

Term One 2014

Zart

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Inspiration • Ideas • Education Updates • Online Support • Tips & Techniques



Templestowe Park Primary School



The Peninsula School



St Margaret's School, Berwick



Melbourne Girls Grammar School

Zart - Supporting Teachers in Creative Education

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About Us



Zart Extra: ISSN 1448-8450
Zart Extra is published quarterly by Zart Education, a division of Zart Art Pty Ltd. This publication is mailed prior to the first week of the term issue date. This newsletter allows art teachers/co-ordinators to learn about what is happening in art education and what other art teachers are doing. You will find information on new art techniques and processes, the latest materials and resources on the market. Please note, all prices quoted are valid for the duration of the current term only and are subject to change without notice. The insert of the newsletter provides details of our term's workshops, so teachers can then contact us and book into the workshop.

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What's on

MELBOURNE NOW

22 NOV 2013 – 23 MAR 2014

The Ian Potter Centre: NGV Australia at Federation Square and NGV International, 180 St Kilda Road

The exhibition will represent Melbourne as a dynamic centre for the production of, debate about, and participation in contemporary art, architecture, design and performance - innovative creative practice in all its forms. Melbourne Now will encompass an ambitious program with well over 120 artists and projects as well as architectural and design projects and commissions, commissions for kids and families and a community hall, which will host a rotating program, encouraging community expression from choirs, workshops, multicultural groups, performance artists, cake decorators, philosophers and poets, among many other activities, public programs and events.

MELBOURNE NOW - MY PLACE NOW

Recommended for primary schools

Teacher briefing Tue 04 Feb, 2014, 4-5.30pm

Student program from February 2014

Melbourne Now - My place now is a participatory project for a class, year level or whole school that connects Melbourne Now with the broader community by providing a framework for students to research, document and celebrate their own creative communities - in Melbourne or beyond. Students spend a half day at the NGV discovering the vibrant art and design scene of Melbourne and exploring how artists and designers are inspired by place and what they contribute to a community. Prior to the visit, teachers participate in a free online introduction to the project which will provide starting

points, inspired by Melbourne Now, for schools to celebrate their own creative communities.

Bookings and enquiries

T 03 8620 2340, 12-5pm weekdays

E: edu.bookings@ngv.vic.gov.au

THREE PERFECTIONS: Poetry, Calligraphy and Painting in Chinese Art

06 DEC 2013 – 09 JUN 2014

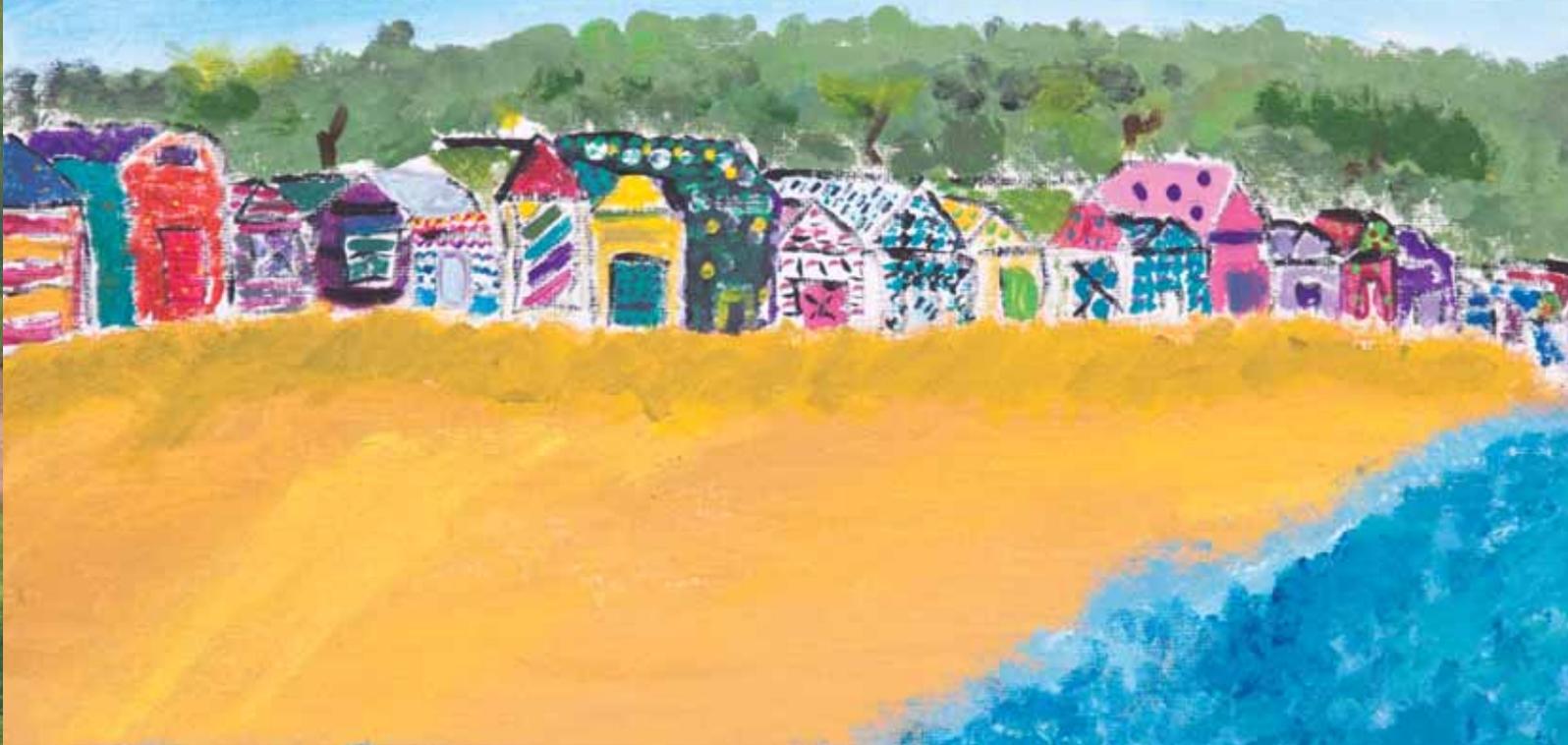
NGV International, 180 St Kilda Road

Three Perfections explores the interconnections between poetry, calligraphy and painting. In traditional China, scholars and scholar-officials were cultivated in these arts as vehicles of self-expression. Painting was regarded as 'silent poetry' and poetry 'painting with sound'. Scholars trained in the 'art of handwriting' or calligraphy at an early age used calligraphic brushstrokes in their paintings. This exhibition consists of paintings and calligraphy from the Asian Collection. Works dating from the fourteenth century to the present will show the uniqueness of Chinese art and the contrast between traditional and contemporary art in the continuity of a living tradition.

CONGRATULATIONS

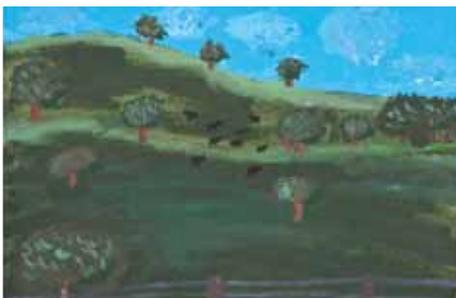
The Australia Council for the Arts have announced that artist Fiona Hall AO will represent Australia at the 56th International Art Exhibition, Venice Biennale 2015 and that Linda Michael, Deputy Director & Senior Curator at Heide Museum of Modern Art will curate the exhibition, which will be staged in the new Australian Pavilion. Congratulations Fiona and Linda on this fabulous opportunity.





Local Landscapes

Local Landscapes is an extended visual art and literacy enrichment program for highly focussed year 5 and 6 students who have demonstrated interest, imagination and skill in the visual arts. The program is based on the Australian permanent collection at the NGV.



THIS PROJECT HAS 3 COMPONENTS:

Professional Learning for teachers: Free online professional learning and introduction to the program, including a focus on the artists and their artistic practice, discussion of level 4 curriculum material and organisational details.

Student Program: Introductory lecture to showcase the artists and their artistic practice and to listen to a contemporary Melbourne artist discuss their approach to landscape painting.

In the Gallery students engage in detailed observation and visual analysis with the selected works of art

Back at school students research, explore and experiment with a range of art materials as they create their local landscapes. They write a label to describe their ideas, intentions and influences. Students engage in letter/email exchanges with students across the participating schools.

Studio Exhibition: In the NGV Education Studio students display their local landscapes with labels. Certificates of participation are presented and students conduct gallery tours for their families. (Contact NGV Schools Bookings directly.)

For three consecutive years Strathcona Baptist Girls Grammar School has participated in this art extension project. This year 19 girls from Grades 5 & 6 elected to take part, agreeing to attend a lunchtime session once a week for ten weeks.

The project began with a visit to the NGV. This involved a lecture, a viewing of a select group of Australian paintings and a talk by practicing artist, Dale Cox, about his

ideas, their development and his techniques. They then chose and photographed their local landscape.

Their paintings on canvas boards were based on this image and worked on throughout second term. At the beginning of each session a tutorial was held focusing on a specific technique that could be applied to their image such as painting clouds, sea, trees etc. On the completion of their painting they wrote a short piece about their local landscape and its significance to them.

On the first Saturday of Term 3 the work was exhibited alongside that of all participating schools at the NGV. This event was attended by students and their guests and was a great opportunity for them to see other students' work and to read the accompanying text. Participation in this project has enhanced the artistic development and art appreciation of all the students involved.

Susan Clarke

Visual Art Teacher

Strathcona Baptist Girls Grammar School





A Mindi Journey

The students at Carey Baptist Grammar School in Donvale commenced their Mindi journey by studying the Wurundjeri people who once lived and hunted in the area around the school. This connection has had a deep impact on their understandings and has been the inspiration for the significant elements of the final artwork.

We worked closely with the Wurundjeri people and the Koorie Heritage Trust to authenticate the historical and cultural setting for the work. They have been both supportive and generous and our students have been exposed to their culture in an in depth fashion.

Students were encouraged to work alongside me to gain an understanding of the steps that are necessary to design and make the finished work. Together we solved the practical, mathematical, creative, and artistic problems that arose. Involving the students in the design process and discussing the issues that needed to be resolved was paramount to this learning experience. Students discussed and were able to understand the process of working on a design, its possibilities and limitations. We looked at how we needed to create a collaborative work and yet allow for individual expression, to provide an installation that was true to the Wurundjeri people.

Students gained an understanding of the



need for the work to make a connection to the space in which it was to be installed. They learnt about the culture of the tribe who have been in our area for over 40,000 years. They considered the choice of materials to be used in the construction of the work and its potential to reflect the subtleties of the environment and the symbolism of the serpent Mindi. This serpent is greatly respected by the Wurundjeri and it was therefore paramount that the finished installation sat in harmony with the landscape. Other members of staff have supported our journey by integrating the project into their classroom curriculum.

This was achieved through: Researching the Wurundjeri thoroughly and immersing students in every aspect of the study using resources at our disposal including information technology and literature. Outside resources such as guest speakers, other peers and local community representatives also provided valuable input. Our librarian Robyn Sunberg studied the environmental culture of the

Wurundjeri people. Students created visual and written reflections of their understandings through classroom studies / image making in the form of paintings, line drawings, printmaking and 3D materials. They were introduced to the language of the Wurundjeri people, their history, local symbols and story lines.

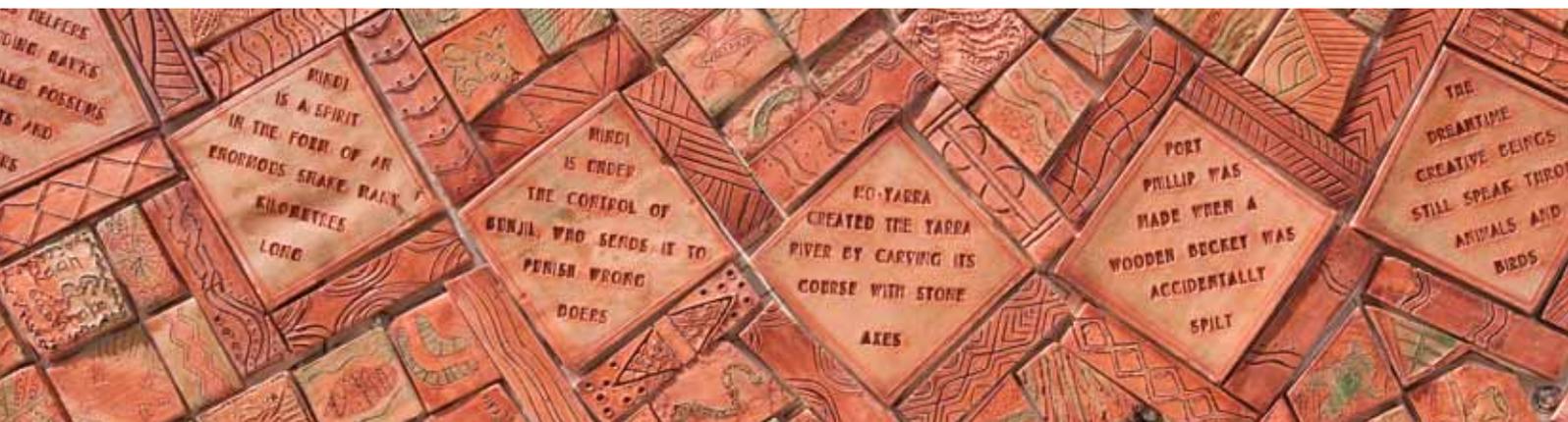
Classroom teachers became involved in integrating the project into their curriculum. All staff, students and parents have participated. The students carved the creatures and symbolic pattern work and used the language of the Wurundjeri on their tiles. The parents' tiles represented the Wurundjeri patterns and surrounded the written excerpts that travel along the spine of the serpent. The teachers carved tiles for the head using only the patterns of the tribe.

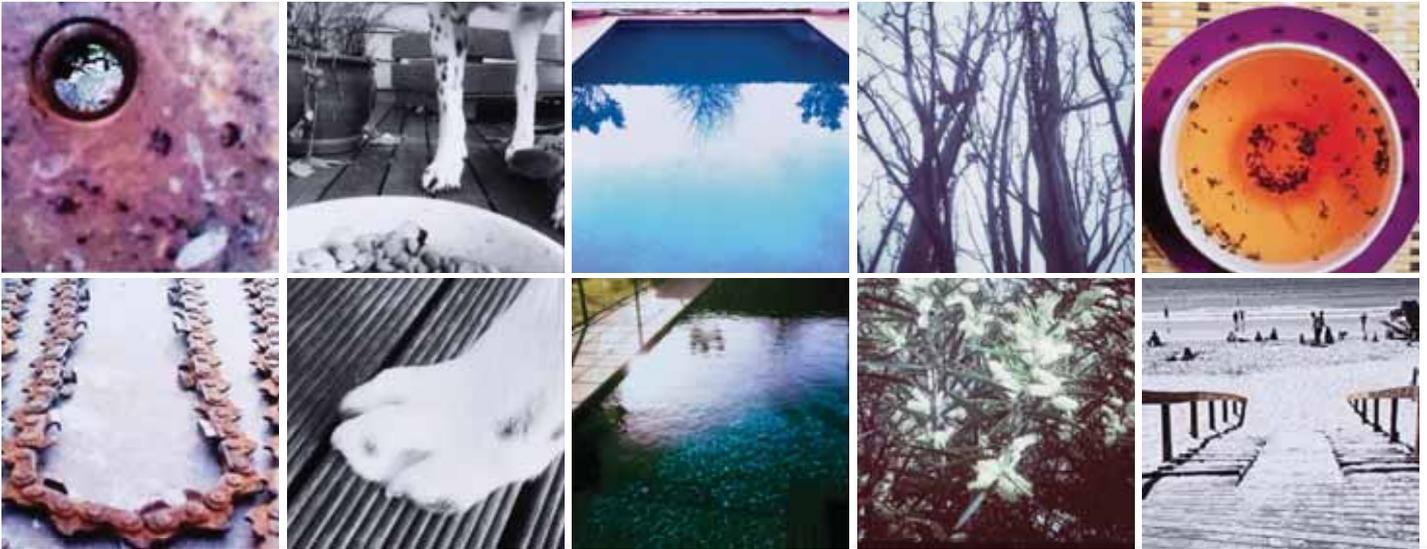
Mindi now sits proudly in our landscape and has been an enriching experience for us all and a permanent learning opportunity for all who view her.

Jeanette Jennings

Art Teacher

Carey Baptist Grammar School Donvale





Art that can be anywhere

The students at The Peninsula School in Mt Eliza use their smartphones as a tool in the art room. Sally Thompson their art teacher explains how this was implemented.

I have noticed in my teaching practice over recent years that students are increasingly using their smartphones to record the development of their artistic process. Our students have in their pocket a powerful and portable device that allows them to spontaneously shoot photographs at any time and in any place. Social media is allowing them to instantly exhibit their artwork to a worldwide audience.

I wanted my Year 10 students to fully utilise the opportunities for making artworks and sourcing inspiration from the world around them, and so I developed a photography project which harnessed the accessibility of smartphone technology. This project was created in association with my student teacher who was able to give me the perspective of a digital native. (i.e. a person born after the introduction of digital technologies and through interacting with digital technology from an early age, has a greater understanding of its concepts)

The students began by researching and analysing a range of photographs created using smartphones and other digital devices. They trialled a range of smartphone photography applications which allowed them to simulate various film types, frames, lighting, lenses and other photography effects. One of the more popular social media photography

apps was found to produce images of a very low quality which were designed to be viewed on screen but were not appropriate for printing. There are literally thousands of apps available and the students enjoyed sharing and demonstrating their favourites to the class.

They then brainstormed concepts for their photography presentation. The objective was to create a series of nine related images which explored a theme from the world around them. We looked at the photomontages of David Hockney and talked about the possibilities for fragmentation of images, showing different viewpoints of the same object and for telling a story. The book *The Art of iPhoneography* by Stephanie Calabrese Roberts was an invaluable resource.

Once the students had decided on themes, they shot a wide range of images using both the smartphone camera and through apps. They then printed a contact sheet and carefully examined their images. A series of nine images were selected and evaluated. Some students then went back into apps to edit the images further and use more filters, frames or vintage effects.

The final nine images were then imported into the computer and opened using *Adobe Photoshop*[®]. Any further editing was done at this point, and then the images were arranged in a 3 x 3 grid. This was an opportunity to learn about layers in *Photoshop*[®], and to experiment with

background colours, textures and gradients. The finished images were then printed, mounted, displayed and evaluated.

Assessment for this task focussed on the students' competence in reaching the Draft Australian Curriculum Achievement Standard for The Arts in Years 9 and 10. Factors included:

Conceptualising ideas in their art making (brainstorming, research).

Demonstrating refined skills in manipulating materials, techniques and processes (composing images, shooting, editing, applications, *Photoshop*[®], printing, mounting).

Discussing characteristics and constraints identified in the process of art making (contact print, screen shots, selection and evaluation).

Reflecting on and discussing the development of a personal aesthetic, making critical comparisons to the work of others (research, brainstorming, evaluation).

The resulting artworks were surprising in their diversity of technique and approach. Many artworks had a marvellous narrative quality; some were almost cubist in appearance; others were quirky and funny and very personal. All of these students have proudly uploaded their work to social media for the world to see; and to like.

Sally Thompson

The Peninsula School
Ella Chapman, Monash University



Legacy Project



Each year the graduating class of Grade 6's at Templestowe Park Primary School work on a 'Legacy' project. The students leave behind a major artwork to be enjoyed by the school community after they have moved on to secondary education. We wanted to make the 2013 Legacy our biggest and best, to have a collaborative piece that made a real statement with a contemporary focus. The students and I decided that it would be really fun to paint on skateboard decks and to create a sculpture. Earlier this year I participated in a Street Art Professional Learning day at Zart. I adopted many of the ideas gleaned from this day into our 2013 legacy project.



The students were introduced to Street Art, Public Art and Graffiti with a PowerPoint® presentation. Two questions were asked of the students during the presentation – What do you notice? What questions do you have? Interesting points were raised from the images presented. The students had many opinions on the Street Art images shown. Adrian Doyle's modification to Rutledge Lane, which occurred during the middle of our project, was one point of discussion. We explored legal versus illegal and discussed the differences between tagging and pieces. Different forms of Street Art including free form spraying, stencil art, paste ups, tiled pieces, and three dimensional pieces were examined. Many images of Street Art from Australia and around the world were discussed including pieces by Banksy, Vexta, Space Invader, Elk, Sixteen to name a few. The students drew inspiration from these street artists and as a result, decided to use their own initials as the basis for their design. In order to make pieces more personal, students also designed and incorporated a character related to their interests. They transferred their best design onto a template and decided on the colours for their finished piece.

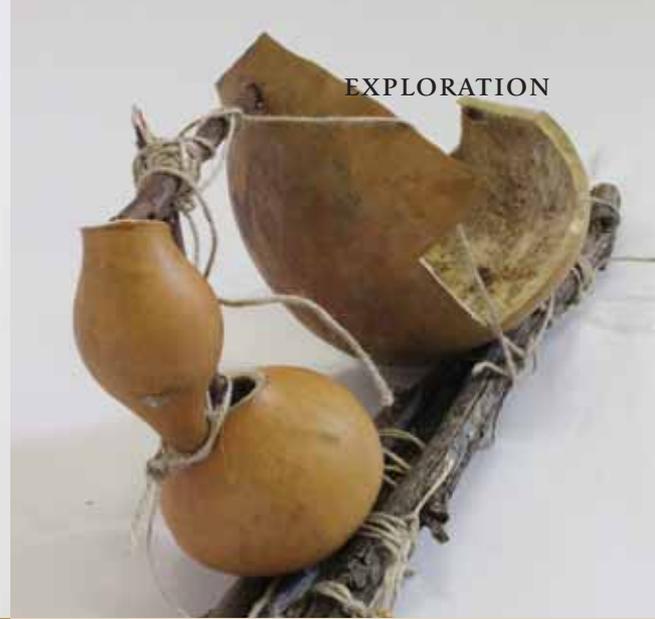
We applied for and received a Leader Newspaper Local Grant of \$1000 which enabled us to spend more on materials. Ironlak spray paint was chosen for the backgrounds, due to the amazing vibrant

colours and the excellent coverage it provides. We didn't prime the skateboard decks and spent a session outside spraying the background colours straight onto the boards. The students really enjoyed using the spray paint and many of them made note of it in their project evaluations. Some students were conservative, spraying with one colour, however others chose to have dripped or multi coloured backgrounds, whatever was appropriate to their design. Once the backgrounds had dried, students transferred their designs onto the boards with chalk. Vipond paints were then used to paint over the spray paint. The students have one session of art per week which enabled plenty of drying time between sessions, with most doing at least two coats of paint on their boards. Posca markers were used to add detail to the designs.

At the time of writing, the boards are finished and look absolutely amazing. The Grade 6's are so proud of their achievements and the rest of the school now want to paint on skateboards as their 'Legacy' project!

Nicole Summer
Visual Art Teacher
Templestowe Park Primary School





EXPLORATION

School Ground Sculptures

Students from Horsham West & Haven Primary School created truly amazing works of art from natural materials collected in their school grounds.



use of gourds in various cultures and the opportunity for us to grow our own from the seeds we collected when cutting them open.

Students began drawing their designs and the call went out to all to gather sticks from the schoolyard. The caretaker was quite happy to see students collecting sticks and tidying up the grounds in the process. Several teams of eager, younger students would regularly drop off the treasure they had found for us, with piles of sticks thoughtfully deposited on the art room doormat becoming commonplace. Surprisingly, we ran short of sticks but, with a plentiful supply to hand at their campus in a rural setting, our Haven students were happy to oblige in bringing their own on their weekly bus trip to the main campus.

Armed with inspiration, creativity and an art room full of sticks, students began their construction, and encountered their first hurdle: binding sticks with string. Yes, that meant tying knots! For many students, this alone presented a huge challenge as they had grown accustomed to the wonders of Supertac, hot glue and masking tape. Whole class and individual instruction was given for simple knot-tying.

This artwork project involved individual focus, teamwork, many design changes and lots of spontaneous creative flair. The students' problem-solving enabled them to overcome the limitations imposed by the materials to successfully transform their artistic visions into reality. It proved to be a truly worthwhile venture, not only from the perspective of the young artists themselves but also, reflected in the level of positive community feedback, in the eyes of many others.

Michelle Watson & Fiona Ryan
Visual Art Teachers
Horsham West & Haven Primary School

It began as inspiration gained from a visit to an art gallery in the seaside town of Robe, where I admired a boat created from driftwood and string.

The journey in the art room, however, carved out a path of its own, thanks to the creativity and enthusiasm of our students.

Living inland, a great distance from any driftwood necessitated an alternative source of wood. A windy January day came to our rescue, resulting in plenty of free art supplies in the form of twigs and sticks strewn across the schoolyard.

We began by introducing our Years 5 and 6 students to their first art brief: sculpture/ construction using natural resources. The students were able to work in small groups, or independently to create a piece of art that was free-standing or able to float.

Inspiration came from various examples including the works of Patrick Dougherty, Vietnamese fishing boats and the Eiffel Tower.

Through discussion with our students, we created a list of possible materials that would be allowed within their artworks: sticks, seed pods, bark, leaves, dried flowers, jute string, brown paper, calico and gourds. All of these items could be sourced locally or from our existing art supplies. The gourds were donated by enthusiastic gardener and retired teacher, June Kortman. The use of gourds wasn't in our original planning; it was the students who suggested using them. This led to further discussion on the



Collaged Self-Portraits



Year 11 students from Patterson River Secondary School submitted work for the Zart Student Gallery in term four 2013 and some of these works were chosen for the design of the Zart 2014 catalogue front cover.

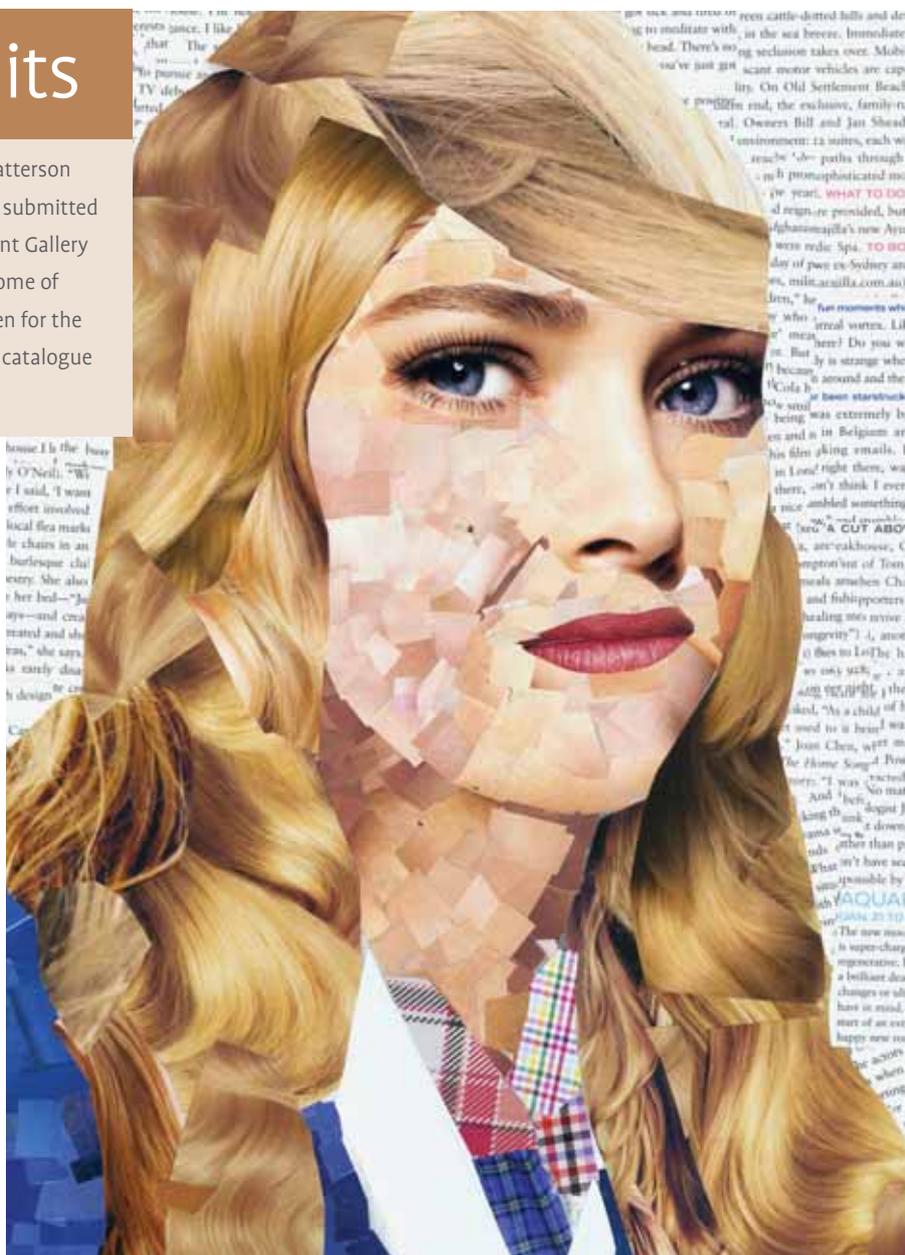
UNIT 1 SELF-PORTRAIT EXPLORATION

Since the advent of the mirror, artists have continued to make themselves the subject matter of their own work, whether through in-depth conceptual exploration of their psyche or in a more concentrated focus on technique. Whatever the motivation, artists from all cultures, time periods and mediums have attempted the exploration of self within their artworks.

VCE ART Unit 1 requires students to develop and apply skills while exploring areas of individual interest. Students learn how to apply skills of observation and imagination to construct visual responses. They examine how formal art qualities including elements and principles help to communicate their own meanings and messages. Students undertake a study of selected artists from varying cultures to inform and inspire their own practice.

The Year 11 students at Patterson River explored the timeless theme of self-portraiture in Unit 1. Students studied a variety of artists from various cultures and time periods. They learnt how the process and materials they used helped them to communicate meaning within an artwork. An emphasis was placed on the formal elements and students experimented with a variety of mediums. They investigated how an artist's vision might not be objective. Artists and audiences have different approaches to seeing and how this was most evident in the "Selfie".

Students were required to create a folio of finished artworks based on the self-portrait. They began with a technical and realistic approach. They had to complete several studies, working from photographs and mirrors. This initial portrait was captured using lead pencil and was required to be visually accurate and avoid offering any insight into the subject's personality. This process was painstaking for some students, it was challenging and required resilience and patience. Guided tasks demonstrated alternating foci on technical skill and conceptual development. In this task students forgo higher-level technical skills and use the very basic skill of cut and paste. As a group we approached this with discussions about how the simplest of skill used with sensitivity and a focus on process can create a powerful piece of visual work. We spoke about how the aesthetics



can be just as beautiful and the meaning and messages can be manipulated by the artist's use of the formal elements. I also introduced the concept of culture both individual and collective. Students engaged in dialogue about the roles of self-portraiture historically and the metamorphosis into today's selfie. The materials for this work were taken from discarded magazines, which lead to discussions on the use of recycled and sustainable materials and we reflected on larger global issues. Overriding was the discussion of process versus concept and experimenting with a range of media. The artworks enabled students to gain confidence in their art making by producing these stunning results using a very simple technique.

Rachel Miller

Head of Visual Arts
Patterson River Secondary College



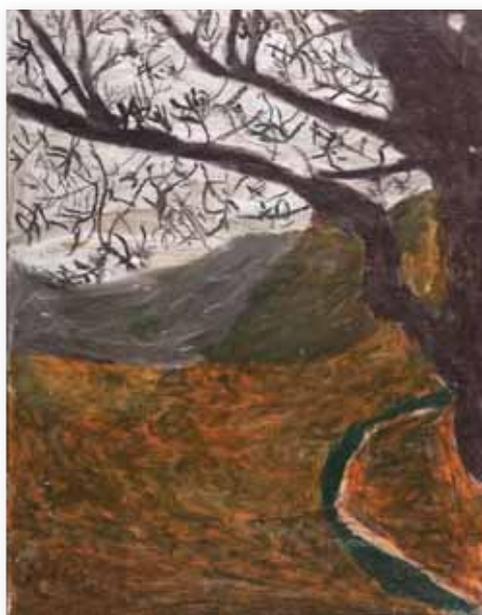
Zart Student Gallery Term 1 2014



Camberwell Grammar



Charlton College



Strathcona Baptist Girls Grammar School

Currently on Exhibition until March 25, 2014

- Apollo Parkways Primary School**
Musical Instruments
- Beaconhills College, Berwick**
Barcelona Cats and Dogs
- Brighton Grammar School**
Animal Masks
- Camberwell Grammar School**
Mosaic Spades
- Carey Baptist Grammar School**
Surrealist Skateboards
- Charlton College**
Monoprints
- Firbank Grammar**
Monet Gardens
- Glen Iris Primary School**
Rhinos and Recycled Bins
- Haileybury College, Brighton**
Zentangled Masks & Ned Kelly
- Melbourne Girls Grammar**
Supermix Landscapes
- Methodist Ladies College, Kew**
Mecanimals
- Mount Waverley Primary School**
Degas Ballerinas
- Pakenham Springs Primary School**
Terracotta Warriors
- The Peninsula School**
Smartphone Photography
- St Margaret's School, Berwick**
Money Prints
- Strathcona Baptist Girls Grammar School**
Local Landscapes
- Templestowe Heights Primary School**
Birds



Apollo Parkways Primary School



St Margaret's School, Berwick



Firbank Grammar

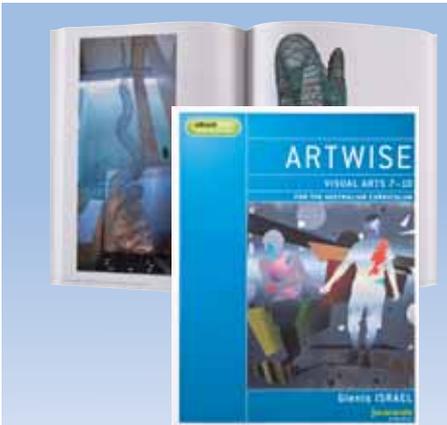


Pakenham Springs Primary School

Zart's Student Gallery

Situated upstairs in the Zart Customer Service Centre. Each term the Student Gallery exhibits a new display of work from young artists ranging from kindergarten to VCE. We are always on the lookout for artwork to be exhibited that showcases new ideas and techniques suitable for all age levels. Please email images of work you would like to exhibit one term in advance to Jan Roker jan@zartart.com.au. Also visit www.zartart.com.au





Artwise Visual Arts for the Australian Curriculum Years 7-10 & eBookPLUS

Glenis Israel

This new edition of **Artwise: Visual Arts for the Australian Curriculum** is specifically written to address the Visual Arts learning area within the Australian Curriculum. It provides a stimulating resource for students in Years 7 to 10, with a broad range of Australian and international artists, and a balance of traditional and contemporary examples. The overall sequencing of chapters demonstrates a progression in difficulty of subject matter, which allows teachers to dip in and out according to the year level and ability of their students in order to work towards the appropriate Australian Curriculum Year level standard. Key features:

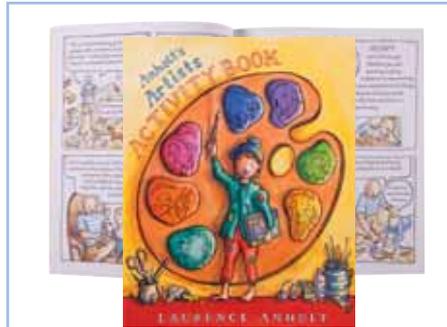
- Addresses the Visual Arts learning area within the Australian Curriculum: The Arts
- Delivers a flexible approach to meet the needs of students from the introductory years 7-8 to elective years 9-10
- Begins with an introductory chapter that covers safety and basic art techniques
- Presents graded and carefully sequenced units that integrate Making and Responding strands
- Provides step-by-step instructions for students' own artwork
- Presents a wide range of artists and their practices across traditional, contemporary, ATSI and Asian sources

312pp

BKAA308

NEW

\$59.95



Anholt's Artists Activity Book
Laurence Anholt

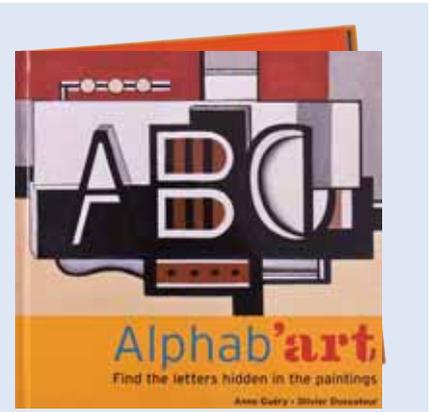
Perfect for any aspiring artists and a useful resource for teachers. Laurence Anholt has created an Art Activity Book unlike any other. Here are 7 fantastic projects for children taught by great masters like Monet and Degas. With this book you will be able to paint a portrait with Vincent van Gogh, make a funky junk sculpture with Picasso or let Matisse show you how to make cool colourful cut-outs. In the easy-to-use format, you will also find numerous tips and secrets, which will help to develop creative confidence.

47pp

BK055

NEW

\$16.32



Alphab'art

Anne Guéry, Olivier Dussutour

This provides a new and different 'way in' to famous works of art and the alphabet. A fun introduction to both the alphabet and the work of famous artists. Readers can search the paintings of Giotto, Chagall, Picasso, Dali, Klee and many more to discover the letter hiding within. There is a strong interactive aspect to the book, as readers have to search for the letters hidden in the artwork.

64pp

BK061

NEW

\$27.23



Craft Smart

Discover fun new crafts and techniques in this series. Learn to knit, make your own jewellery and create fantastic projects out of paper and recycled materials. Craft Smart presents a fresh, fun approach to four creative skills: knitting, jewellery-making, papercrafting and crafting with recycled objects. Each book contains 12 original projects to make, using a range of readily available materials. A special 'techniques and materials' section encourages young crafters to try out their own ideas while learning valuable practical skills.

Recycling

BK053-RE

Papercraft

BK053-PC

Jewellery

BK053-JE

Knitting

BK053-KN

NEW

\$10.90



PRICES EXCLUDE GST AND ARE VALID UNTIL 4TH APRIL 2014



Found – The Art of Recycling

Lisa Hölzl

A beautiful non-fiction book which aims to inspire children to think about art made from recycled material. In the early 1900s the way art was created changed. Pablo Picasso used cardboard instead of paint. Marcel Duchamp called a bicycle wheel art and Raoul Hausmann made a sculpture out of an old shopkeeper's dummy. Instead of using traditional materials such as paint, more and more artists started using found materials like newspapers, old photographs and bits of furniture. And they are still doing it today. Find out how these artists, using found materials, changed the art world. Be inspired to create your own masterpieces!

45pp **BK744**
NEW \$31.77



Large Colour Wheel

Measuring 63.5 cm this colour wheel is a handy tool for teaching colour mixing. Just turn a colour on the dial to an outside colour and the mixture appears in the window.

PT105
NEW \$99.90



Building Design Papers

This new pattern paper features surfaces used in buildings including bricks, boards and stones. 8 assorted designs

22 x 28cm **PA276**
NEW Pkt of 32 \$14.37



Derwent XL Graphite Blocks

From sensitive line work and subtle blending, to expressive marks and deep tonal work, Derwent XL Graphite is smooth and refined.

The chunky shape is captivating, intuitive and great fun to use; you can even add water to the mix for splashes and washes.

There are 6 colours in the range: 2 natural graphite, 2 warm tones and 2 cool colours.

Set of 6 **PN139**
NEW \$23.95



Derwent XL Charcoal Blocks

From powerful lines, to subtle gradients, Derwent XL Charcoal combines the natural qualities of charcoal with the strength and body of a chunky block. Soft meets strong; agile meets bold; the perfect blend of rich tones and organic marks. There are 6 colours in the range: 1 natural black, 4 traditional drawing colours and white.

Set of 6 **CR655**
NEW \$23.95

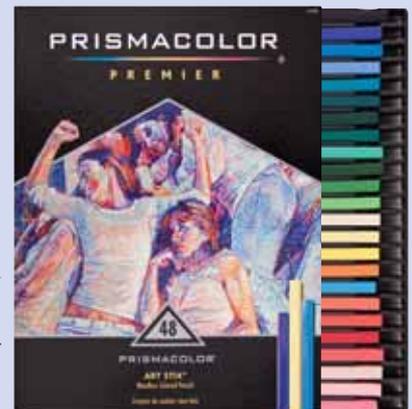


Prismacolor Art Stix

Art Stix are the core of a Prismacolor Colored Pencil without the wood. These woodless pencils contain the finest pigments to produce smooth laydown and brilliant colour. Art Stix are great for covering large areas, broad strokes, shading, and blending.

CR025
NEW Pkt 12 \$29.95

CR026
NEW Pkt 48 \$118.90





Zart Calendar

What's happening in Term 1 2014



Product & Ideas Presentations

Term 1 is a very exciting time for us to introduce so many new products to you. Look out for the Ideas and Product Presentations listing in this issue, and join our team at a venue near you. These sessions are free and a great way to meet up with other art teachers in your area.



Product & Ideas Presentations for VCE Students

Wanting to inspire your senior students? Be up to date with the latest materials and resources and how to use them. Tania or Dee are available to speak to your VCE students and show them a range of products and ideas that might kick start them on their creative journey. Ring Colleen on 9890 1867 to organise a date and time.



Customer Service Centre

Visit the centre during Term 1 to see a range of new products and resources. Come in and see the great Jigsaw display in the foyer. The Centre now has a Play Based Learning area stocked with all our new range of products suitable for Early Childhood and Early Years. While in the centre don't forget to visit the Term 1 Student Gallery, full of stunning artworks from Primary and Secondary Art students.



CBCA Authors & Illustrators

ILLUSTRATION & DESIGN: OVERLAPS & OUTLINES

Listen to Marc McBride, Tony Palmer and Ben Sanders talk about the dual roles of designer and illustrator, how they interact, and what occurs if one person does both.

Date: Wednesday 26th March

Time: 5:30pm until 8.00pm

Venue: Zart Art Box Hill North

Limited to the first 70 respondents

Cost: \$30 (CBCA members) or \$40 (non members) or \$20 (Students).

Bookings: Phone CBCA on 1300 360 436 or email vic@cbca.org.au Bookings are essential so book in early to avoid disappointment.

School Catalogue 2014!

The Zart Catalogue for 2014 was sent out to your school in November 2013. A huge range of new products have been included to broaden your choice of art and craft materials. Please ring if you require extra copies.



PBL Catalogue 2014!

The Play Based Learning Catalogue was sent out at the beginning of Term One to all Early Year Coordinators and Early Learning Centres. If you wish to also have a copy of this catalogue please call 03 9890 1867 or email: zartart@zartart.com.au



Easter Hours

Zart will be closed from
Friday 18th April 2014
& will reopen on
Tuesday 22nd April 2014

BACK TO SCHOOL SPECIAL!

2 FREE* reams of A4 Cover Paper Assorted (valued at \$40.78#) with all Back to School orders over \$700#.

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