year end show of the Spring session with Mr. Chemin! My children (Blu & Sophia) adored him, and he was my Friday soothe! Hands down!! I thought I loved art, but this program has amplified how much I love to see children working on creative production.”
Student Artwork 4-7 yo

Calla, 6
Haochen, 6
Liam, 5
Vivian, 7
Student Artwork 8-12 yo

Carter, 11

Conan, 10

Ava, 11

Brigid, 8
Student Artwork 13-18 yo

Madeleine, 13

Analeigh, 12

Vi, 13

Emma, 14
P140K in Brooklyn is our first dedicated partnership with a Special Education institution. This year, we served 30 students, who log in virtually from their school, in four groups, with their teachers. Teachers from P140K have expressed that this is perfect for special education and visual learners and the activities online are very easy to follow using a large screen tv in the classroom to follow instructions step by step, and interact with the teaching artist.

**P140K Brooklyn Students Artwork**
Meet our Artist Educators

**Samhita Kamisetty**
Is a visual artist born in Portland, Oregon and raised in Bangalore, India. Her work explores ideas of intimacy, domesticity, memory and circularity within interior spaces through drawing, photo, digital media and bundle dyeing. Inspired by tradition, rituals and imagery from her upbringing in Bangalore, she focuses on how mundane domestic spaces and the objects within them can be emotionally transformative and carry spiritual and symbolic meaning. She believes in making things with intention, and encouraging less consumption and more participation. Samhita graduated from New York University with a BFA in Studio Art. She currently lives and works in Brooklyn, NY.

**Roy Secord**
Is a NYC-based fine artist, as well as a national, public artist. He primarily creates artwork (in large-scale formats of painting, sculpture, glass, mosaics, terrazzo, tile, photography, and graphic arts) for public art applications. He deems himself a “21st-Century Modernist” embracing both cutting-edge technology and traditional art mediums and techniques in his contemporary art practice. Studying painting and sculpture at the University of Texas, post-college he engaged in a 2-year, formal public arts apprenticeship in the U.S. and Mexico with prominent Mexican artist Mago Gandara Orona.
Richela Fabian Morgan

Is a mixed media artist of Filipino descent, teaching artist, and craft writer. Her published books include: TAPE IT AND MAKE IT (Barron’s Educational), DUCT TAPE BAGS (Clarkson Potter), and THE GREEN CRAFTER (Citadel). Richela has taught mixed media art programs since 2007, focusing on the use of everyday materials. Her lessons also mirror her own art practice of using these materials to express her personal narrative. As a child of immigrants, woman, mother, and citizen of the world, Richela is inspired to use visual art for building empathy, self-awareness, and self-confidence in communities she is fortunate to be a part of.

Aileen Bassis

Lives and works in New York City. She received a B.A. in Studio Art from Binghamton University and a M.A. in Creative Art from Hunter College. Her artist practice explores political and social issues through book arts, printmaking, collage and installation.
Carlos Torres Machado
Is a visual artist and a cultural leader from Latin America working and living in New York. He received his BA in Contemporary Arts and Communication, with minors in Photography and Psychology, from Universidad de las Artes in Buenos Aires, Argentina, and Universidad San Francisco in Quito, Ecuador.

Amir Hariri
Was born in Tehran, Iran, and immigrated to the United States to attend college in the early 1990s. After earning a Masters’ degree in engineering from Cornell University, he spent over a decade working on design projects from concert halls and museums to glass designs for Apple. Amir also spent 5 years studying painting and printmaking at the Art Students League, during which time he served as a teaching assistant and as a member of the board. His artwork incorporates his professional background in design and engineering, as well as studies in anatomy.
Kate Butler

Received her MFA in Fine Arts and MS in Art History from the Pratt Institute in 2019 and previously studied at the Marchutz School of Fine Arts in Aix-en-Provence, France. Attracted to the mediums of ceramics and drawing for their immediate, tactile qualities, she creates work born of a dialogue between her own internal rhythms and those she observes in nature. Much of her drawings and sculptures reference natural phenomena balanced in a state of flux.

Noah Benus

Is a New York City-based artist and educator interested in exploring activism through social, educational, and political works. As a disabled artist, he ventures to reveal often overlooked moments through modes of portraiture, photojournalism, and studio works. His photographic works use alternative processes, and analog and digital formats to educate and advocate for access. Through community based art projects Noah focuses on social-emotional learning with all students and encouraging creative expression as a means of liberation.
Residents’ Artwork

Relevance to Libraries
Paintings inspired by the remembered observations made during visits made to the Windsor Park branch of the NYPL in Queens, especially its relation to the surrounding neighborhood and the American Martyrs Roman Catholic Church.

Amir Hariri
*Near the Golden Dawn, 2022*
24 x 24 inch (h x w)
Acrylic and graphite on wood panel

Amir Hariri
*Near the Golden Dawn, 2022*
24 x 24 inch (h x w)
Acrylic and graphite on wood panel
Artist and Student Collaboration

A digital mural and poster of combined New York City and Los Angeles student work visualizing their four favorites, popular songs. A project led by artist Roy Secord with 40 students.

Roy Secord
My Kind of Music, 2022
70 x 70 inch (h x w)
Digital Print
Series of ten clay sculptures created after ProjectArt students’ self-portraits. The structure of alcoves includes three sculpted portraits based on three students: at top Alex, below Giselle and to the right Cyrus. Framing the busts in the alcoves are a nod the squares of Zoom through which the artist encountered her ProjectArt students every week. The patterns that surround them are inspired in part by the playfulness of the art activities engaged through out the year.

Kate Butler
Students’ Portrait Sculptures, 2022
Fired ceramic clay, white underglaze
NYC Residents’ Virtual Show
SUPPORTERS AND INVESTORS

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