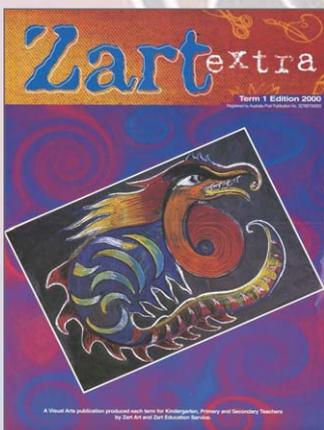


# Zartextra

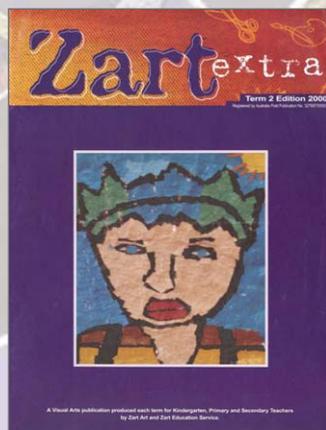
Term 1 Edition 2000

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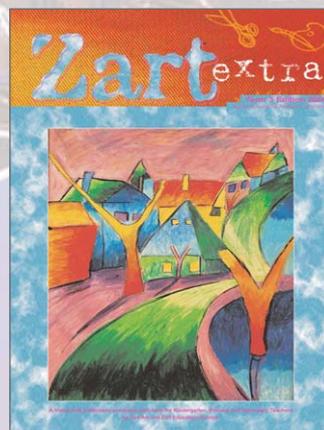
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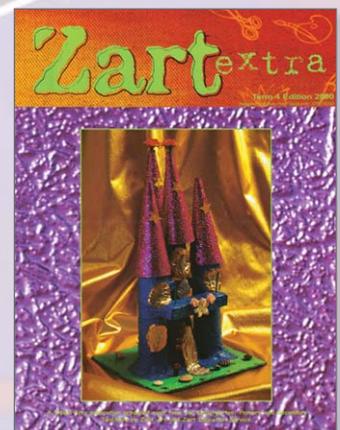
Term 1



Term 2



Term 3



Term 4

A Visual Arts publication produced each term for Kindergarten, Primary and Secondary Teachers by Zart Art and Zart Education Service.

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# Zartextra

Term 1 Edition 2000

Registered by Australia Post Publication No. 327687/00003



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by Zart Art and Zart Education Service.

### **Zart Art**

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Fax: (03) 9898 6527  
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Email: [zartart@zartart.com.au](mailto:zartart@zartart.com.au)  
Hours:  
8.30am-5.00pm Weekdays  
8.30am-12.00 noon Saturday

### **Zartworks**

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# Attention Primary Teachers Zart's Workshop Program 2000

Zart Education Service will organise 3 major programmes in 2000: Olympics, Book Week and Christmas.

Please note the Olympic programme will be conducted early in the year to avoid a clash with Book Week. Teachers have also requested earlier Christmas workshops.

Dates, times and venues of these 3 programmes will be published later in Term 2. There will also be a variety of workshops on other topics and areas of art.

Zart Education Service also offers client requested workshops for groups of Art, LOTE or classroom teachers. We offer a wide range of services to suit all needs.

If you would like a workshop for a curriculum day or after school, please phone Felicity Frazer on (03)9890-1867.

An Art consultant is also available to show new resources and products to a school staff during a staff meeting time.

# SECONDARY VISUAL ARTS

## Wild Fantasy

by Antoinette Domoney, Penola Catholic College

Penola Catholic College has two campuses: the Year 9 to 12 campus in Broadmeadows and the Year 7 and 8 campus at Glenroy. Our students come from a variety of backgrounds and cultures and the Art and Design Curriculum has been written to address and celebrate these differences.

The Year 7 and 8 Art and Design program at the Glenroy campus centres around student involvement in the creative process whilst catering for their varying abilities. Our curriculum seeks to draw on a range of influences that will generate enthusiasm for an idea or concept. With guidance, this initial interest is then developed into an exploration of styles, techniques and different media.

These influences could range from the work of artists and cultures both past and present, from built or natural environments, fashion, fads or modern technologies. The aim of this Year 8 pastel drawing exercise was to use realistic images as a

starting point and as an exploration of fantasy while at the same time working with pattern, line, colour and composition.

Students were given the task of looking at a variety of resource materials based on insects and reptiles. This material ranged from photographs, books, photocopies and artworks. They were advised to pay particular attention to the different body markings of the creatures they observed.

Once they had decided on the image they would utilise, students were given a demonstration in drawing of the overall form. We then looked at breaking down an insect into its basic shapes, discussed proportion using the concepts of division and multiplication and explored how to draw the angles of different body parts. Students were also asked to think about the specifics of the composition, for example, whether their drawing was going to sit diagonally on the page, whether it would swirl concentrically to the centre and so on.



Demonstrations were given to illustrate these ideas and the class talked about ways that the composition affected the whole "feel" of the artwork. Small working drawings were then made.

The fun really started with the move from realism to fantasy. After looking at examples of all types of fantasy art we began to add, superimpose and extend parts of the working drawings to create a more intriguing and dynamic image. These images were transferred onto large sheets of black cover paper with white chalk. Spontaneous drawing was encouraged using whole arm action. Rubbing over, adding lines and making modifications all happened at this stage.

When using the Mungyo chalk pastels, students were helped with specific techniques which they were encouraged to employ in their artwork. Colours were to be kept clean, blending was to be mainly done by overlapping layers, strokes or colour and in turn strokes of colour should try to follow the form.

Further demonstrations were given and some students decided to limit their colours to three or four whilst others opted to experiment with a wider range.



**Amanda Prebeg**

Working on the black cover paper served two purposes: It could be used as a tonal device depending on the pressure applied with the pastel and it provided a great contrast. I am pleased to say that all students were fascinated by what they could create using this medium and there was endless information exchanged on how different patterns or effects could be achieved.



**Robert Gualano**

It is advisable to re-group students throughout the whole process so that problems or methods can be discussed. This lesson immediately captured the attention of the whole class with its bright, radiant use of colour and expression of form.

**By Antionette Domoney  
Penola Catholic College  
Assist Head of Learning  
- Arts**

# ART GALLERY

## Zart Children's Gallery

Situated at Zart Education Service, is Zart Children's Gallery. In the Gallery you will find some outstanding visual art works created by students from Levels 1-7. Each term the exhibition is changed, so a new display may be viewed over the holidays, supplying unlimited ideas for the following term. Photos may be taken to build up your own folio of resources. The gallery also gives the students exhibiting work the opportunity to bring their families along to appreciate their pieces of visual art. Why not combine a tour with a workshop? The workshop is based on a particular aspect of the gallery. The gallery tours are generally of a two hour duration and usually 2 grades will attend. Please contact Felicity Fraser at Zart Education Service for further information regarding this service on (03) 9890-1867.

One of this term's features was produced by Christian College, Highton. This unit of work was developed as an appropriate follow up to gallery visits which included TOP CATS, the viewing of contemporary sculpture and installation art. Students were able to draw upon these experiences to explore the possibilities of expression using non-conventional materials, techniques and processes.

In class, a huge collection of unrelated objects was placed onto the artroom tables which included broken toys, household objects, electrical parts, nuts, bolts and garage debris etc. Students were asked to erase from their minds the 'literal' or 'utilitarian' nature of each object, ie. to encounter each with a new vision based on qualities such as shape, form, colour, surface quality or texture etc. As students manipulated and played with the objects, selected interesting arrangements were investigated. The notion of transforming objects to suggest a new idea or meaning was discussed and students were encouraged to bring to the next class relevant 'found' objects from appropriate sources to enhance their individual assemblages.

The students were encouraged to investigate possible ways of bringing together the objects in relation to one another to create various forms of unity. Methods of attachment were explored using glue guns, PVA, fabric and paper glues, wire, wrapping, sewing, weaving, threading etc. Prior experimental experiences were drawn upon to select appropriate surfaces and support materials for the pieces. Many issues emerged which inspired spirited discussion including recycling.



### Gallery Listing for Term 1

CHRISTIAN COLL - GEELONG	<i>Assemblages</i>
LALOR NORTH P.S.	<i>Collage</i>
BORONIA HEIGHTS P.S.	<i>Quilt</i>
ELTHAM HIGH	<i>VCE Visual Arts</i>
WATSONIA HEIGHTS P.S.	<i>Frog Cushions</i>
AUBURN SOUTH P.S.	<i>Creatures</i>
HAILEYBURY NEWLANDS	<i>Fans</i>
ALTONA P.S.	<i>Ned Kelly</i>
HAILEYBURY COLL - BRIGHTON	<i>Wire Baskets</i>
BRIGHTON P.S.	<i>Puppets</i>
STAR OF THE SEA	<i>Visual Arts</i>
EASTBOURNE P.S.	<i>Birds</i>
PENOLA COLLEGE	<i>Shoes &amp; Masks</i>
BAXTER P.S.	<i>Clay People</i>
TECOMA P.S.	<i>Stick People</i>
ST MARK'S FAWKNER	<i>Fabric Patterns</i>
EMERALD P.S.	<i>Foil Painting</i>
BRUNSWICK S.W. P.S.	<i>Paintings</i>
TOOLANGI/CHRISTMAS HILL P.S.	<i>Painted Blinds</i>
CAMBERWELL GRAM JNR BOYS	<i>Woven Baskets</i>
MOUNTAIN GATE P.S.	<i>Collage</i>
GREENVALE P.S.	<i>Fabric Angels</i>

If you would like to have your work exhibited in the Gallery, please contact Jan King on (03) 9890-1867 or 041 236 2376

# Burrinja A

*"The land is old, an ancient cradle of stories. The shapes the earth has taken tell the stories of its making. Stories that began fifteen thousand years before the earliest drawings in either Europe or Africa".*

Burrinja is an evolving experience of these stories in painting, sculpture and performance, featuring Aboriginal art from all regions of Australia and Oceanic art from Papua New Guinea and the surrounding islands. Between feature exhibitions of paintings, textiles and sculpture, there will be on display, permanent collection pieces and artworks on loan, sourced from many other collectors and institutions throughout Australia.

Burrinja Gallery aims to provide a unique view of contemporary and traditional art, one that will always offer fascinating viewing and learning. This gallery is dedicated to the memory of Lin Onus. His Yorta Yorta nickname-burrinja, means star. This gallery epitomises everything Lin worked for in his life; the pursuit of excellence and beauty; acclaiming Koori culture as something valuable to all Australians; building bridges between cultures and art as a part of everyone's daily life. He campaigned tirelessly for a community regional art gallery in the Dandenong Ranges region and lobbied the newly formed Shire Of Yarra Ranges to designate the Glenfern Road Upwey facility for such a gallery.

Permanent features of this gallery include: a collection of artworks from Victorian Aboriginal artists, the rare ingiet sculptures, the largest collection of its kind in the world, rare Malangan ceremonial sculptures including the unique La Sisi canoe, the finest example of Malangan workmanship carved this century.

Regions represented in this incredible gallery include: Jonathan Kumintjara Brown and other artists from Yalata, South Australia, showing their unique paintings. Sculptural display from Papua New Guinea, New Britain and New Ireland, featuring rare work from the Toli people. The Baining Fire Dance Masks and costumes from New Britain and Papua New Guinea. Aboriginal children's art gathered from all corners of the continent. Women's art from the East Kimberley, Western Australia. African Tribal masks and paintings from Arnhem Land.

Burrinja invites school groups to take an amazing journey through a darkened room, as the artworks are spotlighted and the background stories belonging to each piece are related to the students. The passionate knowledge of the tour guides coupled with the visual impact leave the visitors with memories of a totally unforgettable experience.

The students from Tecoma Primary School produced their own creations based on the works they saw on a visit to Burrinja. Their work is reflective of their new found knowledge that the visit to the gallery gave them. A real favourite amongst this group of students were the Tolai Aingal Stick Men. Every figure is different, representing malevolent spirits that were thought to abound in the bush/jungle. The students produced their own Stick Men from cardboard tubes and clay. A selection of this work is on display in the Zart Art Children's gallery during Term 1.



Students from Levels 1 to 7 are professionally catered for regardless of the exhibition, as the stories will relate to all age groups. Burrinja also offers indigenous performing arts (dance, music, theatre) from around the globe.

Situated at the foothills of the picturesque Dandenong Ranges this gallery is located at Upwey at 351 Glenfern Road Upwey, Victoria 3158. Telephone: (03)97541177 Fax: 03 9754 1188, Website: [www.burrinja.org.au](http://www.burrinja.org.au) Contact: James McMath.

## **OPENING TIMES**

**Tuesday - Friday 10am - 5pm & Saturday - Sunday 10am - 5pm.  
Closed Mondays. Public Holidays and Openings 10am - 6pm.**

# Art Gallery

## BURRINJA TRAVELLING SHOW

Burrinja is now ready to take to the road with their show for those schools that find travelling out to Upwey inconvenient. The incursion or excursion would be an invaluable starting point to a study of indigenous culture, giving the students valuable background information for further studies.

## INDIGENOUS AUSTRALIAN ART KIT

Burrinja is dedicated to educating schools about Aboriginal culture. They are currently working on an Educational Kit with Zart Art for schools (suitable for Levels 1-4). This comprehensive kit is due to be released mid year 2000.

## RESOURCE

### KUNWINJKU SPIRIT Nawakadj Nganjmirra

Kunwinjku Spirit traces the mythical ancestry of the Kunwinjku people of Western Arnhem Land through the work of the artist and story keeper Nawakadj Nganjmirra. The Kunwinjku 'stories' of creation in the Kunbarllanjna (Oenpelli) region begin with Yingarna, the first mother, who gave birth to the other creator ancestors. These ancestors travelled over the land creating sacred sites, rivers, rocks, landscapes, animals and people.

In Kunwinjku Spirit, the story of each of these ancestors is recorded both visually, through the art of Nawakadj Nganjmirra, and orally, in direct transcriptions of Kunwinjku and English language narratives told by members of Nganjmirra's extended family.

Now available at Zart Art, this beautiful book is an important document in Kunwinjku cultural history and mythology. 276pp \$75.00

## CLUSTER GROUPS

Burrinja Gallery is available for cluster group meetings, so why not arrange for one of your meetings this year to be held there. One of the Burrinja representatives will take you on a tour of the gallery before or after enjoying coffee and cake in Uncle Neil's Café. Ring James McMath for booking details, costs and their new brochure.



## Japanese Wall Fans

By Pam Wood, Haileybury College - Newlands

This project linked in with the Japanese language studies of the students. The fans are large and the cut-out measurement of the semi circle is 110cm wide and 70cm high. The smaller-circle is 25cm high.

### EXPLORING & DEVELOPING IDEAS

Students looked at visuals of Japanese brush paintings, kimono fabric designs, printed origami papers and other books on Japan. They were to incorporate their name in Japanese characters into the design as well.

### PROCESSES AND SKILLS

I used drawing paper to cut out the fan blanks. The students planned their work on a semi-circle of rough drawing paper and then transferred it to the drawing paper. They drew in pencil and then outlined in black Prockey permanent markers. Colour was applied with food dye, inks and additional sparkle added with glitter paint.

To put the fan together, from scrap cardboard we cut strips about 5cm wide by 50cm long to make the ribs of the fan. On the reverse side of the painting, we then glued the strips on, evenly spaced around the arc, making sure they crossed over at the bottom centre (no glue here).

The next step was to cut out a coloured backing sheet a little larger than the fan and glue it onto the back, encasing the ribs. The backing sheet forms a coloured border around the fan.

### PRESENTATION

The fan was then folded along the ribs into a pleated fan (it doesn't have to be very accurate to create a good effect) and the strips of card are stapled together at the bottom centre. A coloured tape was tied around them as a final decorative touch.

*By Pam Cook  
Haileybury College, Newlands*



*Sriharsha Maddipatla*

*Tim Tran*



# EDUCATION SERVICES

## Art Education in the 21st Century

A new century begins and with it new hope. As an education service providing support for visual arts education, we hope the new century will bring a less crowded curriculum where technology is only a tool/medium for learning. We would like students to be provided with a balanced school program which provides regular aesthetic experiences to nurture their intellect, their senses and their spirit.

Let us remember why art education is so important. Art is still one of the few areas of the curriculum that promotes sensorial learning. Touching, seeing, hearing, smelling and tasting involve the active participation of individuals. Sensory deprivation leads to development of individuals who are not just dull in use of senses but those who lack enthusiasm to explore and investigate their environment.

The challenge for teachers is to nurture the enthusiasm, confidence and lack of inhibition of the young so it does not dissipate. Art education also extends students in new skills and problem solving strategies. It brings out differences that make up each individual's unique personality. It provides students with the opportunity to express themselves in another language, a language of the heart and spirit.

Art education is a vital part of the curriculum, not an educational frill. It has a vital role to play in nurturing well adjusted contributing, members of society. The twenty-first century needs creative thinkers, be they engineers, plumbers or teachers. So here's to a creative century for the leaders of tomorrow - our children!

*Dani Chak, Co-ordinator, Zart Education Service.*

## IMPORTANT DATES IN 2000

**United Nations 2000** - 'International Year of Thanksgiving and the Culture of Peace'. For more information: United Nations ph. 9482-3655

**Nai Doc Week**, Sunday 2nd July to Sunday 9th July. For more information: ATSIC ph. 9285-7222

**Book Week 2000:** 'The Edge of Tomorrow', August 19th to 25th. For more information: Children's Book Council ph 9349-3111

**Education Week (State Schools):** Recommended date to be confirmed: last week in May. For further information: D.O.E. ph. 9637 2000

**Sydney Olympics**, Friday 15th September (Opening Ceremony) to Sunday 1st October (Closing Ceremony). For more information: Tourism N.S.W. ph. 02 9931-1111. SOCOG 136363. Web site: [www.olympics.com/eng/](http://www.olympics.com/eng/)

# ACTIVITIES

## Glass & Tile Paints

Painting tiles, bottles or acetate to make stunning presents for Mother's Day and decoration for Easter or other festive occasions.

### New Ideas for Mother's Day and Easter

#### Materials:

Glass & Tile paints, Medium & Top Coat Varnish  
Surface Cleaner or Metho  
Disposable palette eg. plastic lids  
General purpose brushes  
- synthetic or soft hair eg. Taklon round #4  
Craft glue, magnets, ribbon, photos  
Scissors, craft knife, black Formcuts  
Tape and a domestic oven (Optional)

#### Surfaces to paint on:

Glass bottles, jars, vases, glazed tiles and heavy weight acetate

#### Ideas:

Fridge Magnets - Acetate flower, mini tile, mini tile photo frame

Easter gifts - Decorated Easter egg, jar, acetate Easter hanger

Mother's day - Decorated vase, bottle, acetate photo hanger

#### General Instructions:

Wipe surfaces with surface cleaner or metho.

Design a pattern on paper - small areas to be painted are more effective.

Tape the design behind transparent surfaces, or lightly pencil onto opaque surfaces.

Gently squeeze the outliner tubes and draw around the design. Leave to dry up to 1 hour.

Apply the Glass & Tile paint undiluted. Use direct from jars, or mix colours on a palette.

Allow 1 hour drying time between coats.

To make dishwasher proof place object in a conventional oven preheated to 150 degrees. Bake 30 minutes and leave in oven to cool down.

Alternatively, spray with Top Coat Varnish. (NB. Do not paint surfaces that come into direct contact with food. Do not bake acetate).

#### Techniques & Tips:

Working on a flat surface will allow paints to dry smooth and flat, if applied thickly.

Use transparent or opaque paints singly or together on the one object.

Transparent Medium increases the flow and transparency. Create a marbled effect by whirling 2 colours around together on the surface, or making swirling brush strokes on a single colour.

Matt / Etching medium mixed with paints creates a frosted effect, good for covering large areas.

Outliner tubes can be drawn over the top of painted areas when dry.

Transparent paints can be painted over the top of outliner lines when dry. (Refer New Products page).



### POM POM CHICK KIT

You will need 1 x Pom Pom Kit, yellow card, tacky or craft glue and scissors.

#### To Make the Chick.

Using craft glue or similar, glue the two pom poms together. Cut the beak shape from yellow card and fold in half diagonally. Carefully glue along the outside of the crease line and attach the beak to the head. Glue the eyes in place. Cut the feet shape from the yellow card and glue to the base of the large pom pom. Lastly glue the tail feather to the back of the body.



### EASTER EGG CARD

You will need 1 x Easter cut-out card, embossing foil, ball point pen, newspaper, acetate, texta pens, tape and scratch art paper.

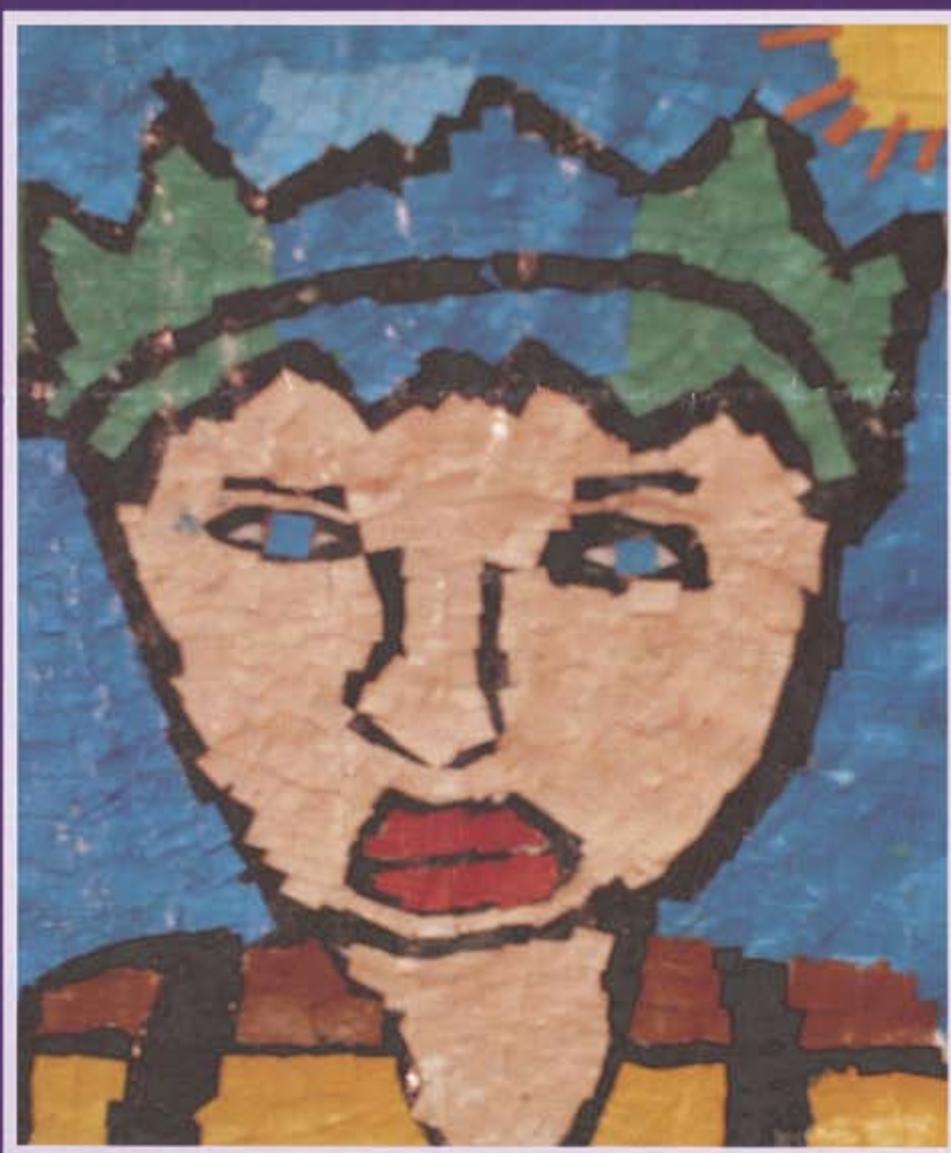
#### To Decorate the Card.

Use the Easter cut-out card. Rest a piece of embossing foil on a pad of newspaper and use a ball point pen to draw a design on the foil using Easter symbols. The foil can be coloured with spirit based texta pens for added dimension. Use tape to attach the work inside the card. Try using acetate or scratch art paper instead of the foil. Decorate the card.

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## Scienceworks in partnership with Zart Art.

### "Science Works with Art" From Fact to Fantasy

Come and join us for a PD Art workshop on Space and bring the family too!

The morning will start with the whole family viewing the Planetarium show "Journey to Jupiter". Then you will participate in a PD Art workshop on Space while your family explores Scienceworks.

The workshop compliments the Planetarium experience. Visual Art works will be created using a variety of interesting materials available to classroom teachers. The activities will challenge students' creativity, imagination and problem solving skills. Join us in this fact to fantasy workshop.

- Date:** Saturday 20th May, 2000
- Time:** 10.00am - 10.45am Show.  
10.45am - 11.00am Change venue and morning tea.  
11.00am - 1.30pm Workshop.
- Cost:** \$30.00 per participant (includes show).  
Bookings and payment via Zart Education Service.
- Plus:** For families of participants -  
\$10.00 (1 adult and 2 children).  
\$7.00 for extra children.  
(Pay on the day)

*This is a special offer from Scienceworks and Zart Education Service. Bookings via Zart on (03) 9890-1867.*



scienceworks  
museum

ZES

# Primary Visual Arts

## Mosaic Portraits

by Franca Petrolo

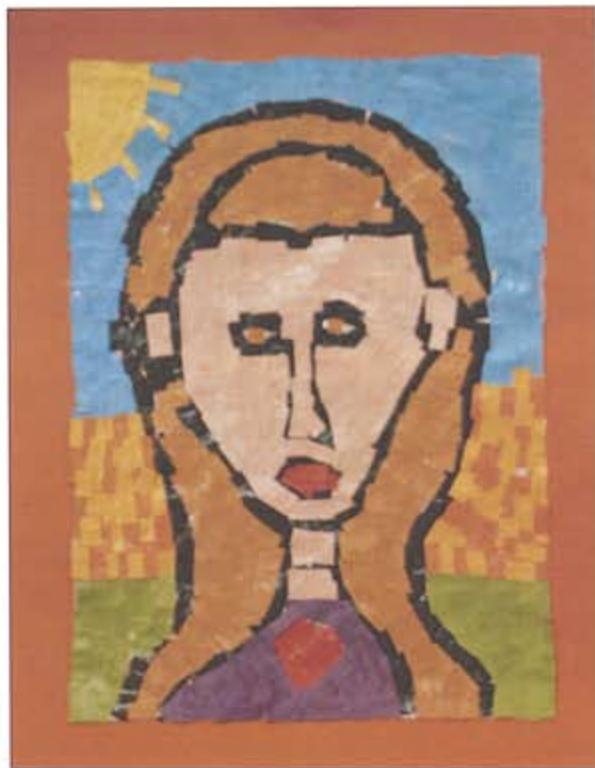
Overnewton Anglican Community College

Overnewton Anglican Community College is a P to 12 co-educational school with two campuses. One in Keilor and the other at Taylor's Lakes, which includes our Year 9 centre, Canowindra.

The College has 1,920 students and is structured so that the students in both Junior Schools have 75 minutes of art per week for the whole year. In this time students explore and develop skills in a range of areas, which include painting, drawing, construction, collage, textiles, printmaking, modelling and technology.

The Junior School visual arts program allows students to express their thoughts and ideas visually and to be involved in the creative process.

The following activity was presented to Year 4 students, however it could easily be adapted to lower levels. The students combined drawing and collage to create an abstract portrait. The elements of colour, tone and shape were a main focus.



Before exploring mosaics the Year 4 students were required to draw a portrait using grey lead. They were given step by step directions in drawing the image and looking at the positioning and shape of facial features. Once a basic outline of the head and features was established students were required to add any decoration which would finish the portrait, ie. jewellery, hair, collars, background.

The students looked at the work of artists who painted portraits. These included some of Picasso's work as well as Matisse. The discussion, which came from these pieces, allowed the students to feel at ease with breaking their portrait up into shapes and sections of different colours.

At this point the technique of mosaic was introduced to the students. Mosaic tiling is a very ancient form of art and was used as a practical way to decorate floors and walls.

We gathered a range of photographs, prints and books, which illustrated mosaics and created discussion. The students were eager to tell all about the mosaics they have seen on their travels. Some popular ones were in Melbourne Airport, Brunswick St. (seating), Southgate (sculpture) and a water fountain at Highpoint created by Deborah Halpern. In future, the work of the Byzantine era would be an excellent period of art to look at in relation to mosaics.

### Creating and Making

At Overnewton we are in the fortunate situation of having our parents help us in preparing materials for art classes. This is part of the parents' 18 hour commitment to the school per term. In this case, our parent helper sliced and cut all of our mosaic tiles out of coloured cartridge paper. If this service is unavailable to you, pre-cut mosaic tiles are available to purchase in bulk packs.

We started by glueing down black tiles over the grey lead to create an outline of the portrait.

At this stage the concept of tone was introduced and Picasso's portraits were revisited.

They then continued with creating the mosaic by applying different colours within the areas of the outline.

PVA glue was used in abundance throughout this activity. At the end of each session, students were instructed to apply a layer of PVA over what they had completed that day. This created a glossy glass type finish to the portraits.

The students' completed art works were mounted onto coloured card and displayed in the art foyer as well at the Annual Visual Arts exhibition held at the end of each year. The students were overwhelmed by the positive comments brought about from their work.

*By Franca Petrolo.*

(Art work currently displayed at Zart Children's Gallery).



*Jenna*

## Profile

# The Arts Of Japan

by Judy Bridges

Canterbury Primary School

Last September I was lucky enough to be granted a Japanese Study Tour along with 17 other teachers from around Victoria. I have always been interested in Japanese visual arts and here was a chance to experience them first hand and then share them by incorporating them into the Senior School curriculum. My subsequent two weeks in Japan were unbelievably exciting and rewarding both personally and professionally.

The tour included some very interesting visits to primary and secondary schools. Japanese students covered similar subjects to us throughout the day, but their visual art programs tended to be based on mastering the disciplines of traditional crafts and arts such as origami (paper folding) and Shodo (calligraphy) rather than applying their creative skills to open ended and imaginative challenges.

Each visiting Australian teacher was asked to prepare one lesson so I chose to do a drawing session using visual cues as a starting point. The lesson was an endurance test for all involved.

My group of 40 Year 11 students had little, if any experience in open ended and imaginative art lessons and many of them just froze in horror when I set the task. Those students who did do some drawings were very tentative and preferred not to share their work with their peers. Some students just refused to put pencil to paper. It was pretty daunting for all of us!

At the end of this and every other school day all students (primary and secondary) changed into work clothes and cleaned the school grounds and toilets for 20 minutes. I wonder how Australian students would respond to this!

# Olympic Products and Activities



*Anthropo 2000 (Size 40cm length)*

## ANTHROPO 2000

"Anthropo" is Greek for human. This action figure is made up with split pins using the instructions provided. A myriad of activities awaits.

**Suggested Activity: A Rubbing** - Observe pictures of people in action. Move Anthropo into desired pose. Place on a piece of polystyrene, with split pin ends facing upwards and heads down. Take a rubbing using a Maxi Noris pencil. Remove Anthropo. Take a rubbing of a piece of wire mesh for background if desired.



*Blank Rings (11cm diameter)*

## BLANK RINGS

Blank Rings can be used to create the Olympic five ring symbol or they can be used as starting points for many creative art works.

**Suggested Activity: An Olympic Friendship Mobile** - The mobile pictured is based on the flags of 5 countries. The five interlocking rings represent the Olympic symbol of friendship. Use markers to decorate rings, felt offcuts to decorate a paper doll chain and dowel and fishing line to put the mobile together.



*Medallion Blanks (7cm diameter)*

## MEDALLION BLANKS

Students can make their own medals using these Medallion Blanks.

**Suggested Activity: Olympic Medals** - Paint with gold, silver or bronze paint. Collage a symbol on top, using tiny pieces of scrunched tissue paper (in gold, silver and red tissue paper). Detail with markers. Use coloured raffia for the neck ribbon.



*Blank Wreaths (24cm diameter)*

## BLANK WREATHS

In Ancient Greece an olive wreath was the symbol of victory. These blank wreaths are an excellent starting point for students to make their own Olympic wreaths. They are also excellent for Christmas wreaths.

**Suggested Activity: Olive Wreaths** - Paint using different tones of greys and greens to resemble the olive tree. Collage using torn or cut out leaves from tissue paper and stick with P.V.A glue.

# Olympic Products and Activities



Action Dolls (50cm L x 75 W)

## ACTION DOLLS

These doll bodies have been designed with long arms and legs so they include hands and feet in the one piece and also accommodate bending for sitting, dancing, running, diving etc.

**Suggested Activity: 3D Figure Action** - Follow instructions provided to make up doll. Armature wire for arms and legs optional but will hold the doll in special positions. Make head using a 75mm polyball (instructions provided, polyball not included). Use fabric crayons to "dress" the doll and eg. wool top for hair.



Blank Boomerangs

## BLANK BOOMERANGS

The Sydney 2000 Olympic Games emblem has a figure made of 1 large and 2 small boomerangs. This figure symbolises the speed and agility of an athlete and the importance of Australia's Indigenous culture.

**Suggested Activity: A Boomerang Action Frieze** - Boomerangs can be sponge painted or decorated with markers (using lines and patterns). Heads and other pieces, eg. ball, can be cut from lightweight cardboard to compliment boomerangs. Place a long strip of paper along a wall. Each student can place and paste a boomerang action figure on the paper to create a frieze. 1 sheet contains 3 large (26cm L) and 3 small (13cm L)



Pre-cut Flags (43cm L x 32cm W)

## PRE-CUT FLAGS

These pre-cut flags are hemmed and ready to use. You will need: 35cm piece of dowel per flag, paint eg. Chromacryl (not water-proof) or Dual Fabric Paint (water-proof), masking tape, sponge and/or paint brush.

**Suggested Activity: A National Flag** - Use ruler, masking tape and scissors to mark out each section to be painted. Paint one section at a time, using sponge or brushes. Thin cardboard stencils can be used. Slip the dowel into the sleeve of the flag.



## FELT DOLLS

These felt dolls are an excellent starting point for younger students.

**Suggested Activity: National Costumes** - Use fabric and felt offcuts to dress the felt dolls in real or imaginary national costumes. Hair can be created from unthreaded fabric, wool, wool tops etc. A great way to use textile scraps.

Felt Child (16.5cm L) & Felt Adult (21cm L).

# Book Week 2000

## ACTIVITY 1.

### Cutting Edge Machines of Tomorrow

The theme 'On the Edge of Tomorrow' may lend itself to futuristic machines.

Here is a student's model of a cutting edge satellite called 'Receiving Information of Tomorrow'. This activity allows the creative juices to flow!

#### To Make:

1. Provide students with the task - Make an futuristic machine, using the materials provided.

Use split pins, P.V.A. glue and masking tape for joining.

Provide machine with a name.

2. Provide students with a variety of the following materials:

Construct-A-Stick, matchsticks, popsticks, peg segments, satay sticks, corks etc., light weight cardboard, split pins, masking tape, P.V.A. glue, silver spray, Armature wire, tin foil, Embossing foil, Wire form, tinsel stems and Art wire.

3. Once machine has been made, spray silver.
4. Present machine on coloured background eg. coloured cover paper for contrast.



## ACTIVITY 2.

### Standing on the Edge of Tomorrow

Standing on the edge of tomorrow allows one to imagine what the future may hold. The picture shows a modelart person looking towards the future.

#### To Make:

Materials:

Modelart, A4 card, photocopied or originals of old newspaper stories, foil board & fluoro paint.

1. Make a Modelart person and bake.
2. Fold blank card in half, cut 2 slits on fold to 1/2 way. Fold centre piece away from the fold. Open card out and push centre piece inside card to form a step. May use 2 cardboard strips to support back of card to keep in upright position.
3. Collage torn newspaper on one side of card to represent 'yesterday'.
4. Cut out of foil board a futuristic machine to represent 'tomorrow'.
5. Colour base with fluoro coloured paint and when dry stick machine on base in a upright position. The blank card may be used as a starting point for a variety of activities.



# Secondary Visual Arts

## "Life In A Tin Can"

by Susan Bell  
Lauriston Girls School

Four years ago Lauriston changed its art programme and re-located the art department to a more central space within the school. The curriculum at the Armadale Campus focuses largely on 2D work, whereas the Howqua Campus focuses on 3D work.

At year 9, students go away to the country campus in the Howqua Valley near Mansfield for a year. The Howqua curriculum places emphasis on outdoor experiences and this is reflected in the creation of sculptural and ceramic pieces.

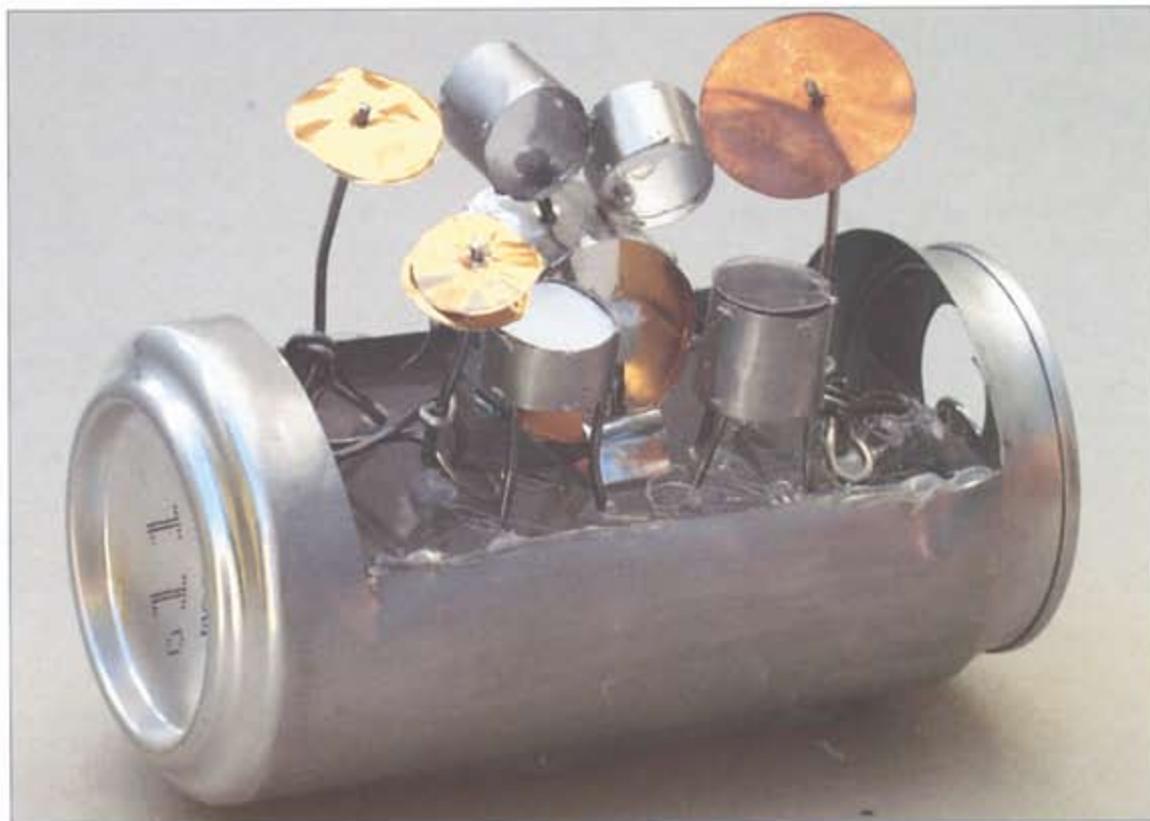
At the Armadale campus students have the opportunity to study art and visual communication from years 7-12. The visual arts encompasses aspects of making, creating and presenting artworks.

Students are encouraged to develop a knowledge about the historical and cultural contexts of artworks and to analyse artworks so that they can articulate and form opinions about aesthetics. They are encouraged to be able to engage in a dialogue about issues related to art, and art production.

The year 11 group are a mix of International Baccalaureate, VCE art and VCE studio art students. They were given a project which incorporated the use of re-cycling "something symbolic of life" in the can.

Inspiration was originally from the artist Fiona Hall and her "Sardine can series of Garden of Earthly Delights" and later her "Medicine Bundle for the New Born Child".

The choice of Coke cans was made as they were readily available and easily cleaned.



Upon researching it was found that Fiona Hall noted the Coca leaf and a Kola nut were used in the original recipe for the beverage as well as being used as a spermicidal douche (contraceptive) in developing countries....hence the matinee jacket, booties and bonnet knitted from strips of aluminium from the Coca Cola cans.

Our girls made sculptures using the polished cans to produce a glimpse of their experiences: One felt like a trapped butterfly another opted to make a miniature version of her drum kit.

They used sand paper, emery paper, saws and pot rivets to construct these mini-sculptures. Students acquired skills appropriate to jewellery making and sculpture.

Like Hall's work, the cans convey a sense of mystery encouraging you to look beyond the superficial and sensuous surfaces to discover their meaning. The girls supplied an explanation of their intentions in their work briefs.

Many new techniques and terminologies relevant to sculpture were realised, such things as repousse, soldering and engraving were experienced.

Students discussed their outcomes and problems associated with the new techniques and they completed the task in 4 weeks.

*By Susan Bell (Director of Art)  
Lauriston Girls School*



## G.S.T. UPDATE

As you will all know, as of July 1st, a 10% goods and services tax will apply to all your art materials and workshops. We have to charge this to your invoice. As we understand, your school will then claim back the tax and your art budget should be reimbursed. We do still require your school purchase order form which confirms that we have permission to charge to your school's account.

It is very important to check your invoice and try to get it to your office as soon as possible. This will enable the school to make claims quickly, which means we in turn may get paid on time.

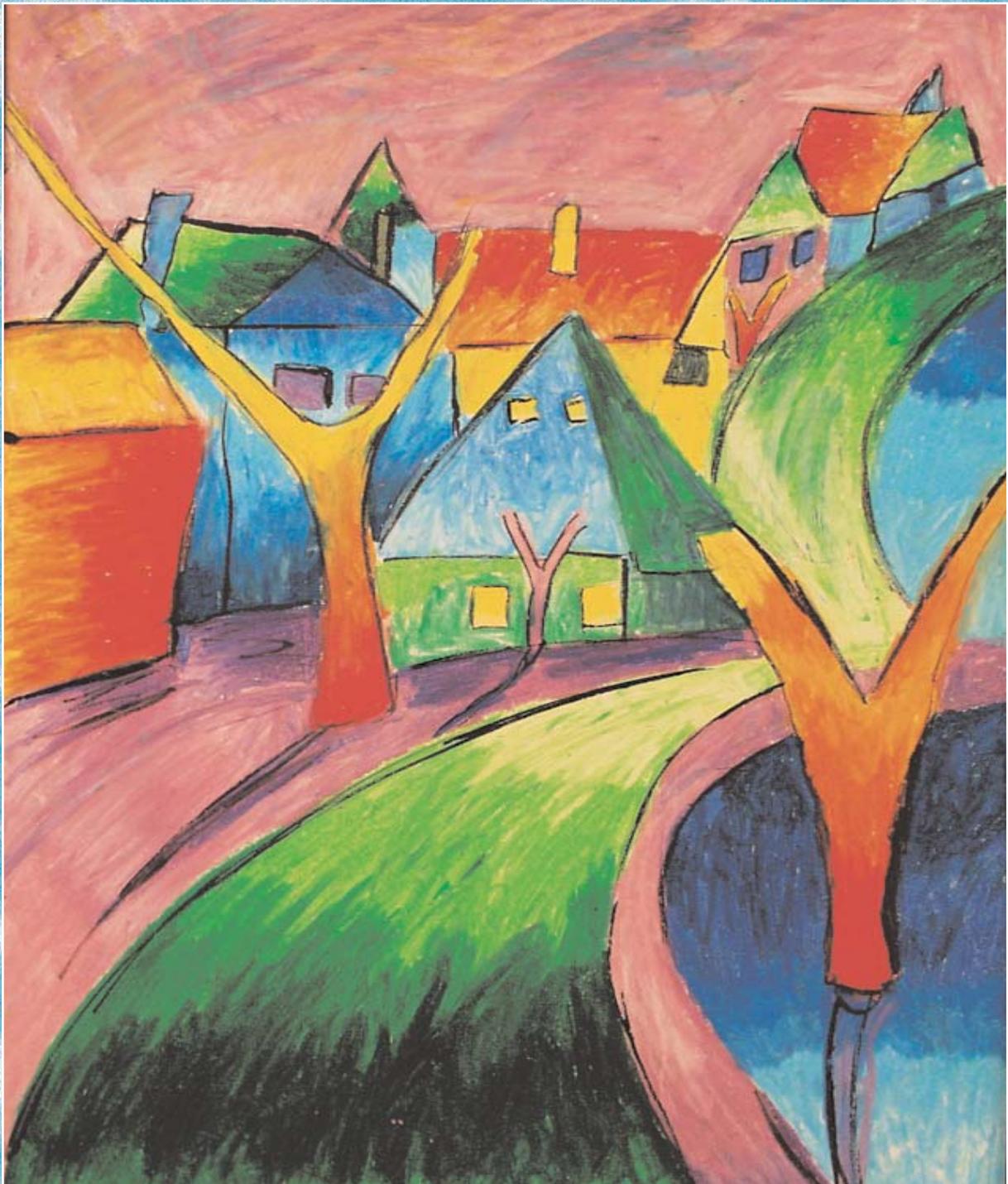
As Zart must also collect, pay and claim the G.S.T., our cashflow will be affected. Therefore, the schools who currently do not pay within our trading terms (30 days) may have their orders put on stop supply until payment comes through. We do not want this to happen, so we would appreciate your help in this matter.

Thank you for your support and we hope that we all can work through this new tax without too much difficulty.

# Zartextra

Term 3 Edition 2000

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A Visual Arts publication produced each term for Kindergarten, Primary and Secondary Teachers  
by Zart Art and Zart Education Service.

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9.00am-12.00 noon Saturday

### Zart Art School & Wholesale Supplier

Zart Art offers an extensive range of resources, art materials, craft and technology supplies. You will find competitive prices and efficient and quick service.

### Zartworks Retail Shop

Zartworks have all your art and craft needs catering for both beginner and professional artists. You can select from a wide range of visual arts, craft and graphic supplies. Browse at your leisure or seek assistance from our experienced staff.

### Zart Children's Gallery

The gallery features art works made by children from Prep to Year 12, from all around Victoria. Schools can arrange for children to visit the gallery, analyse the works of their contemporaries and then make a relevant piece of their own art work in our workshops with an art consultant. The gallery is also open to the public for viewing, during opening hours free of charge.

### Zart Education Service

Zart Education Service provides hands on professional development workshops for Primary and Secondary teachers, as well as Kindergarten, LOTE teachers and Librarians. Visual Arts workshops are regularly held at Zart and upon request at your school, district or KLA's group. Our consultants also work with groups of students on special projects, as "artist in schools" or CRT in the art room.

## Zart Education Service



Dear Clients,

This year has been extremely busy for Zart Education Service as we have created and conducted amongst other things, the Olympics and Book Week P.D. programmes. Sincere thanks must go to our very hard working and professional team of art consultants and administrators.

Each year we inservice between 2,000 and 3,000 teachers across Victoria and at various interstate locations. Zart Education Service receive no government assistance. We are partially self-funding and rely on the good will of Zart Art for some funds. Our education service aims to provide clients with a high quality and efficient service. To this end we are implementing three policies for Zart organised workshops:

- 1. BOOKING PROCEDURES:** You may book via (a) Telephone (b) Fax or (c) Email. Then the return slip is simply sent with your payment.
- 2. PAYMENTS:** Participants must prepay for workshop bookings to ensure placement.
- 3. CANCELLATIONS:** Zart Education Service requires at least 24 hours notice if a participant wishes to cancel a workshop booking. Failure to do so will result in no refund or credit.

These policies will allow us to streamline booking procedures, reallocate placements where necessary and ultimately meet the needs of all the teachers we service.

We hope you will continue to find our service beneficial and enjoyable. Term 3 offers some new and exciting workshops. There is a CSF II visual arts workshop for those who wish to put the document into practice. We are also offering a workshop in partnership with the Botanic Gardens and another with Scienceworks. (See insert).

Thank you for your support.

Dani Chak,  
Co-Ordinator  
Zart Education Service

# Secondary Visual Arts

## Expressive Landscapes

Mill Park Secondary College is a co-educational school with a Junior (year 7-10), a Senior Campus (year 11-12) and a student population of 1,860 students.

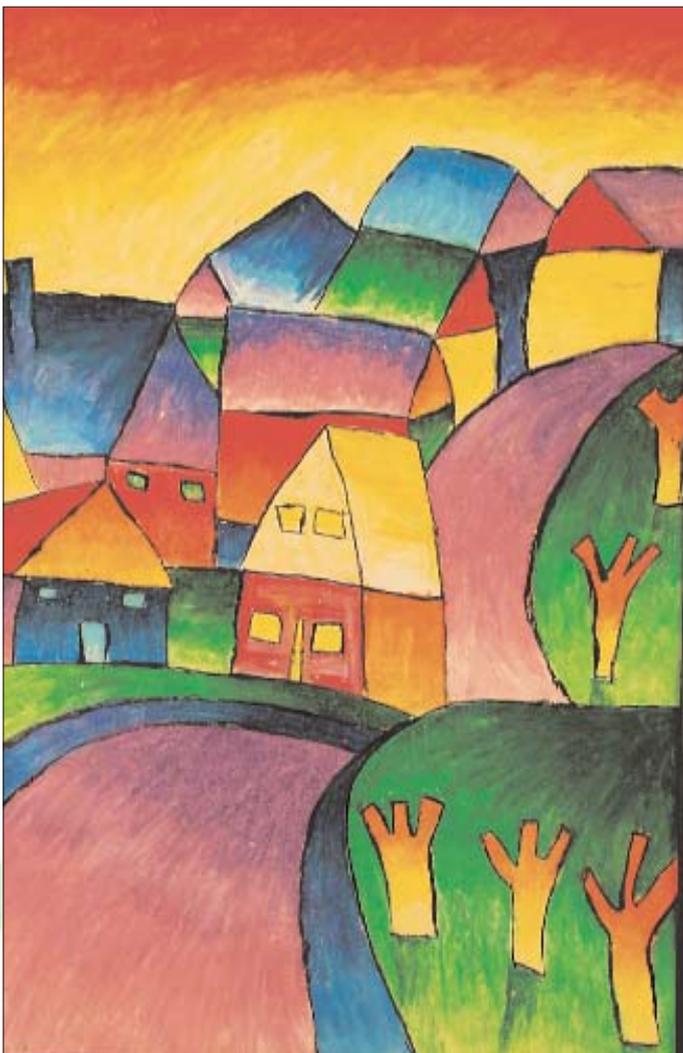
The Visual Art Program at Mill Park Secondary College for Year 7-10 aims to provide a full range of enriching experiences in drawing, painting, printing and ceramics. (The curriculum is based on making learning for students challenging and rewarding, in an atmosphere which enhances students self esteem). The program offers a range of enjoyable activities, where students develop skills, express ideas, attain knowledge and present their accomplishments. 'Expressive Landscapes' was one such activity for the Year 8 students.

The main focus of the activity was to create landscapes through the exploration of the art elements line, colour, tone, shape and texture and an understanding of the main characteristics of Expressionism. The Year 8 students were introduced to Expressionism through a class discussion of the art work by artists such as Ludwig Kirchner and Erich Heckel. An explanation of their aims and the techniques they used was also provided.

The Expressionist artist not only brought to life aspects of rich exaggerated colour and distorted forms, which were initially beyond the comprehension of year 8 students, but a challenge to nurture their imagination and creativity.

### ARTS PRACTICE

Students developed skills in the selection and exploration of the art elements: line, colour, tone, shape and texture. They also considered the distortion of form, balance, movement, harmony and contrast. These elements and principles became more apparent to the students as they progressed through the activity. A selection of photocopies of art work by Expressionists, photographs from books of landscapes, cityscapes, buildings and houses covered the art room table. These resources were used to gain inspiration for the art work. Students were asked to choose one of the artworks by an Expressionist and a photograph of a landscape and/or cityscape and complete two drawings. They were required to draw simple outlines of trees, buildings, houses etc. and to distort the forms. The technique of applying oil pastels was then demonstrated and students became more engaged and excited about the activity.



A colour study was then completed in oil pastel on a photocopy of the original drawing. They discovered how the surface texture varied, as did the thickness of the oil pastel and how colours were affected by each other, when they were overworked.

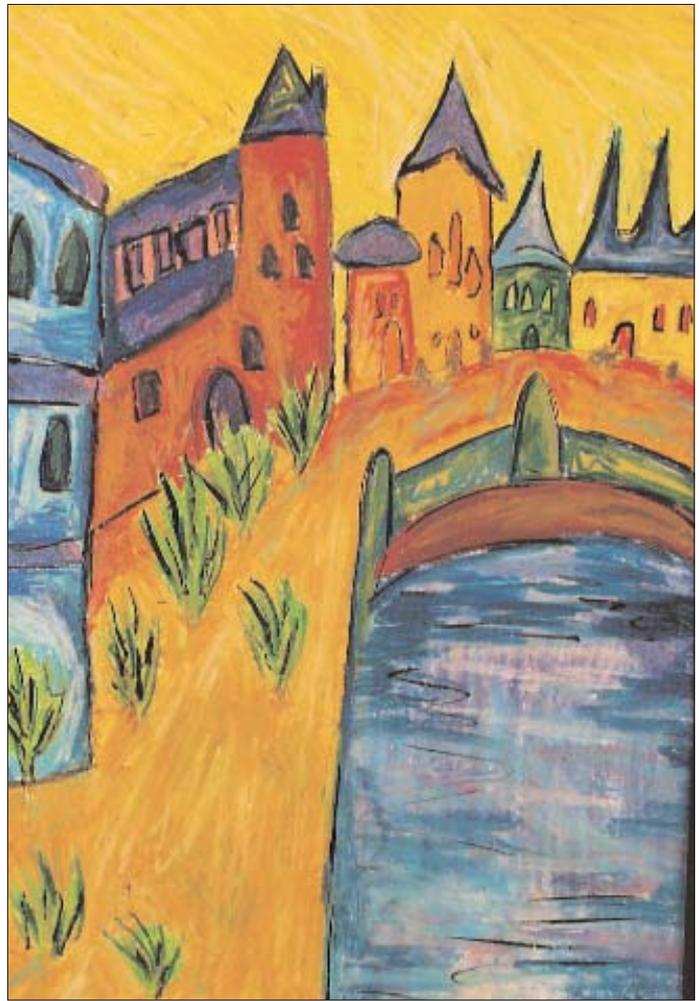
The drawing was then enlarged to A2 size paper by using an overhead projector to retain the spontaneous quality in the students' original drawings.

Finally some areas within the art work were outlined using black ink. Oil pastel can also be as an alternative to the ink. The artwork was mounted and displayed in the art room and around the school.

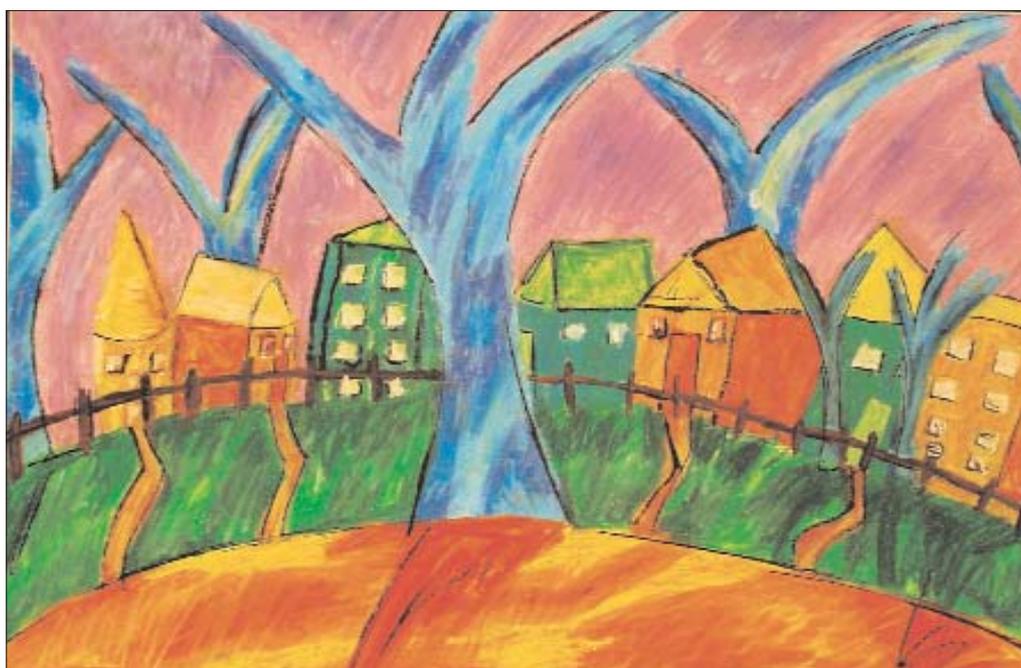
### RESPONDING TO THE ARTS

Students viewed coloured photocopies of the Expressionists and worked in groups on the analysis of the artwork prior to the commencement of the oil pastel drawing.

They described the landscapes and discussed the technique and some of the art elements and principles in the artwork. They were asked to focus on the expressive qualities within the artwork by matching a list of works with images to identify the characteristics with the artwork.



Students wrote about one example of an Expressionist artwork using the findings of the group. After the oil pastel drawing was completed the students titled the artwork and completed an evaluation of their own artwork. They briefly discussed and explained their artwork to the class.



They were proud of their efforts and were very pleased with the appearance of the landscape drawings, with the bright, bold, exaggerated colours and distorted forms. They were delighted that they too were able to bring the landscape to life as the Expressionists did. Some were even quite surprised with their achievements.

*Written by Gina Palamera  
Mill Park Secondary College*

# Profile

## East Meets West in Art Education

### My Place Asia Australia

by Margaret Stephens, Asia Education Foundation



**Desak Putu Yogi Antara 7yr**  
**Indonesia My Place Tempatku**

*I am coming home from school in my school uniform for Wednesday and Thursday. Before I go to school my mother combs and plaits my hair. I am carrying my broom to help clean the school. My homework is in my bag.*



**Stacey Sjogren 11yr**  
**Australia My Place Tempatku**

*This picture is me soaking in a hot bubble bath. I love watching the bubbles float up and pop near the window. The warm heat-lights are shining on me and make me feel relaxed and calm. This is my special place.*

My Place Asia Australia poster project is an innovative arts educational exchange between Australian school children and their counterparts in up to eight countries of the Asian Region. Its core objective is to foster cross cultural knowledge and an understanding of each other's lives and beliefs in order to combat racism, intolerance and the perpetuation of stereotypes using visual arts as the medium for exchange.

The observation of 40 images of 'place', both from their own country and others, enables children to realise there are multiple perspectives of 'place'. The benefits for children's learning and teacher's practice are significant. One observation made by teachers of the previous project, My Place Tempatku, was that the Indonesian children reveal a strong sense of community within their images. Many of their images represent groups of people. For example: working in the rice fields, playing sport with their friends, helping at home and praying at their village temple. These images reflect their interest and concerns about family, religion, village life and their environment.

The artwork and stories created by the Australian children reflect a greater individual perspective. Many of these images represent the child alone, engaged in leisure activities of a personal or solitary nature. For example, soaking in a bath, eating chocolate, playing with a pet, reading a book or representing a favourite location. There is minimal concern expressed for their environment.

The project is based on research that considers visual art and literacy can provide the vehicles to enhance cultural understanding and further communication. It allows children to present in tangible form their experiences, which, in turn, facilitates their views, beliefs and values to become explicit. Teachers can then through questioning and directed activities, encourage students to realise the value of multiple perspectives and experiences. Students develop higher level thinking skills enabling them to respond with less emotion and greater levels of tolerance, thus challenging previously established stereotypical views.

The exhibition will start touring later this year and include the collaborations of children from China, Japan, R O Korea, Thailand, India, Malaysia, Singapore, Hong Kong, Taiwan and the Philippines.



## Zart Children's Gallery

Situated at Zart Education Service is Zart Children's Gallery. In the Gallery you will find some outstanding visual art works created by students from Levels 1-7.

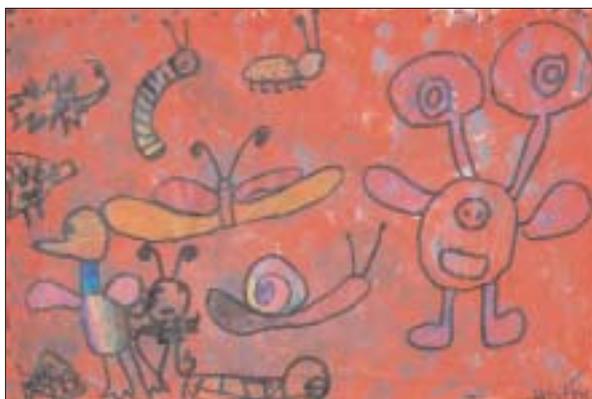
Each term the exhibition is changed so a new display may be viewed over the holidays, supplying unlimited ideas for the following term. Photos may be taken to build up your own folio of resources. The gallery also gives the students exhibiting work the opportunity to bring their families along to appreciate their pieces of visual art.

Why not combine a tour with a workshop? The workshop is based on a particular aspect of the gallery. The gallery tours are generally of a two hour duration and usually 2 grades will attend.

Please contact Megan Pote at Zart Education Service for further information regarding this service on (03) 9890-1867.

One of the units of work displayed in this term's gallery is from Patterson Lakes Primary School. The students began by looking at Joan Miro's work, "Birds and Insects". They discussed Miro's use of line and pattern and how he used his imagination to form his own images.

They began by sponging the background using one primary colour and black or white. Next they drew imaginary birds and insects using fineliners or markers. Detail and colour was then added with coloured pencils if desired.



### Gallery Listing for Term 3

Croydon Hills P.S.	Pastel Drawings
Patterson Lakes P.S.	Line and Pattern
Doncaster S.C.	Modelart Models
Mill Park S.C.	Pastel Drawings
Berwick S.C.	Pastel Drawings
Kingswood College	Paintings & Digital Photos
Eastbourne P.S.	Placemates 2000
Pascoe Vale Girls Sec	Paintings
Glenferrie P.S.	Pirate Birds
Berwick Lodge P.S.	Cobwebs & Spiders
Beverley Hills P.S.	Picasso
St. Margaret's Jnr.	Pastel and Dye
Girton College	Monoprints
Montrose P.S.	Quilt
Mentone Boy's Gram.	Sarcophagi
St. Bedes School	Emus
Preshill	Shadow Boxes

If you would like to have your work exhibited in the Gallery, please contact Jan Roker on (03) 9890-1867 or 041 236 2376.

# Primary Visual Arts

## Year 2000 Place Mats

By Sandra Court, Eastbourne Primary School

Grade 5/6 children were given the opportunity to explore a drawing activity during Term 1 on 'Year 2000 Place Mats'. A variety of drawing media was used eg. Aquarelles, markers, black, gold & silver markers, Posca markers, pastels, coloured papers and glitter.



A range of books on the new millennium, newspaper articles, and technology ideas were collected and discussed prior to the start of the lesson. Children's ideas and views were written down as to what they thought the new millennium would be like. From children's discussion points each child then completed a series of sketches, including New Year's Celebration that could be used within the 2000 circles.

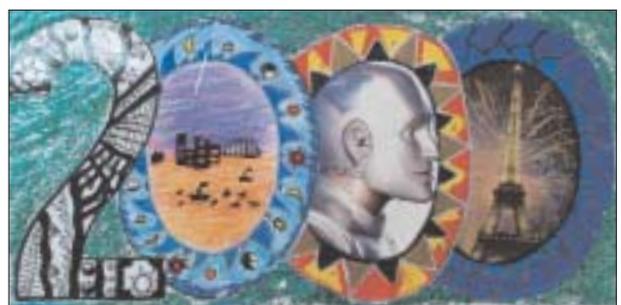


### Creating, Making and Presenting.

Children used cut out templates of 'Year 2000', tracing onto cartridge paper. Children were encouraged to complete a different pattern around each circle and the two. A limitation was set by stipulating that the two (2), was to be black and white only followed by each circle in colours, black, gold and silver, emphasis placed on bright, bold, colourful pattern work.



On completion of the pattern work, children then used their original sketches to draw into the circles. The first circle focussed on the New Year Celebrations, the remaining two held an imaginary concept of the future, eg. space, alien life, future cities, robots etc. Children could also use magazine cut-outs (collage) to place into one of the circles. The collection of place mats had colourful glitter pasted around the 2000 to create a celebration effect before they were put through the laminator.



## Primary Visual Arts

# Feeling Blue with Pablo Picasso

This painting unit began with the teacher's need to give the children practice in colour mixing, in particular adding white and black to a primary to make tints and tones. Being adept at using this skill in their work would give the children's paintings added depth and structure. Using the book 'A Work of Art' by Joan Chambers, Mooly Hood and Michael Peake (published by Belair), we adapted a colour wheel activity by painting graduating tints of blue. Review of this activity led us to discuss the feelings and moods different colours evoke in us and how the use of colour effects mood.

We then looked at work from Pablo Picasso's Blue Period, and studied his portraits along with those of other artists. This gave us an opportunity to compare and discuss different styles and to see how Picasso interpreted his subjects by distorting and rearranging the features of a portrait, often depicting a profile and front on view in the same work. The children saw that there appeared no right or wrong way to his work.

With this confidence, they sketched on paper until they were happy with their ideas. On A3 paper, they used pencils to draw a 'light bulb' shape. This gave them a head and neck as a starting point for their work. Features were added in profile and front on and children were encouraged to exaggerate and distort. Lines were drawn from these features to break up the remaining areas. With blue, black and white paint to work with, children painted in the various areas of their work, using as many shades as they could. They experimented with use of colour to create visual messages of balance, contrast and harmony. Some children decided to further distort and confuse their work by also breaking up the background area into various shapes.

This technique had the tendency to lose the portrait within the whole piece.

When the painting was dry, the lines between the different areas of paint were drawn over with a black permanent marker. Completed portraits were cut out and mounted on dark blue cover paper. When discussing the nature of the display for their work, the children decided that their colour wheels should be included in the presentation to illustrate the development of the activity.

This was a very successful activity. The children worked enthusiastically and showed pride in their finished pieces. From painting a response to the art work of Picasso, they were motivated to look more closely and analytically at the work of other artists.

*Written by Lyn Ferrall, Beverley Hills P.S.*



# Activities

## Critters on the

These “critters” are based on an old fashion toy and actually move when you pull the string. They are a new product which may be used for topics such as Insects, Animals, Things That Move (technology) or Toys. A number of schools have also bought them for their fairs. The “how to assemble” instructions come with each packet and are best done by upper primary students or adults. The decoration of the surface can be completed by all ages and have been particularly popular with lower and middle primary levels. When complete, you could have a critter competition: “Which critter moves the furthest?”. It’s great fun! Below are three suggested ways of decorating the critters.



### SCORPION

**To Decorate:** 1. Paint the scorpion black and allow to dry. 2. Using a satay stick dipped in red paint, paint in features, eyes (round end), mouth, tail and claws (side of stick). 3. Using the ends and sides of the satay stick, drag, dribble, dot and “mark” the critter with various colours of paint. 4. Attach chenille bumps for legs - 3 each side, using a stapler.

**Materials:** Vipond Artist Acrylic Paint ( Black, white, jade, deep green, deep yellow, orange, yellow ochre, light blue, red and ultramarine blue), satay sticks and chenille bumps (2 black).



### TURTLE

**To Decorate:** 1. Tear red tissue paper into small pieces. Collage turtle with tissue paper, you don't need to be too neat as this helps to give a textured look. 2. Make 2 small balls of black tissue paper and stick on for eyes. Paste tiny pieces of torn black tissue paper around feet edges, the tail and the mouth. 3. Tear the gold and green tissue paper into small squares. Gather individual pieces of tissue paper tightly around the end of a pen/pencil. Holding the tissue paper around the pen, dip the end in PVA and attach to the turtle, mixing colours and sides of paper. Place the pieces closely together to give a textured look.

**Materials:** Metallic tissue paper (Gold, red, green), black tissue paper & PVA.



### ANT

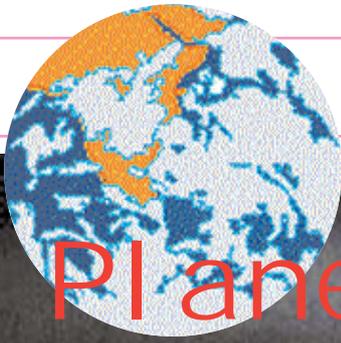
**To Decorate:** 1. Paint the ant black and allow to dry. 2. Using metallic markers add the features. 3. Use markers to create interesting patterns over the entire body of the critter. 4. Attach eyes with PVA. 5. Attach rubber legs provided with stapler.

**Materials:** Vipond Artist Acrylic Paint (Black), metallic markers (Gold, bullet/fine point), joggle eyes 12mm and PVA

## Critters

**CRITTERS: Ant, Mouse, Scorpion, Beetle, Turtle, Earwig & Frog**

Pkt 10 Cost: \$9.20 + 10% GST = \$10.12 (Not available in assorted pkts)



# Activities

## Planet Earth Mobile

Planet Earth is a cardboard cut out mobile designed to represent the four layers of the earth in proportion. The cardboard blank may be used in numerous creative ways in Science, SOSE or Art, at both primary and secondary levels. Paint and pastels are excellent on the white cardboard. We suggest students do not open it into a mobile until the art work is complete on both sides.

### ACTIVITY:

1. Research information about Earth.

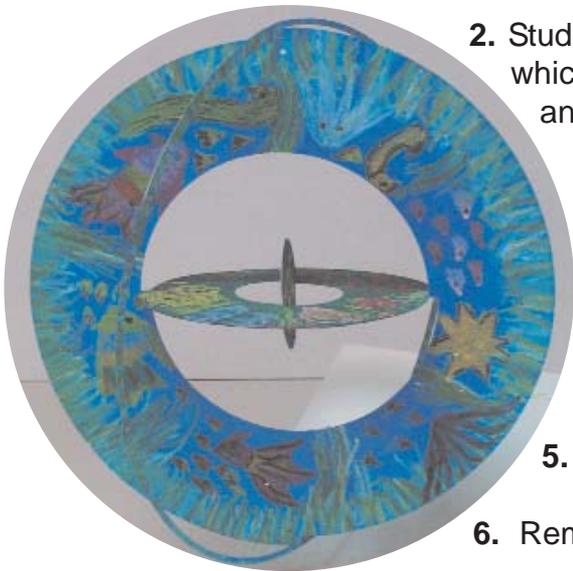
2. Students choose two main features of planet Earth on which they would like to focus eg. the sea, plants, animals, birds, insects, people and buildings.

3. Choose two colours to present the Earth. Paint both sides of the Planet Earth mobile, using a sponge roller.

4. When paint is dry, use pastels to draw in details eg. fish for the sea, plants.

5. Put string in the hole provided for hanging.

6. Remove square frame, open mobile and hang up.



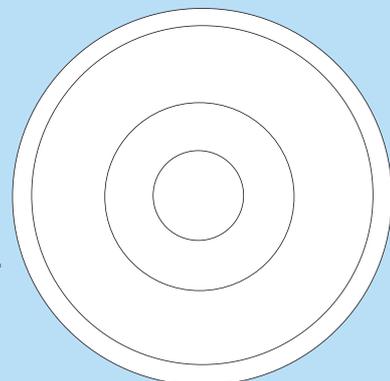
### MATERIALS:

Planet Earth cardboard cut-out mobile, paint, pastels, sponge roller and string.

### PLANET EARTH CARDBOARD CUT-OUT MOBILE

Comes as a flat cardboard square which is easy to hang and open into a mobile.

Pkt of 10 Cost: \$7.50 + 10% GST = \$8.25



# Activities

## solar system CHART

This chart (pictured below) has been designed by Zart Art in consultation with the Planetarium to:

- Show planet sizes in proportion to one another (upper chart).
- Show each planet's distance from the sun (lower chart).
- Allow student's to decorate the planets creatively.

The chart comes in four pieces which join together easily to become a frieze. The total length of the chart is 240cm x 21cm. A fact sheet with relevant information is provided.

The planets are blank and the background is navy blue. Students may use markers, water colour pencils, pastels to decorate the planets or they could cut out a planet from cardboard (as photographed), decorate it and then paste it on to the chart.



*The Solar System Chart*

*Upper Chart*



*Lower Chart*

### ZART'S SOLAR SYSTEM CHART

Easy to assemble Solar System Chart. Dimensions of the chart are 240cm long x 21cm wide. A fact sheet is provided. Pkt 1

**Cost: \$5.00 + 10% GST = \$5.50**

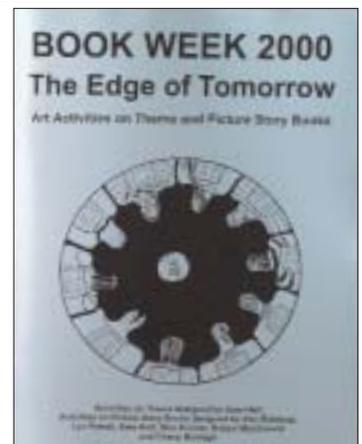
### Book Week 2000

#### The Edge of Tomorrow

#### Art Activities on Theme and Picture Story Books

Activities on the theme were designed by Kate Hart. Activities on the six short listed Picture Story Books were designed by Ann Bidstrup, Lyn Ferrall, Kate Hart, Mim Kocher, Robyn MacDonald and Cheryl McHugh. Activities will suit class teachers, Librarians and Art teachers.

**54pp \$20.00 + 10% GST = \$22.00**

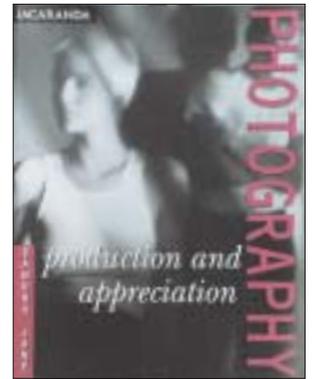


# New Resources

## PHOTOGRAPHY production and appreciation *by Sandra Jane*

This book provides students with text, examples and activities for creating, analysing and studying photography as a form of art. This textbook is written specifically for Levels 5, 6 and 7 of the Visual Arts strand of the National Curriculum and Curriculum and Standards Frameworks for Art.

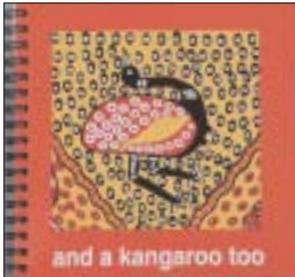
166pp \$34.95 + 10% GST = \$38.45



## And a kangaroo too National Gallery of Australia

There are many different Aboriginal languages and the translations provided in this book are those from the language group of each artist where their work appears. All works illustrated are from the Aboriginal and Torres Strait Islander Collection of the National Gallery of Australia.

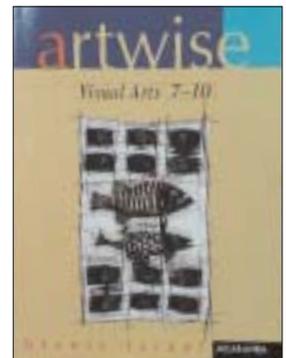
\$14.95 + 10% GST = \$16.45



## ARTWISE VISUAL ARTS 7-10 *by Glenis Israel*

Artwise is written for the Visual Arts 7-10 syllabus in NSW. It features an extensive range of quality, full colour reproductions, making it a valuable resource for any teacher or student of visual arts. Studying art, further research and making art exercises are integrated, challenging students to explore their own opinions and stimulating their own art making.

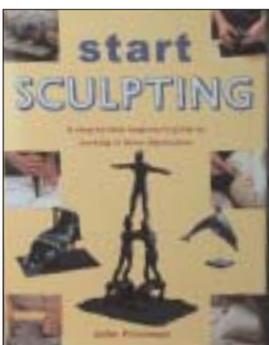
212pp \$35.95 + 10% GST = \$39.55



## start SCULPTING *by John Plowman*

Twenty exciting projects, ranging from a racing cyclist and a leaping dolphin to a landscape relief and a cascade of autumn leaves. Full colour photography and step-by-step instructions are designed to give confidence to beginners. Ideal introduction to basic sculpting techniques of carving, modelling, construction, casting and assemblage.

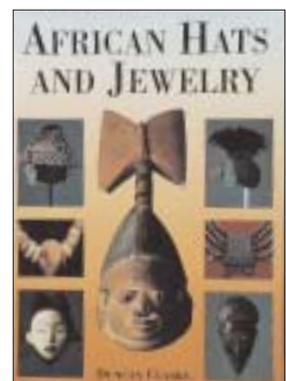
144pp \$43.95 + 10% GST = \$48.35



## AFRICAN HATS AND JEWELLRY *by Duncan Clarke*

An examination of materials and techniques of traditional African printing, decorating and craft production. The mythology and meaning of jewellery, beads, hats, cloths and masks. The part they play in adornment in ceremonial and every day life in the African sub-continent.

112pp \$43.95 + 10% GST = \$48.35



# Zartextra

Term 4 Edition 2000

Registered by Australia Post Publication No. 327087/0003



A Visual Arts publication produced each term for Kindergarten, Primary and Secondary Teachers by Zart Art and Zart Education Service.

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9.00am-12.00 noon Saturday

### **Zart Art School & Wholesale Supplier**

Zart Art offers an extensive range of resources, art materials, craft and technology supplies. You will find competitive prices and efficient and quick service.

### **Zartworks Retail Shop**

Zartworks have all your art and craft needs catering for both beginner and professional artists. You can select from a wide range of visual arts, craft and graphic supplies. Browse at your leisure or seek assistance from our experienced staff.

### **Zart Children's Gallery**

The gallery features art works made by children from Prep to Year 12, from all around Victoria. Schools can arrange for children to visit the gallery, analyse the works of their contemporaries and then make a relevant piece of their own art work in our workshops with an art consultant. The gallery is also open to the public for viewing, during opening hours free of charge.

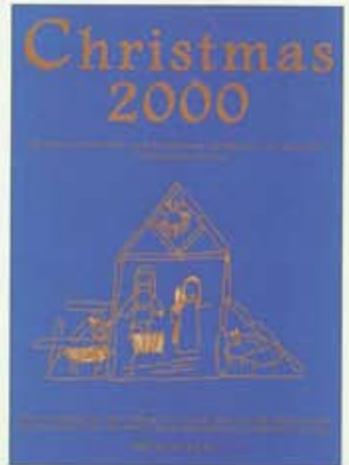
### **Zart Education Service**

Zart Education Service provides hands on professional development workshops for Primary and Secondary teachers, as well as Kindergarten, LOTE teachers and Librarians. Visual Arts workshops are regularly held at Zart and upon request at your school, district or KLA's group. Our consultants also work with groups of students on special projects, as "artist in schools" or CRT in the art room.

# Merry Christmas

The staff at Zart Art would like to extend their best wishes to all our customers over the festive season and wish everyone a Happy New Year.

To help you with your end of year Christmas activities we have published a 'Christmas 2000' booklet which features Mexican, Australian and traditional Christmas art activities. The aim of this booklet is to assist primary school teachers in providing creative visual arts activities for Christmas. A variety of starting points have been provided based on the traditional Christmas story and an Australian and Mexican interpretation of some aspects of this story. Twenty-two different activities as well as background information make this booklet useful for classroom teachers, librarians and art teachers.



The Zart Art 2001 catalogue will be sent out to all our customers in November 2000, with a variety of new product listings as well as all our old favourites. We will feature Back to School Specials on numerous products and offer discounts on the overall order. If you would like to place your orders for 2001 in November or early December we will dispatch your order before the end of term so you can unpack it in readiness for the new Term 1. These orders will be invoiced at the time of dispatch however payment can be delayed until February 2001. All prices will be inclusive of GST and fixed until March 1st 2001.

## Castle Construction Unit

by Lynn Jennison, Art & Technology Co-ordinator, Dingley Primary School.

After numerous years of being an 'ordinary grade teacher', the beginning of the year 2000 saw me fulfil one of my great desires, teaching art full time. I spent some wonderful time looking through books and settled on an idea, borrowed from Ian Buchanan's 'Art Attack'. I decided to offer this construction unit to the children in our grade 3/4 area.

### PREPARATION

A couple of weeks prior to my proposed starting date I introduced the idea to the children and asked them to start collecting cardboard tubing of various lengths and diameters. I placed a request in the newsletter asking for various types of strong tubing. Plastic wrap and foil tubes were ideal, but for variety I also asked for 'Pringles' tubes, carpet roll inners and the long narrow tubing often found inside wrapping paper and fabric rolls. Many of the materials for this activity were donated however some specific items did need to be budgeted for. The major expenses I encountered were for PVA, cardboard cones, white undercoat, glitter varieties and coloured Viponds paint.

### EXPLORING & DEVELOPING IDEAS

While I was madly collecting and preparing materials, the students were exploring the physical characteristics of different types of castles, both real and imaginary. They discussed the use of castles in history, movies and picture storybooks and, after collecting photographs and illustrations of historical and fairytale castles, they created lists of the main features common to many, such as towers, turrets, walls, construction materials, doors, windows, draw bridges etc.

The discussions then culminated in a painting activity with each child using wax crayon and food dye to express their own interpretation of an historical, fairy tale or spooky castle.

The next step in our unit was for the children to decide whether they wished to construct a castle individually or with a partner. Taking into account the range of the children's ages and skill levels, plus the time, resources and space needed to make over 130 individual castles, it was considered beneficial for many of them to work in pairs.

### ARTS PRACTICE

#### WEEK ONE

The aim of this lesson was for the children to use the materials available to begin construction of their 3D model. The importance of arranging towers and turrets in a manner that was stable and aesthetically pleasing was discussed, as was the necessity to recall and use their knowledge of masking tape to join items firmly so that the completed construction was strong. The students worked conscientiously, cooperatively and constructively for the next eight weeks. It was an absolute delight to see all the students completely absorbed and applying their intellect so creatively and spontaneously.



## WEEK TWO & THREE

These sessions were devoted to covering the entire structure with a continuous coat of paper mache. As little sticky fingers and the act of paper tearing don't really mix, I prepared an enormous quantity of paper pieces prior to these lessons. After covering tables with newspaper and laying out quantities of paper pieces, paste brushes and PVA / water mix, the students were shown the 'crinkled' effect these materials would create and importance of making sure that all pieces overlapped. They could choose whether to cover their turrets with a layer of paper or to leave them smooth, but were again reminded to keep them separate for ease of painting later. Once their paper layers were complete, the children cupped small amounts of PVA mix into the palms of their hands and liberally smoothed this over the surface of their castle.

## WEEK FOUR

During this week's lesson the children's task was to paint on a layer of undercoat in order to create a smooth white surface upon which colour and later decorations could be applied.

## WEEK FIVE

The task for this session was for the children to apply coloured paint carefully, to create a 'solid' coating of colour/s, with no white patches or thin spots showing. As Viponds paint is so quick drying, large plastic sheeting was layed over the tables to protect them, and at the end of each day this was just folded up and stored until the next week.



## WEEK SIX

During this session the children were required to look carefully at their castles from a variety of angles to see if they had missed any spots. Careful colour mixing was needed by some children to match previous coats. Details such as windows, doors, brickwork etc. were applied on this day and the importance of crisp, clean edges and joins was demonstrated.

## WEEK SEVEN

For this session, I had organised a wide selection of materials to be used to add detail and further decoration. Wire, crepe paper and tiny artificial flowers were combined to create trailing vines, match and icy pole sticks became drawbridges, shiny buttons became door knobs, etc. In addition to tacky glue and PVA being available, a helper and I manned two warm glue guns to attach these items securely to the castles.

## WEEK EIGHT

During this session the children 'shared their castles' with one another and began working on a mini booklet about their experience, a task that was to be completed as a 'holiday activity'. In this booklet students were to describe and draw their castle, (including who they thought lived there), to recall the steps taken from the beginning to end of the unit and then make comment on parts they particularly liked or didn't like. They also evaluated aspects of their own and other castles and contemplated whether they would do anything differently if given another opportunity. Finally, they were asked to think about the techniques learnt and the skills used, considering other possible projects to which they could be applied.

## CONCLUSION

This was such a great experience for everyone involved. I feel such a sense of pride in the children's efforts and the response from everyone in the school community has been just fantastic. Open Week occurred during our 'undercoating' stage and it was wonderful to witness the children enthusiastically explaining the process to their parents. The best comment I heard was one of the mothers saying, "Gee, I wish I could make one!" I agreed entirely.

## Heidelberg School Artist Trail

In Melbourne's North East

The Heidelberg School was the first significant art movement in Australia. The name originated in July 1891, when art critic, Sidney Dickinson wrote a review of the exhibitions of works by Walter Withers and Arthur Streeton. Dickinson noted that these artists, whose works were mostly painted in the Heidelberg area, could be considered as 'The Heidelberg School'. Since that time, The Heidelberg School has taken on a wider meaning and covers Australian Artists of the late nineteenth century who followed *plein-air* painting.



The Heidelberg School Artists Trail, the first of its kind in Australia, has been extended through the municipalities of Banyule and Manningham and the Shires of Nillumbik and Yarra Ranges. The trail includes a total of 52 colour, interpretative signs which follow the history of internationally recognised artists including Streeton, Tom Roberts and Louis Bouvelot.

The signs include reproductions of some of the artists' most famous pieces and a description of each of the works, located in or near where the artists painted or lived. This allows visitors to experience not only how the artists interpreted the landscape, but also how the landscape may have changed since the artworks were produced.

The project was jointly funded through Tourism Victoria's Statewide Tourist Signing Program via a grant from the State Government's Community Support Fund, Parks Victoria and the four Councils involved.

The trail offers a great opportunity for art classes to experience the landscapes which have inspired artists for generations. Classes can conduct their own *plein-air* painting in one of the many picturesque locations along the trail or take a walk and learn about each of the sites from the interpretative signage. One of the best walks is that through the Yarra Flats park in Heidelberg. This walk includes eight signs along a well established shared walking/bike path which follows the Yarra River from Banksia Street to the Eastern Freeway.

This particular trail passes through open paddocks, under overhanging native trees and along stretches of the Yarra. It is also ideal for including a visit to Banksia Park or the Museum of Modern Art at Heide or heading up into the nearby historical precinct of Eaglemont and the Walter Burley Griffin Estate. A number of signs can also be found in the shopping precincts of Eaglemont, East Ivanhoe and Heidelberg and this is an ideal stop for afternoon tea.

Why don't you and your students follow in the footsteps of the Heidelberg School Artists? If you would like further information on the Heidelberg School Artists Trail or a map of the entire trail, please contact: Banyule City Council on (03)9490-4222.



## Zart Children's Gallery

Situated at Zart Education Service is Zart Children's Gallery. In the Gallery you will find some outstanding visual art works created by students from Levels 1-7.

Each term the exhibition is changed so a new display may be viewed over the holidays, supplying unlimited ideas for the following term. Photos may be taken to build up your own folio of resources. The gallery also gives the students exhibiting work the opportunity to bring their families along to appreciate their pieces of visual art.

Why not combine a tour with a workshop? The workshop is based on a particular aspect of the gallery. The gallery tours are generally of a two hour duration and usually 2 grades will attend. Please contact Megan Pote at Zart Education Service for further information regarding this service on (03) 9890-1867.

The Prep boys at Camberwell Grammar as part of the SOSE program studied "Myself" in their classroom. This unit of study was easily transferred into the art programme, with the potential to teach portraiture, the human form and figurative drawing and painting.

They began a 6 week project by looking at the face, looking at each facial feature in detail. They discussed the work of the great masters and the expressive/cubist works of Picasso. Self portraits were drawn within proportional lines with soft pastels on a food dye background.

The next task was to paint a face onto a round piece of foam and print the face onto paper. When dry the students drew their body to reveal a certain activity they might engage in. The students were then given a variety of balsa lengths, buttons, popsticks and matchsticks to construct themselves in a way that told the audience something about them. When constructed, paint, felt and other decorative materials were added before finally adding the pre painted foam face with a hot melt glue gun.

### Gallery Listing for Term 4

BoxHill Nth P.S.	Puppets
Camberwell Gram.	Bird Cages
Concord School	Visual Arts
Cranbourne S.C.	Clay Heads
Dingley P.S.	Castles
Doncaster East S.C.	Olympic Mascots
Donvale Christian Col.	Olympic Hanger
Lauriston Jnr. Girls	Morton Bay Tree
Lauriston Sen. Girls	Prints
Loreto College	Prints
Loreto Manderville Hall Jnr.	Gnomes
Ringwood Heights P.S.	Faces
Star of The Sea	Paintings
Strathmore P.S.	Fabric Collage
Thomastown West P.S.	Egyptian Art
Upwey Sth P.S.	Fabric Pictures
Williamstown Sec.Col.	Windsocks
Yavneh Leibler Col.	Futuristic Headdress

If you would like to have your work exhibited in the Gallery, please contact Jan Roker on (03)9890-1867 or 041 236 2376.



## 3D Ceramic Head Studies

by Jan McAleese, Studio Arts/Ceramics, Cranbourne Secondary College

Year 9 students at Cranbourne Secondary College were challenged to produce a 3 dimensional image of a notable /celebrated person.

### ARTS PRACTICE

#### Ideas, Skills, Techniques & Processes (Level 5: 5.1; 5.2)

Students researched newspapers and magazines as a starting point, to generate / develop ideas and designs.

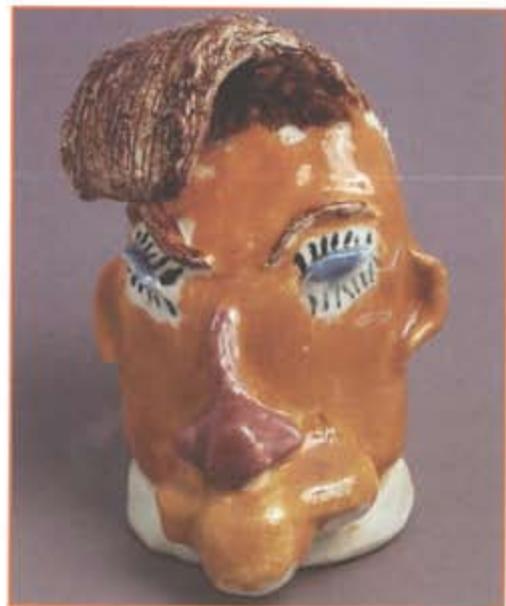
Having selected an image of a politician, sports person or celebrity, each student then used this source to observe and model the "character-likeness" three dimensionally, in the medium of white earthenware clay (TWE).

After discussing the skeletal formation of the human face, a demonstration of selected techniques, skills and processes involving the structure of a 3D form was explained.

Utilising a range of skills learnt in previous ceramic classes, each student formed a sphere using the double pinch pot method. Joining a slab collar for the base or neck of the head followed.

Subsequent lessons covered the techniques of "building up" facial characteristics, by demonstration and careful observation of the image.

The formation and process of this head study spanned 3 - 4 weeks (2 x 50 min periods), and it exemplified the need to keep the clay moist over several weeks (especially in summer temperatures).



# Activities

## Paper Santa Face (Levels 1-3)

### You will need:

Beige or cream cover paper, red kinder squares, white cartridge paper, scissors, glue & stapler.

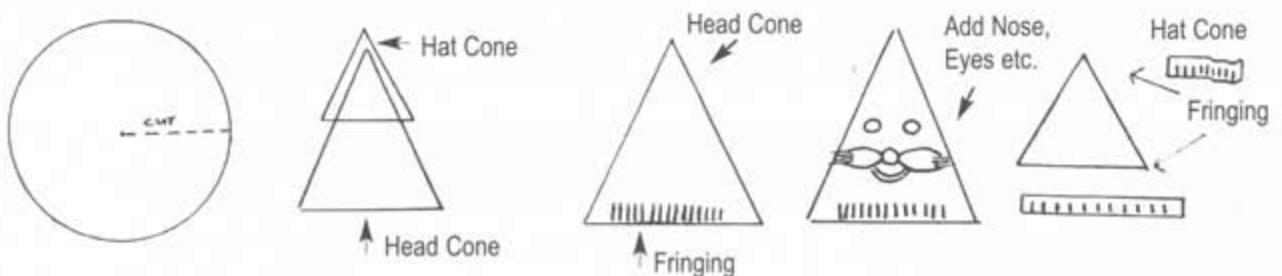


### Method:

1. Using the cover paper, make a cone with a 20cm diameter semi-circle.
2. Make a smaller cone with the red paper, about 6cm diameter.
3. Put the smaller cone onto the larger one to make the hat.
4. Now encourage the children to use their paper skills to add stand out eyes, nose, mouth, moustache, beard etc. for their Santa.

This activity could be extended to make Santa's whole figure by changing the colour of the paper for the larger cone shape to become the body. Now challenge the children to find an interesting way of adding legs and arms.

The completed figure could be hung from a thread through the top of the hat or made to sit..



## Paper Towel Angel (Levels 4-6)



### You will need:

1 roll of paper towel, 1ltr of prepared cell-mix, 1 1/2 cups of PVA, aluminum foil, jute - natural, wide flat brush, craft card, gold spray paint, gold paper twist, masking tape, scissors & newspaper bowl.

### Method:

#### Body

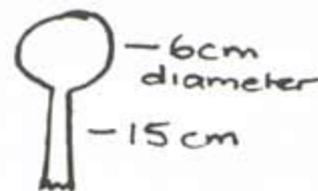
1. Make a cone from craft card. Cut off top and cover with foil.



# Activities

## Head and Body

1. Make a newspaper ball and cover with foil leaving a tail.
2. Mix prepared cell-mix with PVA. Brush a double piece of paper towel approx. 20cm square with paste. Repeat 3 times.
3. Drape one length of towel over the body at the front, gathering at the neck hole. Repeat for back and sides. Arrange to form a skirt turning under raw edges. Place the head into the neck hole. When dry remove the cone.
4. Brush an A4 piece of paper towel with the paste and drape over the head and down the body. When dry cut a piece of paper twist approx. 18cm long and attach around the neck using PVA.



## Arms/Hands

1. Take a sheet of newspaper and roll tightly into a 35cm long sausage. Secure with masking tape.
2. Cover with paper towelling that has been brushed with PVA. Pinch in ends of paper towelling to form hands.
3. Loosely drape another piece of paper towel, 35cm x 12cm approx, over the sausage to form sleeves.
4. Bend the sausage into a 'U' shape and place around the neck of the dry body. Attach using PVA. Shape to form arms and sleeves.



## Wings

1. Brush a piece of paper towelling approx 30cm x 20cm with paste. Fashion into a wing shape gathering at the centre.
2. Place on plastic and allow to dry. Attach the wings to the back of the body using a strip of paper towelling, 1.5cm x 10cm, brushed with paste.



## Hair

1. Cut 6 strips of jute approx. 5cm long and 10 strips of jute approx 30cm long. Attach the small strips of jute, using PVA, to form a fringe.
2. Arrange the long strips of jute over the top of the head to cover fringe ends and drape down the sides of the head. Fray ends of jute.
3. Spray angel lightly with gold paint. (Note hair and finishing touches are just suggestions. Students should be encouraged to decorate angel in their own personal style.)