



# RE MOUNTAIN IB VISUAL ARTS SHOW

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# STEPHANIE BAGRI



Throughout my time in IB Visual Arts, I developed various skills that I believe will help me in my future endeavours. I do not necessarily enjoy making art, but the nature of this course has helped me to develop perseverance. Being a reserved person, I have also been able to develop my skills of self expression through art forms. This course helped me in building confidence in myself as both an individual and an artist.

The ideas of growth and the overcoming of turmoil are central themes throughout my pieces. The self portrait triptych demonstrates much of my initial personal growth. Throughout *Self Portrait 1*, *Self Portrait 2*, and *Self Portrait 3*, the progression towards more vivid colours and looser brush work is indicative of how I was beginning to grow more confident in myself as an artist. This series helped me to cultivate a better understanding of myself as a person, and where I stood as an artist since the theme of the triptych revolved around my hope for growth and improvement. This series was significant to my journey through IB Visual Arts as it helped to guide me in pushing myself and developing my abilities. At this point, I had difficulty straying away from realism and experimenting with more abstract styles. Through my next work, *Marine Wasteland*, I worked out of my comfort zone by using colored pencils (an unfamiliar medium) and utilizing new techniques, like photo transferring. Through this piece I expressed my views on marine pollution and its detrimental effects on the environment. However, I still aimed to highlight the natural beauty present within marine wildlife, and how we can still take action to save it. My next piece, *Reconciliation*, was based on a novel from IB Literature. Through the use of symbolism and colours, I highlighted the novel's main themes of redemption and forgiveness. In my execution, I also hoped to convey the significance of the real world application of those themes and the positive impact that could have.

In my second year, I developed more confidence in my abilities; I was able to begin to experiment with more abstract styles that strayed further from realism. Growth in this sense was evident in *Mad*, where I worked with a pen using scribbles to create a portrait. Through this piece I hoped to connect with my audience in demonstrating the stress and anxiety that result from pressure from any source. In the execution of the portrait, I highlighted how it can be beneficial to express one's emotions when stressed and not suppress them. In my next project, *Working Women*, I experimented with the style of pop art to showcase the struggle women have endured to reach the point in society where they stand today. This piece highlights women's growth in rights and independence since WWII. My comparative study piece, *Moving Forward*, was meant to exhibit the negative implications of war, but also how we as a society can move forward and learn from past mistakes to create a better future. I tried to convey this theme through the use of colours and symbolism. Additionally, this piece marked how I was able to become more confident in expressing myself through my art; the piece was quite personal since it was based off of my grandmother's experiences. In my 3-D piece, *Twisted*, I addressed the negative effects of stigmas relating to mental health disorders. Similarly to *Marine Wasteland*, through this piece I voiced my opinion in identifying a prevalent social issue and urging the audience to take action.

Due to unprecedented circumstances, this year we were unable to host a real exhibition. However, I would have planned to put greater focus on the self portrait triptych in addition to *Marine Wasteland*, as they were central pieces with regards to my growth. I would also have suspended *Twisted* from the ceiling, as having it displayed like this would make the piece more dynamic.

Overall, throughout my two year journey, I have developed many fundamental skills both as an artist and as an individual. I hope to be able to further build on these skills in the future and continue to use art as a method of self expression.

# SELF-PORTRAIT 1

- The overall theme for this triptych was personal growth. In the first portrait, I wanted to express how I lacked confidence in addition to how I felt unable to push myself. I tried to convey this by painting myself with my hands over my face. I used a darker colour palette that consisted of navy blues and blacks. I also used ivy vines to symbolize the feeling of being trapped. For this piece, Rembrandt was my artist inspiration, as I used more constrained brushstrokes and darker colours.



## SELF PORTRAIT 2

- In the second portrait of this triptych, I wanted to show how I was beginning to move out of my comfort zone as well as gain more confidence. This was shown in the piece by taking one hand away from my face and displaying a lighter expression. I used brighter colours to emphasize that I was moving away from the feeling and mood in the previous portrait. I used Vincent van Gogh as my artist inspiration, as I tried to loosen my brushstrokes and adopt an impressionist style.



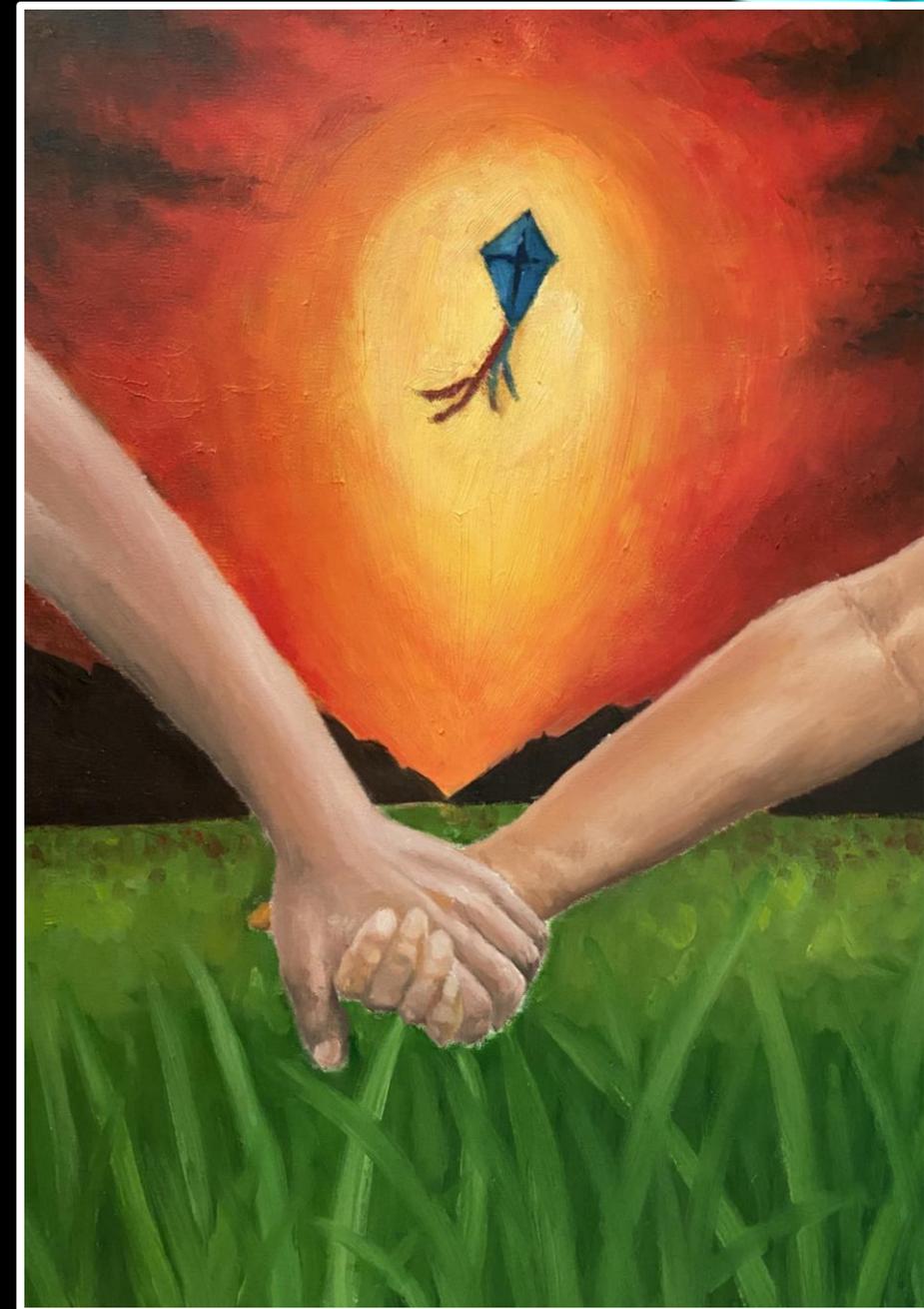
## SELF PORTRAIT 3



- In the last part of the triptych I wanted to emphasize gaining confidence in myself, as well as showing freedom from the conflict I conveyed in the first portrait. I took the hand away from my face and showed a happier expression. Bright tones of red and yellow were used to the left but progressed to tones of bright green to the right. This was to show how I hope for personal growth to continue. I used Monet as my artist inspiration here, as I tried to employ an impressionistic style.

# RECONCILIATION

- For my cross-curricular piece, I chose to create a piece connected to IB Literature. This painting was inspired by one of the novels we had covered; Khaled Hosseini's *The Kite Runner*. Within this piece I tried to portray the novel's main themes of redemption and forgiveness through the use of symbolism and inclusion of main motifs found throughout the novel.



# MARINE WASTELAND

- This piece was inspired by the effects of marine pollution on ocean wildlife. Through this piece I wanted to spread awareness of the effects of marine pollution and the severity of the situation. I chose to use bright colours to portray the wildlife as well as garbage to indicate how many of us/society may have become desensitized in a way, or have become so used to hearing about pollution and it's negative effects on the environments that they no longer actively care about the issue.



# TWISTED

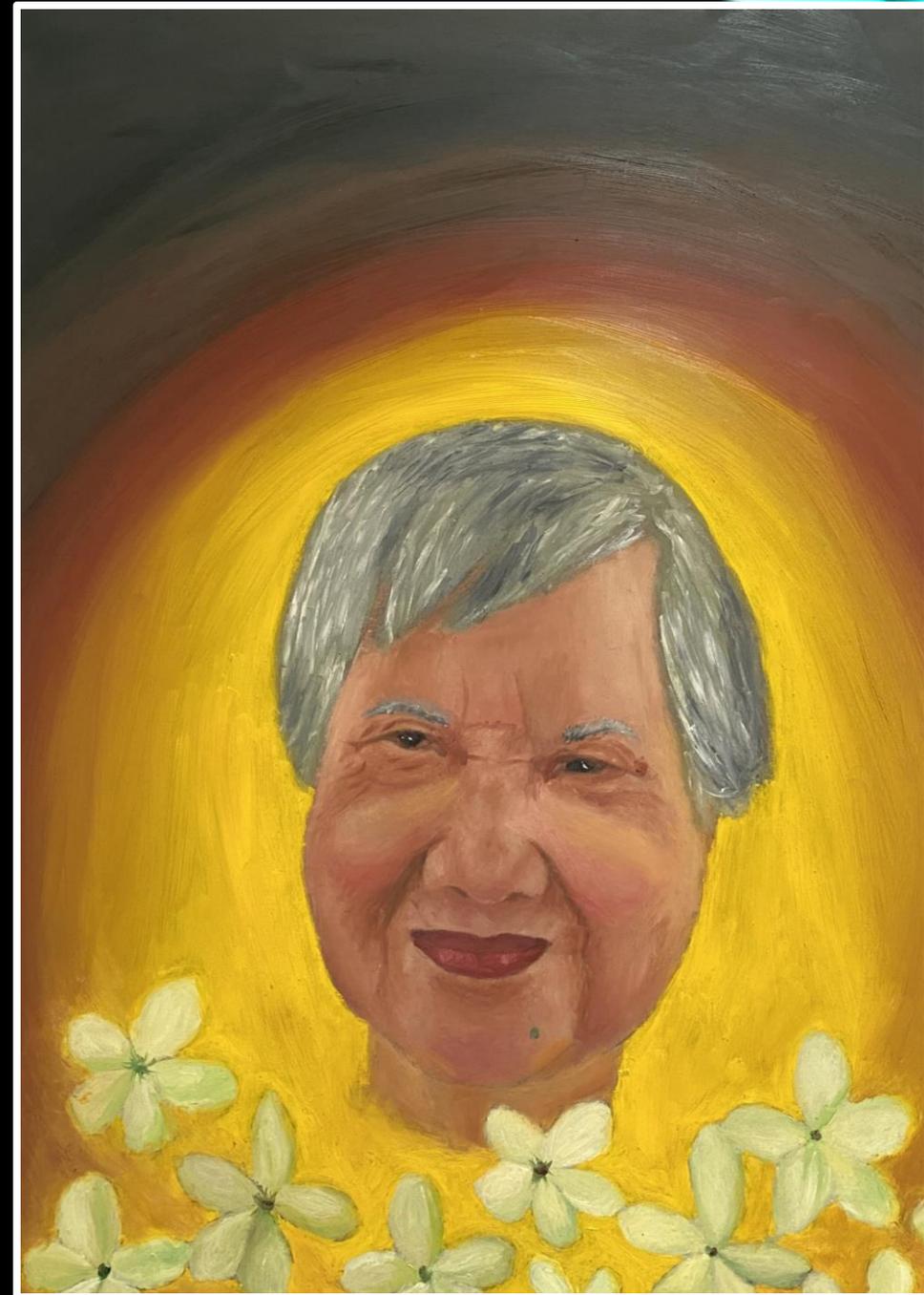
- I used metal wires to construct this piece. I tried to achieve a bare and somewhat messy appearance to convey my theme relating to stigmas pertaining to mental health issues and the effect these stigmas may have on victims of mental health disorders. In having the figure suspended in the middle of the cube by a tangle of wires, I intended to give the idea of frustration and hopelessness that those who are challenged with mental health disorders may feel as a result of facing stigmas as well.





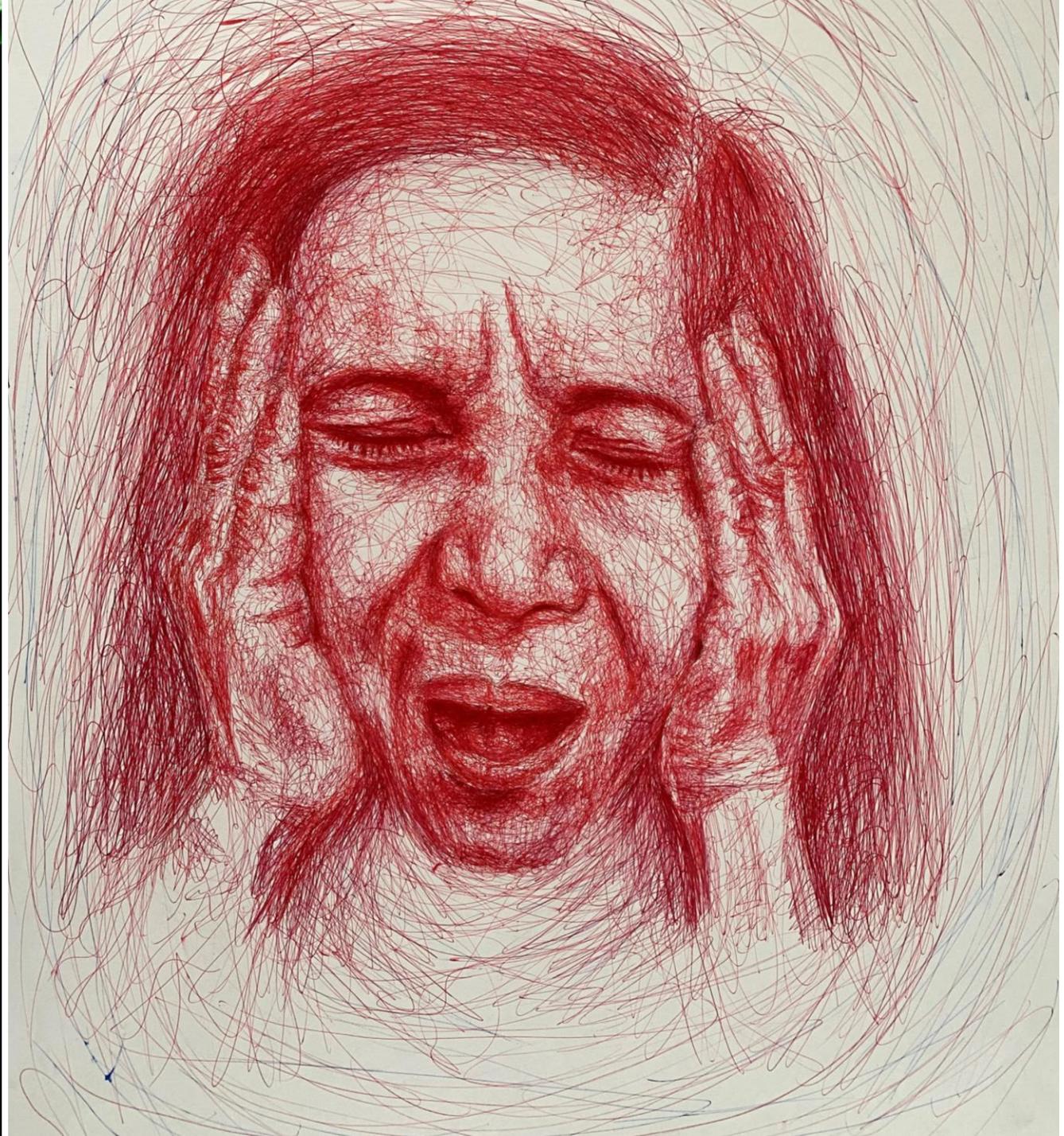
# MOVING FORWARD

- This work focuses on the theme of war and its effects. This piece is more personal, as it's based on my grandmother's experiences from WWII in the Philippines. I used a darker colour scheme to reflect the negativity war inflicts upon people. I used brighter colours surrounding her face to indicate the positive changes that can occur with moving forward. Within this piece symbolism was present through the use of the jasmine flowers, which are representative of my grandmother's heritage.



# MAD

- In this work, I experimented with using a scribbling technique with a pen to create depth and value within the portrait. I chose to work with this particular style because I thought it would be able to emphasize the theme of the piece, which is meant to convey to the audience the stress and pressure students face from school in addition to the pressure to succeed and live up to people's expectations.



# JASMINE SORENSON



Because of my experience in the IB Visual Arts program, I have been able to grow both in my artistic ability and personal expression. Because I have always been someone who is reserved, I found that art was an empowering way for me to express ideas and views on subjects that I am invested in. Many of my pieces involve the themes of environmentalism, which is not something that I express verbally, but through art. I firmly believe that art is a strong way to express ideas and emotions about certain topics. A topic that I am attached to is that of environmental issues. The first piece I did that revolved around this theme is the piece called *Dwindling*, on deforestation. This piece is one of my most prized pieces, as it was not only the first piece I did on environmentalism in the journey of IB Art, but also a piece that was challenging. For this, I experimented with a new medium, as it related well to the topic. This helped to put the most expression I could into it, and also to move out of my artistic comfort zone. Two more pieces I did based on the environment were *View of Squamish* and *Forest*. These were not so much about environmental issues, but about capturing the beauty of the world. *View of Squamish* was meant to show the beauty of the area where I live, and *Forest* was meant to show the beauty of nature in general.

Contrasting this, pieces I did that did not revolve around environmentalism were the first three pieces I did, the self portrait triptych. These pieces could have been much better by incorporating more themes such as personal growth and expression into them. However, when comparing them to the other pieces I did later, they really show my growth in the art program, which is something that I am proud of. During the beginning of being in this program, I was reserved with the art that I did, and was also fearful of making mistakes or being too bold. This led to my self portraits being flat. As time progressed, I was able to grow more in my own personal expression, as is seen in (*Jeff Pico's Piece*). Though this is not a self portrait, but a representation of humanity struggling with the environment, it is clear that this piece is much more bold and expressive than the first pieces. Another piece is the one based off of a book read in English class, called *Esperanza*. This piece was meant to show the main character of the book discovering herself. In addition to this, one of the most important pieces to me is one called *Lizzy*. This piece was something that I made after my pet died, and is meant to commemorate him. I am very grateful to have been in the IB Art program, and I am also very grateful to have been able to grow in my artistic abilities and expression because of it.

Because of the events of this year, we were not able to have an art exhibit at our school, so I had one at home. I wanted to show my progression over time, and how the two years in this program helped with my art journey. I then made the decision to set up the exhibit in a somewhat chronological fashion. For the set up itself, I wanted to bring attention to *Dwindling*. This I put in the middle, and set up the others to point towards it, drawing the eye to these pieces.

In conclusion, my experiences within IB Art have been very positive, and I am glad to have been a part of this, as it has greatly aided in my own artistic exploration. Because of this class, I have been able to clearly improve in my art abilities and expression. I have also been able to express my feelings on a topic, that of environmentalism, in a way that I have never been able to before. I hope to continue on this artistic journey in the future, and continue to learn and grow through the medium of art.

# FACETS OF YOU 1

- This acrylic painting is the first of a triptych of self-portraits. The artist inspiration for this was a self-portrait done in 1979 by a Philippina artist named Pacita Abad. From her painting, I was inspired to use her unique style of solid lines of colour in the background to create movement in a certain direction. I used lots of blues and mellow colours for this piece, as it was supposed to represent my outer self, a somewhat reserved and quiet person.



# FACETS OF YOU II

- This is the second painting in a triptych of self-portraits. Like the others, this was also inspired by the same artist, Pacita Abad, and her self-portrait. I continued the use of solid colour lines in the background of this painting, except instead of going straight up and down, I added a little bit of a wave to the lines, creating a more flowing effect. This piece represents who I want to be, or the best reflection of my aspirations. The colours used were warmer colours, mostly reds and pinks.



# FACETS OF YOU III

- This is the third and final painting in the set of self-portraits. This represents my outer self, and was once again, also inspired by Pacita Abad's self-portrait. The use of solid colour lines was once again put into play in this piece, and the lines flow around my head in a peaceful and content way. Lots of greens and yellows are used to show peace and tranquility, as well as nature and growth.



# DWINDLING

- These pieces form a triptych to show deforestation caused by people, especially large corporations. I incorporated elements from where I live into this piece. The trees and mountains look like the ones seen in British Columbia and I got the wood from the local area. Ironically, the piece is about deforestation and I got the wood from an actual forest near where I live that was being cut for apartments—thus inspiring the final piece of the triptych to have a lone house in place of the last tree.



# VIEW OF SQUAMISH



- This piece is intended to show the beauty of nature where I live. In British Columbia, many people take advantage of the landscape, making hiking very popular. I wanted to portray the view from one of my favourite hikes, Stawamus Chief. I used smooth flowing lines and well-blended colours in order to give the viewer a sense of serenity, which is the same feeling I had when viewing the scene atop the mountain.

# FOREST

- This piece is my comparative study piece. Between Picasso, Amorsolo, and Lise Cormier, a similarity was the addition of their own style to the scenes, and not just perfectly recreating it. Therefore I wanted to create a scene based off the natural world and stylize it with smooth blending in the tree and the unnaturally pink leaves. The piece also contains a lot of patterns, such as the five-oval motif in the leaves and the recurring lines in the water, which is something that Picasso did.



# ESPERANZA

- Esperanza is a character from *The House on Mango Street* by Sandra Cisneros. This is an English cross-curricular piece based on the book, which I felt had important themes in it. Green and yellow were used, with green as the main background colour. This colour is representative of independence in Mexican culture. Yellow was used since it is associated with a feeling of warmth. For this I wanted to try to show that after an internal struggle she came to accept herself and gained independence.



# STRUGGLING



- This piece is one based off environmental issues, and it is representative of the struggle between people and the environment. I decided to have the figure dangling from the plants, as it was a position holding very little control. In the piece I incorporated a lot of greens into the composition. This was to show nature itself, but also because green is heavily representative of growth in many cultures. The figure was pink, as it contrasts with the green and also represents flesh, for humans.

# LIZZY

- When my pet of eight years died, I decided to commemorate him by creating a piece based off of him. This led to a moss sculpture of a giant day gecko. For the colour I chose to use a very bright green moss, which is the colour that he turned when content. In order to make the piece look tranquil, I made sure to use pieces of moss that were tightly wound together to create a soft look. I also decided to put him into a resting position to keep the calm tone.





ON BELALF OF THE STAFF AT RE MOUNTAIN SECONDARY,  
CONGRATULATIONS TO STEPHANIE BAGRI AND JASMINE  
SORENSEN ON COMPLETING THEIR TWO YEARS OF HARD  
WORK IN THE VISUAL ARTS HL PROGRAM.

A JOB WELL DONE.