

EXTRA

Zart

Term 1 2011

Registered by Australia Post Publication No. 327687/00003



Zart Extra Newsletters 2011

Iconic



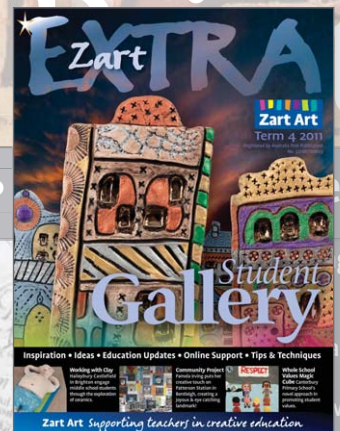
Term 1



Term 2



Term 3



Term 4

Zart Art Supporting teachers in creative education

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Iconic Landmarks in Print

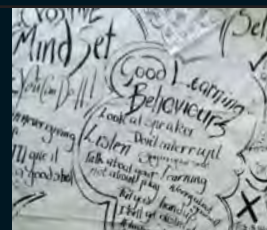
Inspiration • Ideas • Education Updates • Online Support • Tips & Techniques



Portals
Students at Middle Kinglake Primary School created portals for their new playground.



Talking Art
Students at Trafalgar Primary School worked with a digital facial animation program in the artroom.



Making Learning Visible
Students at Sebastopol Primary School enhanced their classroom with vibrant displays.

Zart Art *Supporting teachers in creative education*

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art events • news • updates

Zart Art

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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Zart Art
Supporting teachers in creative education

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

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Monday – Wednesday & Friday: 8.30 am – 5.00 pm
Thursday: 8.30 am – 6.30 pm
Saturday: 8.30 am – 2.00 pm

Look!

The Art of Australian Picture Books

State Library of Victoria

3 December 2010–31 May 2011

For the first time in its history, the State Library of Victoria presents an exhibition specifically for children: Look! includes 120 original artworks by 46 of Australia's most accomplished children's book illustrators, including Shaun Tan; Graeme Base; Bob Graham; Jeannie Baker; Gregory Rogers; Ann James; Leigh Hobbs; Ron Brooks and Frane Lessac.

This delightful exhibition displays sketches, drafts, mock-ups, finished artwork and publications demonstrating the various stages of developing contemporary Australian picture books. Curator Mike Shuttleworth says Look! gives children a chance to see artwork from their favourite stories up close and explore the process of visual storytelling. Look! is an interactive, hands-on exhibition. It includes fun activities for children such as: Learning to create their own illustrations, Reading and storytime, Meeting artists, Exploring lightboxes; playing with Fuzzy Felt; and games and puzzles inspired by the books.

Free admission



Leigh Hobbs, illustration from Old Tom's Holiday, Little Hare Books, 2002. Ink, pencil and watercolour on paper, State Library of Victoria

Galleries around Victoria

NGV International:

Gustave Moreau and the Eternal Feminine

10 Dec 2010 – 10 Apr 2011

180 St Kilda Road, Temporary Exhibition Space 1, Level G History has bequeathed us a great repertoire of femmes fatales who are not Scarlet Johansson or Sharon Stone – but had Gustave Moreau been alive today he probably would have painted them too, as kin to the endless number of heroines who captivated him in the late nineteenth century. Powerful and beautiful women like the legendary Cleopatra and the vampiric Messalina, the deadly but fascinating Salomé and Lady Macbeth, and luscious, hapless victims of male lust such as Helen of Troy – beauties whose names are the stuff of legend. Moreau brings them alive for us, as well as men like Oedipus whose lives were bound by tragic destiny.

Admission fees apply

Heide Museum of Modern Art

Mirka

23 October 2010 – 1 May 2011

Heide Museum of Modern Art

7 Templestowe Road, Bulleen Victoria 3105

Showcasing Heide's collection of works by one of Melbourne's best-loved personalities—artist Mirka Mora—this exhibition features drawings, paintings and soft sculpture. A number of the works were gifts from the artist to Heide founders John and Sunday Reed and are inscribed with delightful personal messages that trace an enduring friendship

Open 10am–5pm Closed Mondays

Join Us & Support The Big Read 2011

State Library of Victoria

10 April 2011

The Children's Book Council of Australia (Victorian Branch) invites you to join them and other passionate readers on Sunday 10th April, outside the State Library of Victoria, as they attempt to set a world record for the most children reading with an adult at one time, in one place. Details are available from the CBCA Office (vic@cbca.org.au / Ph: 1300-360-436) and registrations will open in early February. Readers must register with CBCA in a bid to beat this world record, so be a part of history and register early!





Iconic Landmarks in Print...

A Year 12 student's final work is a snapshot of one of Melbourne's iconic facades. Ruby shares with us the process she went through to produce this magnificent work.

This year in Year 12 Art I decided that I would like to explore types of architecture from different locations and time periods. Every country has its own trademark for famous architecture. In Unit 3, I explored and trialed a variety of materials, techniques and processes, which I used as starting points for "my body of work". I then decided I would like to do lino printing (very large lino printing). The first one would be based on the "Taj Mahal" in India and the second piece as a comparison, of "Luna Park" in Melbourne. These two types of architecture are similar but also quite different. The large lino print of "Luna Park" was something I

have always wanted to do, to make it stand out and make the viewer be impressed by its size. Firstly I took my own photos of "Luna Park" in both black and white, and colour. This helped me with sketching my ideas, final design and colour roughs. After this I reduced a smaller drawing to 50%, then photocopied onto an overhead transparency and projected it to full size onto the sheet of lino. The lino came in a roll of which I cut off the size I wanted. I couldn't use the school's printing press because of its size, so I had to print it on two art tables pushed together and then by hand. I then proceeded to print each colour as required on paper which was also on a large roll. It was quite a difficult task, the inking-up of every colour and I needed another person to help me register each colour. I was very happy with the final result which I

mounted onto a piece of hardwood board and then painted the edges black. I also worked into the actual lino print itself with soft pastels and mounted it on a hardwood board and displayed this with my finished lino print.

Ruby Fillipino

Year 12 Art

Mullauna College, Mitcham





Spore Project

The SPORE Project is a worldwide effort developed to promote awareness for the support of art education and creativity in day-to-day life. The project illustrates the importance of self expression, resourcefulness and creativity – specifically, how to look at one thing (a simple paper bag) and see what it can be instead of merely what it is. The project was created to build awareness, specifically to let people know the importance of art. Art is essential: it promotes intelligence and creativity, and it's a great expressive outlet that inspires people toward new perspectives on life, which we all need and need frequently. Creativity is needed in every aspect of life. It teaches us to think differently and allows us to consider other options. For the past few years, individuals, classrooms and organizations around the world constructed and planted thousands of paper bag mushrooms in support of art education and creativity! In May of 2010, a world wide effort was made to spread the message. The official SPORE Project count: - 92 plantings - 46 cities - 15 countries - 10,170 mushrooms. Thank you to everyone who participated! Let's beat that in May 2011.

After you have planted your mushrooms, simply take a digital photo and send it to... dougrhodehamel@yahoo.com
Include: 1. your school 2. your city and state 3. your country 4. how many mushrooms you made. I will then post your photo and information on this site along with a world map, so we can see how much of the world we've covered with mushrooms!

Doug Rhodehamel
Project Director



Student Gallery Exhibition Opening T4 2010 GALLERY REVIEWS

Much of the joy and trepidation concerned with parenthood is associated with our child's growth, whether that growth is physical, emotional, spiritual or cultural. Our aim for our child is to be well rounded and each aspect is important to that end. On Thursday October 7th I witnessed my daughter experience the nerves and then exhilaration of having her artwork exhibited in a public forum. In doing so she was able to experience the very same emotions as artists have experienced throughout history. This was an outstanding opportunity for growth in personal esteem. The exhibition brought together students, teachers and parents and the positive acknowledgement of all works meant that the atmosphere during the evening was supportive and sensationally positive.

The diversity of works also meant that the exhibition was a gold mine for teachers as they develop their curriculum but also showed just what an amazing array of talents our youngsters have. I am extremely grateful for the opportunity this exhibition afforded my daughter and I commend Zart Art for their generosity of spirit in providing this wonderful gallery.

Brett Pullyblank

Parent - Haileybury College Brighton

On the day a letter came from my school telling me that I had a piece of art in the Zart Student Gallery I was very excited but a little surprised my work would be good enough. I was still very excited when we arrived at the gallery as were my friends who were there at the door. I was a little curious as how my work would be presented and whether people would like it. The techniques used in my picture were time consuming but it was really good to hear the positive comments about my work and when I heard this I felt proud and this made it really worthwhile. I also enjoyed seeing the artwork of other students from both my school and other schools which were all very impressive but also very different. Many techniques were familiar so it was great to see the efforts of other students. Everyone was very friendly and I had a really great time.

Millie Pullyblank

Student Artist - Haileybury College Brighton

Chandler Park Primary School

Strathcona Baptist Girls Grammar



Zart Student Gallery

Exhibiting Term 1 2011

On show until the 29th March 2011

Caulfield South Primary School

Lino Prints

Chandler Park Primary School

Marionettes

ICA Casey College

Rainforests and Portraits

Lauriston Girls' School

Lino Prints

Mullauna College

Lino Prints

Newhaven College

Textile Dolls

Our Lady Help of Christians School

Brunswick East

Bird Monoprints

Penders Grove Primary School

Stonehenge

Penola Catholic College

Mixed Media

Ruyton Girls' School

Wall Hanging

Sacre Coeur

Clowns, Root Systems

St Francis of Assisi School Mill Park

Bear and Chook Paintings

Strathcona Baptist Girls Grammar

Clay Figures

Trafalgar Primary School

Talking Art

Westbreen Primary School

Hands and Feet

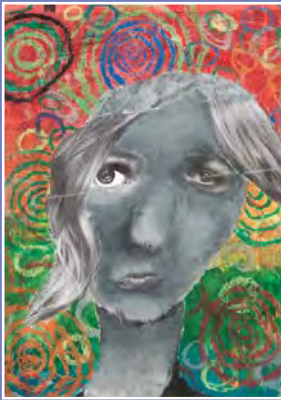
Whealers Hill Primary School

Flags

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 on jan@zartart.com.au Also visit www.zartart.com.au

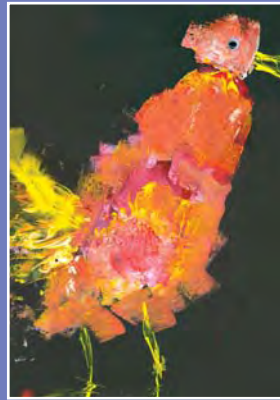
ICA Casey College



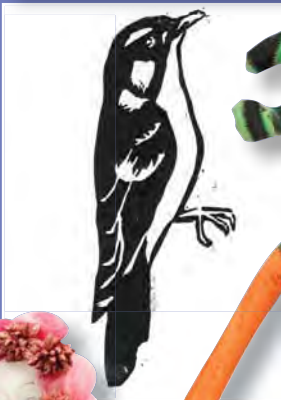
Our Lady Help of Christians School
Brunswick East



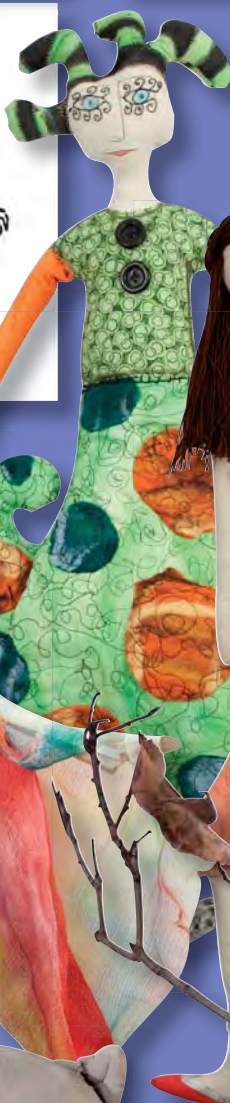
St Francis of Assisi School Mill Park



Caulfield South Primary School



Newhaven College



Sacre Coeur



Penola Catholic College



GRADE FOUR



ALL THE FUN OF THE FAIR!

When it was decided at Sacre Coeur, that the Junior School Art Show would coincide with the French Village Fair in October, I knew exactly what path my Prep-6 Visual Art Program would follow this year. I decided on a Circus/Carnival theme, focusing in particular on Clowns. The theme would also be linked to the Junior School Musical in Term 2, which was titled 'Vaudeville'. As I was responsible for the props for this production, I made sure that I would be able to use the artwork and recycle some of the props for the Art Show. We were also fortunate to receive a grant through Arts Victoria, Artists in Schools Program and our aim was to link this with Visual Art. Film-maker, Gregg Brown spent approximately 14 sessions during Terms 2 & 3, working with Year 5 students to create an animation titled 'Back-flips and Butterflies'. This project was successfully incorporated into our Art Show theme, with the students creating a variety of circus characters and props for the film. In the Art Room, the students from all levels were immersed in research and discussions of their experiences of the theme and they were encouraged to experiment with a variety of materials and techniques. It was amazing to see the diversity and range of responses to a similar subject and when all of the artwork was finally assembled, the skill development from Prep-6 was obvious. The students really used their experiences, knowledge and imagination, to create some amazing 2D and 3D artwork throughout the year. Each level was introduced to a range of tasks including a variety of specific painting techniques, print-making, papier mache construction, ceramics, mask making, textiles and various collage techniques. The Prep students created clay clowns on sticks and mixed media ice-creams. The students from Years 1 & 2

modelled the most wonderful glazed, ceramic clowns and created designer show-bags. The delightful 3D Carousel Horses that formed the centre-point of the display were the work of the Year 3 & 4 students. They were also responsible for designing and creating the life-size clown puppets. Year 5 students were involved in the Animation Project for much of Terms 2 & 3, so I decided to give them an interesting task that could be completed outside the Art Room. Their task was to design, draft and complete a long-stitch tapestry of a clown. A number of tasks, ranging from designing and creating carnival character masks, to meeting the challenge of painting 'Moving Pictures' and depicting an image of what could be seen while 'Peeping Under a Circus Tent', really kept the Year 6 students thinking outside the square. The students could only show a portion of an act and the viewer had to be able to imagine the rest. Our Year 6 students were involved in the Stonnington Council and Duldig Museum initiative, 'Clay for Kids' workshops, during Term 3. We used the Art Show theme as the focus for the ceramic sculptures that were produced during the workshops. The students created clowns, ferris wheels and various circus characters that were a perfect addition to the Art Show. The Art Show was certainly a great success and showcased the enormous talent of our wonderful artists.

Susan McDonald
Visual Art Teacher
Sacre Coeur

PREP



GRADE ONE



GRADE TWO



GRADE THREE



GRADE FIVE



GRADE SIX



Artist in School Residencies

The following two articles outline projects undertaken by two Primary Schools during 2010 under the guidance of a visiting professional artist. They are two very different projects but both provided the opportunity for young artists to work side by side with a professional artist.

Murals...

In Term 1, 2010 Laburnum Primary School received a grant from the City of Whitehorse, Artist in Schools Program. This grant enabled the school to have artist Jane Byrne for 11 days to work on a painted mural which was to be located in their school hall at the back of the stage. The theme for the mural was to reflect the School Values of Integrity, Respect, Responsibility, Passion and Optimism. The vision of the mural was to reflect through images, the values of the school in such a way that it would give pleasure, excitement, optimism and a sense of innocence to the viewer. Children from years prep to six worked with their art

teacher Julie McCarthy and the artist in residence to brainstorm images that would reflect their value statements. The Fable by James Thurber "The Moth and the Star" printed in the story collection *Fables for Our Time* in 1940 was used as a brainstorming activity to lead the discussion with the students. This Fable was used as the focus for the mural, "Always reach and do your personal best in whatever you strive to do".

Go to www.zartart.com.au to read more about this project.

Jane Byrne
Artist in Residence
Julie McCarthy
Visual Art teacher
Laburnum Primary School



Garden Art...

In 2009, Middle Kinglake Primary School was burnt down in the February bushfires. Wanting to do something for the school, I applied for an Arts Victoria Artist-in-School grant. In 2010 Savaad Felich, a highly regarded Yarra Valley sculptor and curator of Yering Station art gallery, worked at the school on a sculpture project. His first encounter with the students was met with enthusiasm, evident by the children's journal entries.

Savaad creates circular sculptures using laminated marine ply that has a laser cut circle removed from the centre. These sculptures are called 'portals.' It is this negative space that creates the concept of the

portal. In our project a portal was an entrance to another dimension. The idea being when you look through the opening it changes the view and allows the observer to drift into a world of imagination, like the portals in many children's books such as the wardrobe in *Narnia*, the rabbit hole in *Alice in Wonderland* and the portals used in the *Harry Potter* books.

Three portals ranging in size from 1.2 to 1.8 metres in diameter were constructed. Each portal was linked by shape, colour and found objects. They will be installed in the new school grounds in such a way that you can look through the opening of one portal onto the other two.

Go to www.zartart.com.au to read more about this project.

Robyn Henchel
Art Teacher
Middle Kinglake Primary School



Arrays & Aboriginal Art in the Classroom

Desert Art, Multiplication and Division Fact Families and the Wathaurung Culture

During Term 3, the Grade 3 Sebastopol Primary School students were responding well to all the areas they were studying. They were especially fascinated by Aboriginal Art and I could see a really strong learning link between the dot paintings of the central desert artists and our exploration of rectangular arrays during numeracy and our study of the Wathaurung people as part of our "What is an Australian?" theme. It made sense to develop a project to create one piece of work that would demonstrate all of their learning. The students were presented with the learning intentions and the success criteria for each learning area. They were also given a checklist to keep them on track and to help them monitor their performance during the project.

Aboriginal Art Learning Intention: We will develop an understanding of Aboriginal Culture by looking at Aboriginal Art. **Success Indicators:** We will create artworks that will tell a story of the Wathaurung people.

Multiplication and Division Learning Intention: We will use arrays to represent multiplication. We will use fact families to solve division problems. **Success Indicators:** Artwork created will show rectangular arrays

and written multiplication and division stories.

Reading Learning Intentions: We will read the resources that are available to learn about the Wathaurung people and to find multiplication and division stories. **Success Indicators:** The artwork created and the labels created will show factual information.

Story Writing Learning Intentions: We will write stories to explain our artwork to an audience. **Success Indicators:** The stories have facts about the Wathaurung people and multiplication and division problems.

Spelling Learning Intentions: We will develop a list of words for the grade to refer to when writing. **Success Indicators:** All writing will be correctly spelt.

History Learning Intention: To research the people of Ballarat before European Settlement. **Success Indicators:** The artwork created and the labels created will show factual information about the Wathaurung people and their culture.

We looked at and discussed the artwork from the Central Desert. We discussed the stories the artwork carried and the layers of stories the work holds. The depth of the stories is not for everyone to know. We explored and made rectangular arrays on the floor using round counters. We named the arrays and identified multiplication and

division facts for each array.

A 7 by 3 array.

There are 7 rows of 3 or 3 columns of 7
 $3+3+3+3+3+3+3=21$ $7+7+7=21$ $7 \times 3=21$ $3 \times 7=21$
 $21 \div 7=3$ $21 \div 3=7$

Using paint, cover paper and Cotton Filters the students created rectangular arrays by printing. The students wrote multiplication and division stories about each array using the knowledge they had gained from the research the class had done about the Wathaurung people. For example, 3 sheep were brought to Lake Wendouree by the white settlers. Each sheep ate 7 Daisy Yam plants each. That meant there were 21 less Daisy Yams for the Wathaurung people to eat. The stories needed to be hidden so the students used the *Zart Perspex Geometric Shapes* and cover paper to cut and fold 3D shapes. The stories were edited and written inside the shapes and paper stripping was used to connect the stories to the arrays on the artwork during the display process. The students were responsible for the display of their work. The class all worked on the Project Title Banner when they had finished their projects, during the many wet day timetables we had during term 3.

Di Olson

**Grade 3—4 Teacher
Sebastopol Primary School**



ANIMATED DRAWINGS



From a drawing or a 3 dimensional model, students at Trafalgar Primary School have created an animated talking character. What next?

Technology is rapidly taking over all aspects of our world and is becoming an integral part of education, with the artroom being no exception.

Trafalgar Primary, a school of approx. 328 students situated in West Gippsland, Victoria is embracing these changes in technology and using it to engage and further complement students' work in all areas of the curriculum including the creative and visual arts.

In Term 2, 2010 Grade 3 and 4 students at Trafalgar Primary School began a unit on portraiture based on an activity featured in the 2009 Zart catalogue. This activity was adapted

by the school and students were asked to create a 2D or 3D mixed media portrait of someone important to them and respond to their work in the form of a short digital presentation using a digital facial animation program called *CrazyTalk6*.

CrazyTalk is a program we purchased after being trialled by myself and other teachers in the Creative Arts department who thought this program would be a useful and effective addition to help engage and encourage students to respond to their art and to incorporate their increasing knowledge of technology into the artroom.

CrazyTalk is a facial animation program which when used with a digital image of any form of portrait can be used to create a talking portrait with full facial expressions similar to those seen in the Harry Potter movies. *CrazyTalk* gives the students the ability to create scripts, record their own voice or type a text directly into the program, which is then transformed into spoken audio using *CrazyTalk's* Text-to-Speech voice analysis technology.

This program identifies and pinpoints the main features of the face used to express emotion, e.g. eyes, eyebrows and mouth and syncs the student's voice with the movement of the face to create a fully animated presentation. It also allows a student to set emotions for their portrait subjects and gives them the option of additional features such as

preset teeth, lips, eyes, music and accessories.

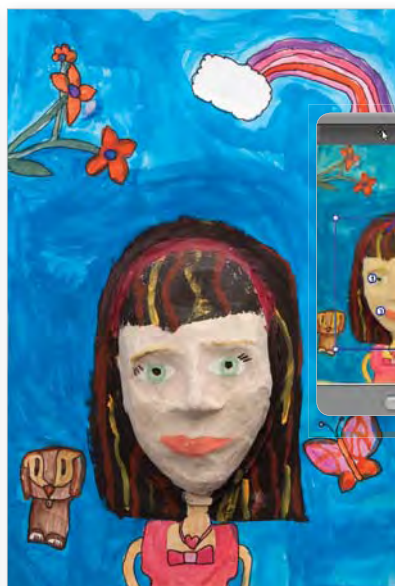
As well as using digital technology to engage the students more in the artroom I have found it to be an effective way of recording and assessing student learning as it also incorporates both standards of VELs with an emphasis on Exploring and Responding.

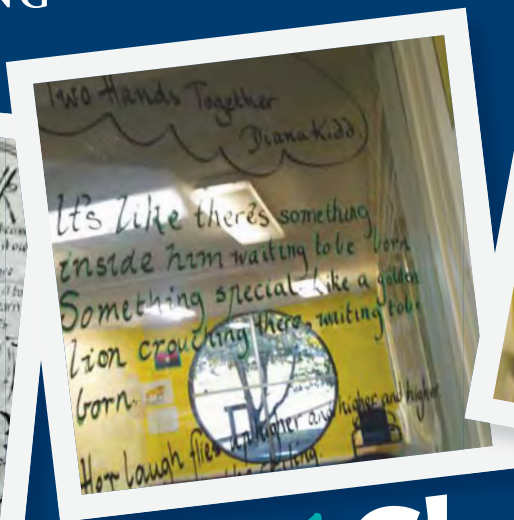
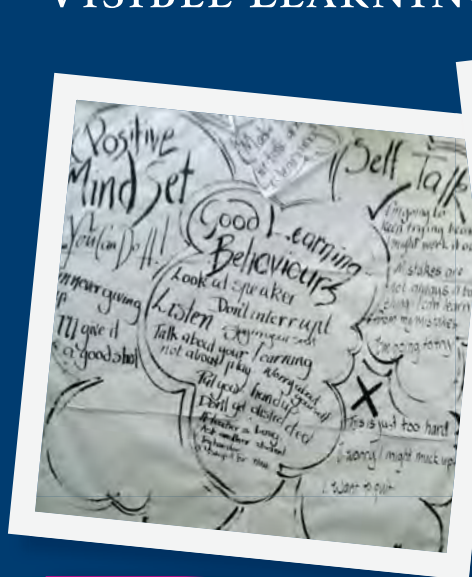
All year levels at Trafalgar Primary have had an opportunity to play with and explore this program during our Education Week Night School program and have enjoyed seeing how the program works and the variety of things they can do to their art. Using this program within the artroom has not only shown increased engagement in responding to art but has also allowed students to expand both their creativity and imagination in art beyond the traditional boundaries of the artroom. The incorporation of this technology has been well received by all students and staff in the 3/4 Unit and is currently being extended to other year levels within the school.

A free trial version of CrazyTalk6 is available for download online from the CrazyTalk website.
<http://crazytalk.en.softonic.com>

Amy Mather
Art Teacher
Trafalgar Primary School

NB: Child Face Mask used as a starting point for the portraits featured in this article.





Classroom Displays

Di Olsson used her art teaching background to liven up her classroom and to make her students' learning truly visible.

We're Famous

This display was outside our room for the school community to see our grade's achievements during the year. White paper on a roll was pinned to the display board. Using a wet brush and black paint I wrote the title of the display onto the paper. A photo of each student was pasted onto the paper and Pre-Cut Black Mounts were pinned into place. The students wrote on the display with thick markers when they had reached a learning goal or demonstrated good learning behaviour.

Strategies for Learning Behaviours

Developing positive learning behaviours was a focus for my grade so a huge display was created in front of the classroom. I rolled out white paper and attached it to the wall. Using a wet brush and black paint I quickly wrote the agreed learning behaviours that the students were expected to demonstrate. The writing was very big; the display was visible to all the students. We could continue adding to the display and it looked fabulous. The display took 15 minutes to

create and didn't require expensive materials or brilliant art making skills.

Zart Paper Bags

I use these bags because the size is perfect, the colours are bold and brilliant and the students love putting things in and out of them. We used them for our story starter ideas and each student had one pinned on the board to keep their "Tuning into Maths" cards in. We have used them for spelling lists, to post letters to each other and we roll up our unfinished work and put them in the bags for safe keeping.

Artist Books

Rather than take up precious space on our display boards and to save time pinning 4 pins into every student's work, we displayed our work in a variety of book formats and then pinned each book with 2 pins. It was quick, it created interest to a flat surface and the learning was visible.

Labels

Strips of acetate were used to connect labels to our displays. They flapped and bobbed up and down. This also created visual interest and saved space on the display boards.

Chalk Markers

Rather than battle with Blutac and cover paper falling off the windows, we wrote directly onto the window with Popart Chalk Markers. The window provided more room for displays, the natural light was still able to light up the room and the shadows that were created sparked a lot of interest.

Fluid Grouping of Students

Instead of using a strip of card with the student's name, each student decorated a paper fold out doll and glued a magnet on the back. I could then quickly create learning groups on our task board. It made the task boards a little personalised, a little quirky and a little bit of fun.

Class Banner

The students created a large calico banner by drawing and then adding paint when they had finished their work or when they needed time out during recess and lunch. A little splash of glitter helped to highlight sections of the banner when the light hit it. The students loved this banner because they designed it and made it.

Di Olsson

Grade 4 teacher

Sebastopol Primary School





Art for Wellbeing

At Holy Saviour Primary School Vermont South, we emphasise our Visual Art and Performing Arts programs by presenting an Art Show and a whole school concert on alternate years.

In 2010 the Art Show combined its focus on the countries involved in the Commonwealth Games and the opening of our new Multi-Purpose Hall.

At the beginning of the year, we established a staff Arts Committee who was responsible for the organisation of the show. This committee held regular meetings throughout the year and was responsible for making key decisions in consultation with the staff. It kept everyone up to date with their progress.

The children completed two art pieces for the show. The first piece had a Mosaics theme. Each level completed a Mosaics piece, using and developing skills appropriate to their level. The preps created their mosaics using torn paper. The year 1/2's used mosaic cardboard squares. The year 3/4's used mosaic ceramic tiles and the year 5/6's worked with a variety of broken ceramic tiles and crockery.

The second piece was related to the Commonwealth Countries involved in the Delhi Games. Each class selected a country that would influence their artwork.

As part of our commitment to developing our grade six children as school leaders they, along with their teachers, formed a variety of leadership teams. The children nominated themselves to an area of personal interest. One of these teams was the Arts and Culture Leadership team. This group attended meetings with our Arts Leader and Student Wellbeing leader to look at ways they

would be involved in the presentation and organisation of the Art Show. Just the same as with any meeting held, minutes were taken and placed in the children's classroom files on the school server for them to access and read again if necessary. As part of their experience in being involved with the Art Show, they went on an excursion to Zart Art in Term 3 with two teachers from the Arts committee to see how a variety of art work can be displayed.

This team was responsible for the following:

1. Creating a flyer to advertise the Art Show around the school.
2. Designing and producing a Pamphlet that was handed out on the day of the Art Show
3. Involved in the making of the Entrance Sculpture - a 3D piece of art which was the basis of the whole theme of the art show
4. Assisting with the setting up of the show as well as taking it down again.
5. Helping with the labelling and mounting of the artwork
6. Informing classes of what was happening in regards to the Art Show.
7. Assisting on the opening night of the Art Show, showing parents and students where to go and explaining how the night would be conducted.

The whole experience of the Holy Saviour Art Show is quite unique and special. The children and their parents get such a thrill to see their works of art on display for all to see. Much hard work is put in by all members of staff and this effort is so worthwhile when we see the pride on the children's faces.

Megan Hughes
Student Wellbeing
Holy Saviour Primary School
Vermont South

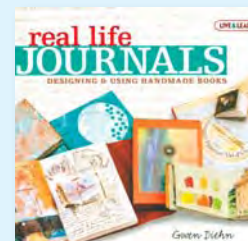
New Resources!

Real Life Journals

Gwen Diehn

A Journal can enrich a person's life, and this book helps readers design journals that enhance the experiences they're chronicling. The unique format features an envelope attached to the inside front cover that contains a small book called Choose Your Own Bookbinding Adventure so readers can select the perfect journal for their purpose. 180 pp

Each.....\$31.80 **BK328**
\$34.99



The New Paper Quilling

Molly Smith Christensen

This title presents a perfect introduction to quilling. If you can cut, roll and fold paper then you can quill. This book presents a contemporary take on this traditional craft, explaining the basics before taking you to the next level. 128 pp

Each.....\$18.17 **BK432**
\$19.99

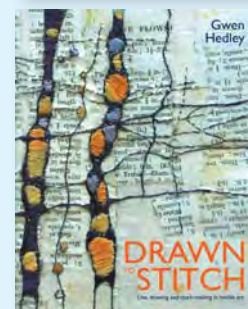


Drawn To Stitch

Gwen Hedley

Line is an essential component of textile art. When used effectively, it can convey texture, tone, form, movement and mood. This practical guide to the uses of line in embroidery and textile art is presented as a series of exercises designed to help the reader explore line's potential and develop their creativity. 128 pp

Each.....\$36.35 **BK236**
\$39.99



Collage Playground

K. Santiago

Discover textural ways to create with papers, fabrics, paints and more. Learn tips for building up and using your own found treasures. Collage is like a playground because it is user-friendly and accessible to people of all ages and skill levels. Collage is layering and uncovering ideas; each collage evolves into a piece of artwork. 144 pp

Each.....\$27.26 **BK422**
\$29.99

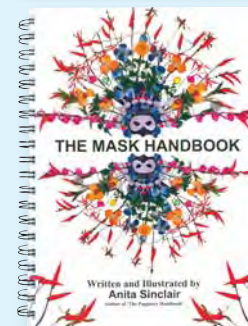


The Mask Handbook

Anita Sinclair

This book will offer you Mask activities from around the world. It will present a range of possible applications for mask making and inform you of up-to-date materials and methods.

Each.....\$68.18 **BKCR201**
\$75.00



Available now through Zart Art

WHAT'S ON AT ZART ART

Calendar - Term 1 2011



Back-to-School Orders, Free* Cover Paper & Bulk Buys!

All 2011 Back To School orders over \$770 (inc gst) will receive a FREE Ream of A3 Bright/Pastel Cover Paper valued at \$48.93. Take advantage of our Bulk Buy pricing for great SAVINGS! Combining classroom school orders into one, buying artroom essentials for the full 12 months and planning your needs in advance makes Bulk Buys a smart saving option!



Zart Art Professional Learning Programme

For all Professional Learning workshops offered by Zart during Term One please refer to the insert in this newsletter. During 2011 VIT will launch **My Pdi** - a filing cabinet for teachers to store their PD hours and details. If you have done a verified PD such as Zart Education's all you do is register the program code for that workshop and all the details of that PD will be transferred into your VIT registration.



CBCA - Authors & Illustrators

Zart Art and CBCA invite you to an evening of discussion with **Shaun Tan** and **Tobhy Riddle** Date: Thursday March 24th Time: 5:30pm until 8.00pm Venue: Zart Art NB: Limited to the first 70 respondents Cost: \$30 - CBCA members (\$100 series of 4 seminars) \$40 - non members Bookings: Phone CBCA on 1300 360 436 or email vic@cbca.org.au Bookings are essential so book in early to avoid disappointment.



Product & Idea Presentations

Join Zart Art in a free product and ideas presentation here at Zart or at a venue near you. See what new products and resources are available and see how to use them creatively. For dates and venues please refer to the PD insert. The presentations take 1-1.5 hours after school hours. For catering purposes, please book in by phoning Zart Art on 03 9890 1867 or email zes@zartart.com.au



Street Art Forum

Street Art is now formally acknowledged as a new Art Movement by major Art Galleries. Art teachers face challenges in deciding whether to include Street Art in their programs and how to do so if included. This forum is designed to provide answers. A range of views from an expert panel will consider Street Art and its implications for Art Education. Date: Thursday 31st March Time: 5:30pm until 8.00pm Venue: Zart Art NB: Limited to the first 70 respondents Cost: FREE



Customer Service Centre

Term 1 sees the Centre transformed into a Flora & Fauna visual delight paying homage to the artist Fredrick McCubbin, an inspiring painter of the Australian Landscape. With a focus on the **environment** and the **Year of sustainability**, our displays will visually guide you on presenting & producing theme based work in stunning and engaging ways. Using simple techniques with fabric, cardboard, paint, paper & acetate, while catering for varying levels. Please visit us soon!

You'll find these on our website...



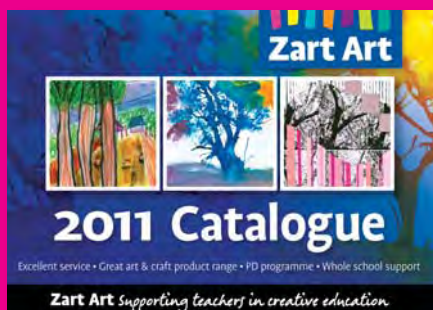
Easter & Mothers Day Activities

You will find a range of Easter and Mothers Day activities on our website. Please go to **art and craft activity section**.

Easter: Easter Eggs, Bilbies, Cards and Chickens

Mothers Day: Button Box, Pin Cushion and Wall Hanger

www.zartart.com.au



Zart eshop - Catalogue Online

Shop with convenience and browse our catalogue through 'eshop' - our online store. Eshop offers - ease of ordering, complete range of school art & craft supplies, secure authorisation access for your school's account, automatic order totalling, administration access available, excellent support & service. To set up your account or for more information, please contact us on 03 9890 1867 or eshop@zartart.com.au

Zart Proudly Supports

State Schools Relief Committee

State Schools' Relief (SSR) is a charity supporting Victorian children and young people to reach their full potential by giving practical assistance at a time when they need it. For more information visit www.src.net.au



Confidence to connect



This publication is printed in Australia under ISO 14001 Environmental Certifications

Zart Art has chosen to print on stock that is FSC certified, FSC certification ensures traceability and verification of well managed forest timber, from mill to printer to you.

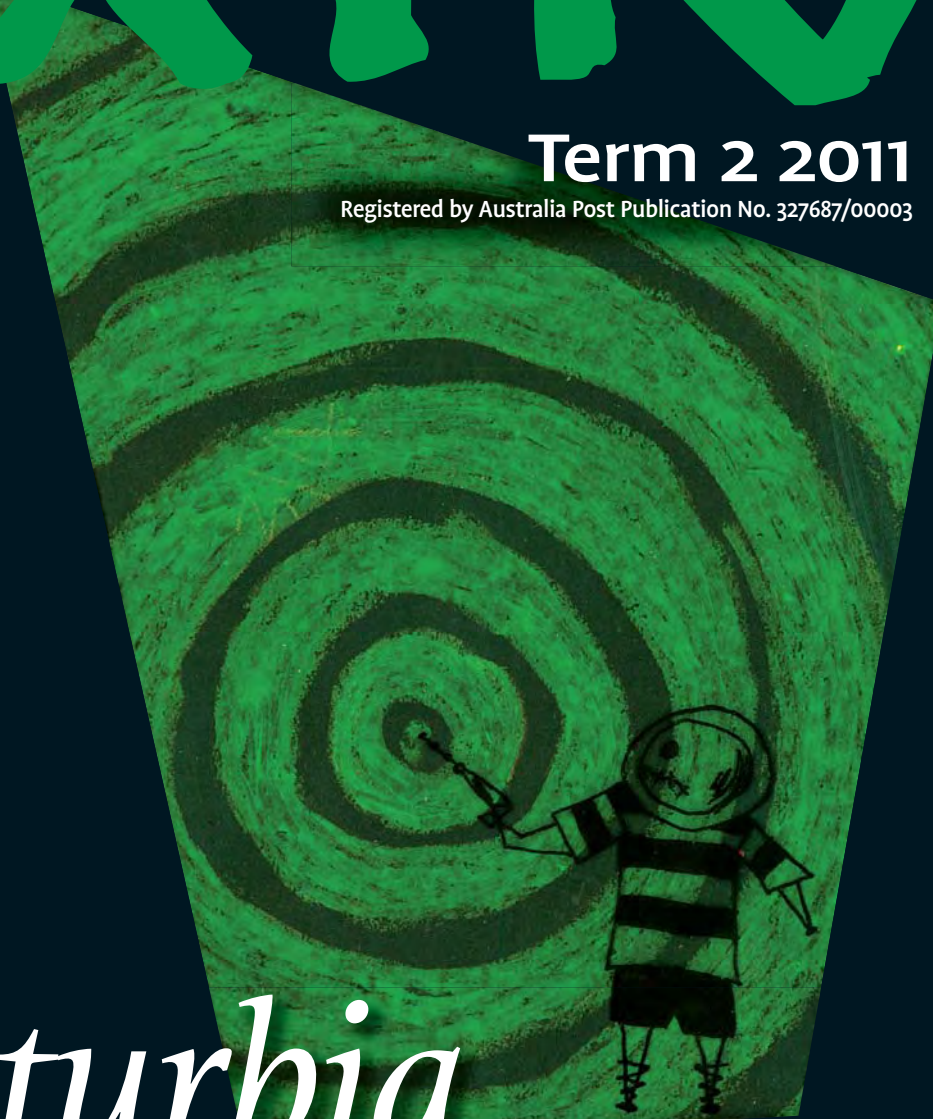


EXTRA

Zart

Term 2 2011

Registered by Australia Post Publication No. 327687/00003



Disturbia Works inspired by Burton

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



Arts Week!

Students at Black Hill Primary School enjoyed a Performing and Visual Arts Week that was "inside down & upside out!"



Tutankhamun

We help Melbourne welcome The Golden Age of The Pharaohs Exhibition with a Tutankhamun treasures workshop!



Teaching mathematics through Art

Students embrace and explore a union of geometric shapes, patterns and angles.

Zart Art *Supporting teachers in creative education*

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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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Zart Art *Supporting teachers in creative education*

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

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Customer Service Centre:
Monday – Wednesday & Friday: 8.30 am – 5.00 pm
Thursday: 8.30 am – 6.30 pm
Saturday: 9.00 am – 2.00 pm

IVANHOE GRAMMAR, BUCKLEY HOUSE

art events • news • updates

Melbourne Galleries

NGV Federation Square

NGV Studio is an exciting new space at the National Gallery of Victoria. Located at the corner of the Atrium and adjacent to NGV Kids Corner at Federation Square. NGV Studio will present a changing program of exhibitions, installations and events that actively involve Melbourne's youth.

NGV Studio encourages innovation and experimentation, curator David Hurlston stating: "The rules are that there are no rules. We're deliberately trying to keep it as open as possible so that we can engage with artists in new ways."

<http://www.ngv.vic.gov.au/whats-on/ngv-studio>

Small Worlds presents some of the tiniest objects from across the NGV's collections. Vastly different to everyday environments that are made for adults, in this exhibition, the children are bigger than the worlds before them. At the same time, amongst the assembled objects, similarities and differences can be observed creating interesting comparisons between the artworks. Artist Anna Hoyle's imaginative response to these thematic groupings, together with a range of creative interactive experiences, complement and extend children's learning and understanding about their world and that of different cultures and times.

Website Discovery...

This is a great site for hints for environmentally conscious classroom practices
http://greenartroom.com/classroom_practices.html

Resource Rescue

They collect clean industrial or household offcuts, rejects and discontinued lines that can be used in schools and kindergartens as art materials.
website www.resourcerescue.org.au

NGV International

Vienna: Art & Design

Klimt, Schiele, Hoffmann, Loos

18 Jun 2011–09 Oct 2011

Stylish, provocative, rebellious, and unforgettable – the world has seen nothing like Vienna in 1900. A century ago, a group of radical young artists, architects, writers, musicians, designers and thinkers overturned all the rules and created a brave new world. Gustave Klimt, Egon Schiele, Josef Hoffmann and Adolf Loos were central to this artistic revolution which transformed Vienna into a dynamic metropolis at the forefront of ground-breaking modernism.

Vienna: Art & Design will explore this extraordinary period of artistic and intellectual genius, bringing together more than 250 works of art, including painting, drawing, graphic and decorative art, furniture, fashion, jewellery and photography, most never before seen in Australia. Visitors will experience the inventiveness and brilliance of a unique generation who laid the foundations for life in the twentieth century – a legacy still vividly alive today.

Admission fees apply

State Library Of Victoria

Graeme Base: The Waterhole

11th March – 28th August Free Entry

This exhibition showcases the amazing artwork from Graeme Base's renowned 2001 children's book *The Waterhole*.

These vibrant images transport us from the plains of Africa to the Amazon jungle and the deserts of outback Australia. The display features Base's working drawings, sketches and finished artwork, drawn in watercolour, pencil and gouache.



DISTURBIA

works inspired by Tim Burton

In 2010, The Peninsula School's Year 8 English and Art faculty teams combined to develop an engaging learning unit on Tim Burton's unique style of writing, cinematography and artwork. The catalyst to this unit was last year's stunning Tim Burton Exhibition held at Melbourne's Australian Centre for the Moving Image [ACMI]. Teachers should access the ACMI website for an array of excellent online resources including interviews with Burton and ideas for classroom learning.

Students became aware of Burton's writing, artwork and cinematography. Recommended starting points were the movies *Edward Scissorhands* [1990] or *The Nightmare before Christmas* [1993] but shorter movies such as *Vincent* [1982] and *The World of Stain Boy* [2000] were more time efficient for the classroom.

Students discussed imagery and they collected images of Burton's work, glued them into their visual diaries and annotated them. Students tried to draw in a method similar to Burton's. Features of Burton's style include fine pen and ink drawing. Subjects were anthropomorphic creatures, wide-eyed

humans with crazy hair sticking out at all angles, graveyard scenes, rooms with tilted tiled floors, staircases, looming shadows, haunted houses... everything a soul searching Year 8 student could ever want to identify with! Students were encouraged to develop a folio of 4 different Burton inspired pieces using a range of media and subjects for each piece. The Peninsula School students produced a variety of artwork and writing which included poems, character studies, prints, drawings, paintings, models and Disturbia Windows.

Students drew a dark and lonely Tim Burton styled human character. They created their own rather than directly copying one of Burton's. The character was drawn small. Practise sketches were made in visual diaries until the drawing was finalised. The final copy was worked in black felt tipped marker and was drawn in the middle of an A4 piece of Cartridge Paper. This was then photocopied onto the centre of an A4 acetate sheet using the bypass tray in the photocopier.

The students were supplied with thick A4 pieces of black card. They

were shown how to safely use a Utility Knife on a cutting board. They drew an irregular window shape in the centre of the card using a pencil and a steel ruler. They cut out the window using the Utility knives and steel rulers on the cutting boards.

The background scene was executed on A4 sized Cartridge Paper. We discussed creating "disturbed" environments. We looked at techniques used by Burton such as masses of concentric circles and spirals drawn on coloured backgrounds. Other ideas were using found papers, stained newspaper, straw blown ink and bubble prints [captured from ink and detergent blown through a plastic straw]. Strong colours were best.

Students trimmed around the edges of the acetate sheet and the "Disturbia" background and used masking tape to secure them to the inside of the black cardboard window. The work was displayed and used as a catalyst for creative writing.

Lisa Smith

**Visual Art Teacher
The Peninsula School**



inside down & upside out



Arts Week is a unique biannual event at Black Hill Primary School where all teaching and learning across the school is focused on The Arts, both Visual and Performing, using creative and artistic pedagogies for an entire week.

Arts Week aims to promote within students a heightened sense of enjoyment and excitement, an increase in the knowledge and skills associated with particular art forms, the development of creativity and thinking skills, enrichment of communication and expressive skills and growth in personal and social development.

Features of Arts Week 2010

- Visual and Performing Arts workshops presented by artists within the school community, including teachers, parents and past students, and local artists, including: hip hop dancing, highland dancing and tap dancing... theatre sports, circus skills and puppetry... body percussion and jam sessions... Australian indigenous painting, drawing and printmaking, sculpture, ceramics and graphic design.
- Individual Class Projects with a Visual Arts focus and an emphasis on the work by a specific artist. These projects created a collaborative 'Yard Art' piece to be permanently displayed within the school grounds. One of these activities involved the Grades 5 and 6 students creating life-size sculptures of their limbs using clear packing tape as a casting material in response to work of Mark Jenkins. Using these packing tape casts, students explored the concept of installation within the school grounds, creating unusual scenarios and capturing these through photography.
- A 'Kids Big Day Out' was an opportunity for students to perform or demonstrate to an



audience on one of the six stages set up within the school grounds. For example some students performed comedy acts and musical items and others demonstrated specific ceramic techniques and drawing skills.

- A Whole School Project involved each classroom to make a typical lounge room item from cardboard to contribute towards the furnishing of a Black Hill Primary School 'Inside Down and Upside Out' Cardboard Lounge Room. Each lounge room item incorporated a quirky twist with an unusual addition attached or uncharacteristic feature included. A floor lamp with human legs and a bookshelf in the form of a giant book are two examples of these.
- An evening exhibition of art works and music to share and celebrate students' creative achievements during Arts Week with the school and wider community.
- An excursion to the Ballarat Art Gallery that involved students participating in three rotating artist response workshops (Sidney Nolan, Inge King and Peter Blizard), experiencing a guided tour with one of the education officers and viewing the Reggio Emilia, "The Hundred Languages of Children Exhibition".
- Dance Workshops carried out in classes that contributed towards a whole school dance presentation at the final assembly.

Arts Week theme: 'Inside Down and Upside Out': a range of programs and projects to challenge, enrich and engage student learning in the classroom, the wider school community and beyond.

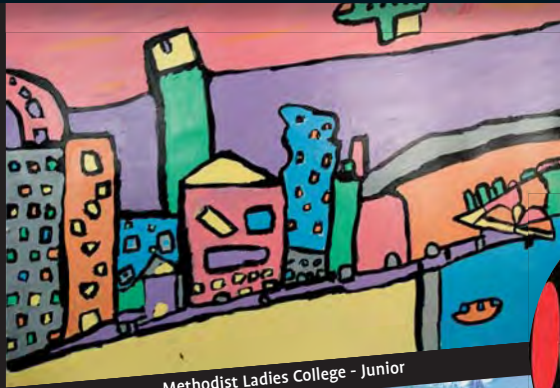
- All Literacy and Numeracy sessions focused on providing opportunities for learning through the arts. Prior to Arts Week the arts teachers organised a professional development session with classroom teachers to reiterate the value of creative learning and provided 'starting points' for arts based literacy and numeracy lessons.

Arts Week aspires to introduce new and exciting ways of thinking and learning by providing high quality educational experiences. It challenges a student's thinking skills, problem solving, critical analysis and constructive evaluation whilst immersing them in creativity.

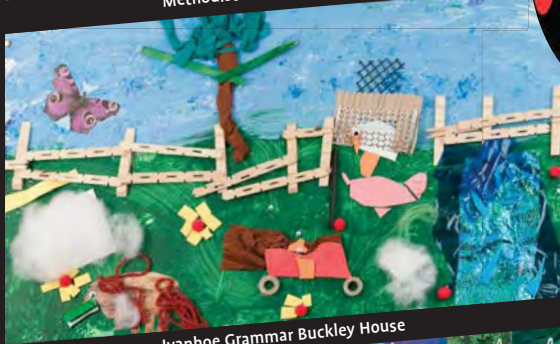
Jacqui White
Black Hill Primary School



Zart Student Gallery



Methodist Ladies College - Junior



Ivanhoe Grammar Buckley House



Corowa South Public School

Aspendale Gardens Primary School



Haileybury College Berwick

Heany Park Primary School



Kennington Primary School

Exhibiting Term 2 2011
Exhibit ends 21st June 2011

Aspendale Gardens Primary School

Wire Fish & Birds

Black Hill Primary School

Tape Sculptures

Camberwell Grammar Jnr School

Magpies and Sculptures

Corowa South Public School

White Drawings

Genazzano FCJ College

Mixed Media Collage

Goulburn Valley Grammar

Installation

Great Ryrie Primary School

Plush Monsters

Haileybury College Berwick

Flying Pigs

Heany Park Primary School

Record Clocks

Ivanhoe Grammar Buckley House

Sea and Farm Scapes

Kennington Primary School

Recycled Dress

MLC Kew

Max Beckman Inspired work

Mount Clear College

Our Environment

Peninsula School

Disturbia Windows

St Pauls Anglican Grammar School -

Warragul

Shoes

Strathcona Baptist Girls Grammar

School

Mathematical Art

Trinity School Richmond

Portraits

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 on jan@zartart.com.au

Also visit www.zartart.com.au



Tutankhamun & The Golden Age of the Pharaohs

The Tutankhamun and the Golden Age of the Pharaohs exhibition which opened at Melbourne Museum on 9th April 2011 has captured the imaginations of teachers throughout Australia. More than 20,000 students had already been booked in to see the exhibition. And there is a lot to see.

Imagine if you could enter the tomb of Tutankhamun, as Howard Carter did all those years ago, and see the 'wonderful things' it contained for the first time. The belief and burial processes of Ancient Egypt have fascinated subsequent generations for centuries, with many mysteries remaining unsolved by archaeologists, historians and scientists.

This exhibition provides the opportunity to explore the figures that guided ancient Egypt more than 3,000 years ago, delve into the mysteries of Tutankhamun, and learn more about the extraordinary discovery of his tomb. Visitors will be able to view the results from the latest scientific testing conducted on Tutankhamun's mummy and what it is telling researchers about his life and death.

The investigations continue to shed new light on a complex past. This new information offers answers to many questions that have long been asked about the life and death of Tutankhamun: how old was he when he died? Did he die of natural causes or was he murdered? Who were his parents? The exhibition has more than 130 extraordinary artefacts from the tomb of Tutankhamun including his royal diadem and one of the four gold and precious stone inlaid canopic coffinettes that contained his mummified internal organs. A colossal statue of Akhenaten has been added to the exhibition as a result of DNA analysis, which proves that Tutankhamun was the son of Akhenaten and the grandson of Amenhotep III and Queen Tiye.

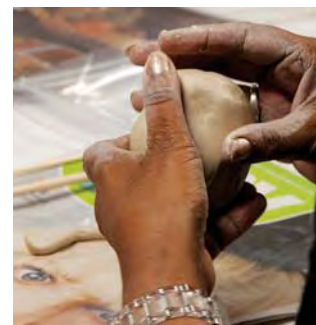
There is a lot to learn about this fascinating period in Egypt's ancient past. Five education kits have been developed to support student engagement with the exhibition, with before, during and after activities. Senior Ancient History, Middle Years Ancient History and Geography, Senior English and an education kit specifically designed for ESL learners. The precious antiquities in the exhibition offer teachers of Art and Design the opportunity to further students understanding of visual communication and the aesthetics of ancient times. The technical skills of ancient artisans can inspire

students to recreate their own images and designs. They can appreciate different cultural approaches to representation throughout Egypt's past.

To find out more, join MV teachers at <http://museumvictoria.com.au/education/mvteachers>

For more information about the exhibition visit: www.kingtutmelbourne.com.au. Group and school bookings are available through Ticketek – 03 9299 9030.

Liz Suda
Program Co-ordinator,
Humanities, Melbourne Museum



Professional Learning Tutankhamun Treasures

Levels: 3–5

Date: Saturday 14 May

Time: 9.00am–3.00pm

Venue: Melbourne Museum

Address: Nicholson Street,
Carlton Gardens VIC

Consultant: Tania Di Berardino

Cost: \$165.00 Includes
exhibition entry fee

Catering: Tea and coffee will be
provided, please bring your
own lunch

The Tutankhamun exhibition comes to Australia for the first time. Revel in the splendour of Ancient Egypt as you view a dazzling array of possessions unearthed from the boy king's tomb. See Tutankhamun's golden canopic coffinettes and the crown found on his head when the tomb was discovered. Learn about the extraordinary discovery of the tomb and the belief and burial processes of ancient Egypt. Participate in this wonderful opportunity of a guided tour of the exhibition followed by some wonderful art activities led by Tania. Be prepared for a day of discovery and creativity.



Teaching mathematics through art

The link between mathematics and art is a natural union because of the shared language and techniques that cross over the two subjects.

Mathematics and art have a long historical relationship stretching back to the ancient Greeks, Romans and Egyptians. Simple arrangements of geometric figures such as circles and triangles have been utilized by various civilizations throughout history. An example of this is the 'Flower of Life' on the Temple of Osiris in Obydos in Egypt that is around 5000 years old. Mosques throughout the world and through the centuries have been decorated with complex geometrical patterns created with simple shapes.

Mathematics is all about patterns and rhythms, so it is obvious that we find many mathematical concepts in art. Mathematic skills can be a tool, an inspiration or part of the structure or design of an art piece. Developing an understanding of symmetry, proportion, scale and measurement, properties of 2D and 3D shapes and perspective, provide skills that can be explored and applied creatively during art lessons. Three units of work were designed using a heuristic approach for students to explore the links between these two disciplines. The aim was to give students an understanding of line and; to build up a mathematical vocabulary; to construct and identify different angles and lines; discover that straight lines connected on the two axes create a curve; to cut accurate squares and rectangles for a patchwork cushion; to operate the sewing machine independently and safely in the construction of a patchwork cushion.

LESSON ONE

This session explored line and the language associated with it. Vertical, horizontal,

parallel, diagonal, perpendicular, straight and curved lines were identified and included in their design and complemented with primary colours.

LESSON TWO

This session explored angles – right, obtuse, acute, straight and reflex were defined and drawn. Each axis must be the same length. Students were instructed to mark off equal distances along each line and to connect the top point on the Y axis to the first point on the X axis and so on. They made a number of discoveries, the most important were that straight lines drawn in this way give the illusion of a curved line and the type of curve is determined by the angle that has been drawn. They also found that accuracy is essential, an invaluable lesson leading into patchwork cushions. This unit was completed with students collaging their angles into a visual image.

LESSON THREE

The first task was to screen print their central design onto a 12cm calico square. They then constructed two rectangular templates – 12 by 18cm and 18 by 10cm. They

cut four fabric rectangles from each of these templates. The design was drawn onto Vilene and it is from this that the cushion was sewn. The central square was pinned onto the right side and sewn from the back. The two smaller rectangles were pinned on opposite sides of the square, sewn then really well pressed. The next two rectangles were sewn and pressed.

Students gained a complex mathematical language related to line and angles. They became confident and competent in the use of sewing machines. Their interest in geometrical patterns has been stimulated and they have knowledge which assists them in breaking down techniques used in their construction. When shown the 'Flower of Life' they were able to work out how the design was drawn, create new designs and observe the affect that colour has on their image. In general, their experiences broadened their understanding and appreciation of geometric design.

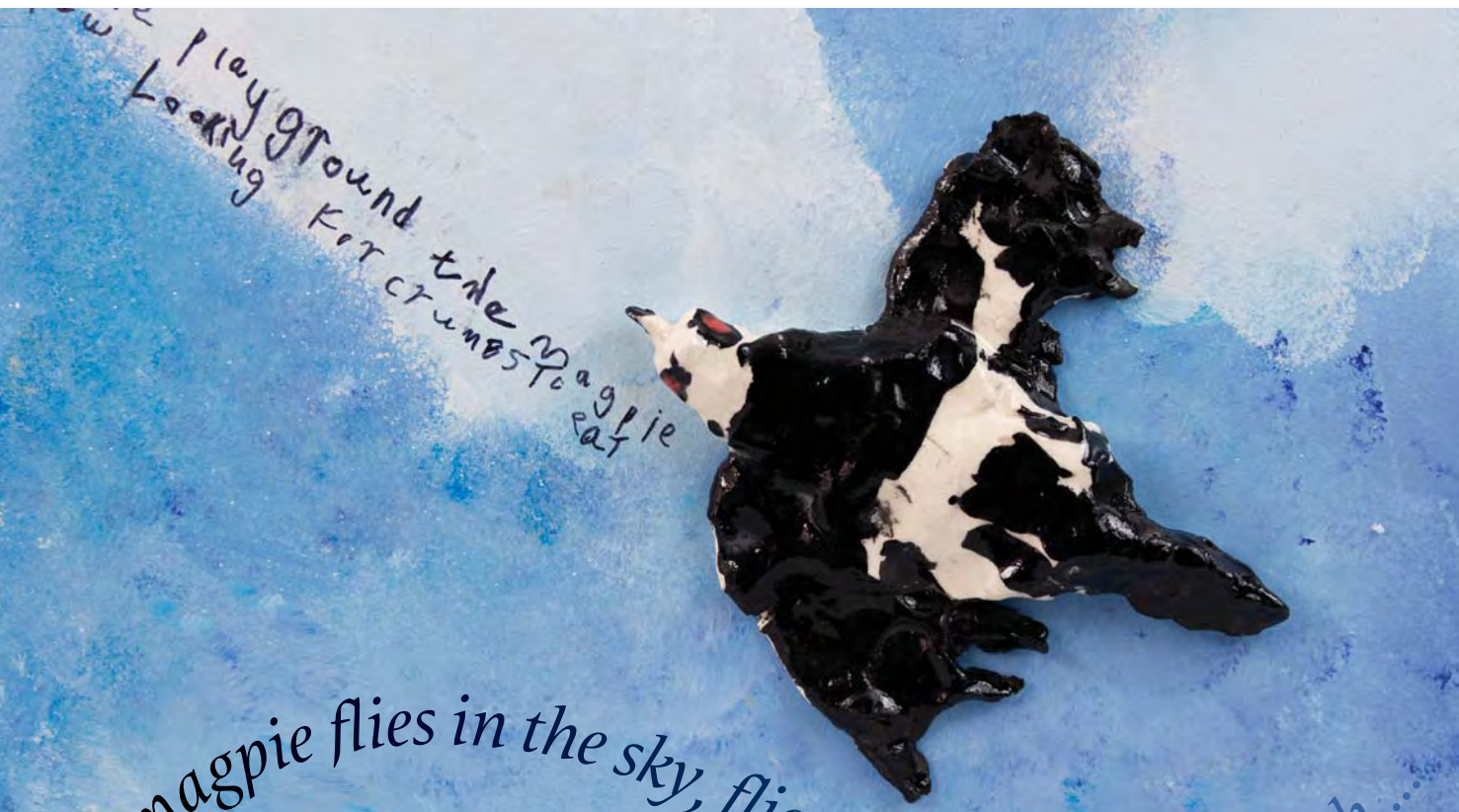
Susan Clarke

Visual Art Teacher

Strathcona Baptist Girls Grammar School



OUR ENVIRONMENT



the ART STUDIO

Each year the tall pine next to the Art Studio is home to a family of magpies. I have watched as they rear their young, take their first flying lessons and scavenge through the remains of recess and lunch discarded by the boys. The quiet of the schoolyard and abundance of crumbs provide a perfect environment for the magpies to live and raise their young.

On Tuesday afternoons I would collect the prep class and walk through the outdoor chess area, under the shade of the pine to the Art Studio. The boys had noticed the magpies on many occasions and we often chatted about them on the way to class. This prompted me to create a unit of work based around the family of magpies in our school. I wanted to integrate the visual and kinesthetic processes of art with the boy's verbal observations, by giving children a chance to create not only with words, but also with painting and sculpture. I aimed to celebrate the value of visual and kinesthetic learning alongside the verbal and written.

Last year's prep boys were very fond of Pamela Allen storybooks and our Teacher

Librarian had found for me her book *Waddle Giggle Gargle!* Which is a delightful story on boisterous magpies. This gave me a great starting point to introduce the magpies in our art. We spent a productive lesson sitting outside in the late November sunshine and drew the family of magpies as they rummaged through the garden near the art studio. The class had to work very quietly and stay still. This *Plein Air* experience gave us much to discuss back in the studio as the boys added to their sketches of the birds. The following week we used clay to make simple bird shapes with spread wings. These basic slab and sausage constructed birds gave the preps their first experience of using slip to join and toothbrushes to score. Each bird was individual, some with wing tips and others with long beaks. As they were flat the sculptures dried quickly and were fired within the week. The next week we looked closely at some photos I had taken of the magpies and discussed the patterns and features in their plumage. Black underglaze made the distinctive markings with a simple dot of red underglaze painted in the eye to give the magpie its distinctive stare. Throughout these weeks the boys took great

interest in the magpies, reporting to me their activities and whereabouts. This project had connected the boys to the school environment and made them aware that others also share the playground and world with them each day. We painted the sky on simple MDF boards using sponges and blue and white paint to mimic the soft clouds in the sky. Glazed magpies were attached to the soft-clouded skies. We finished the project by writing a couplet rhyme, which encapsulated the boy's ideas about the life of the school magpies. The boys described their observations of the magpies so vividly that creating a couplet came easy.

The magpies fly in the sky Fly in circles, way up high
James Eastwood

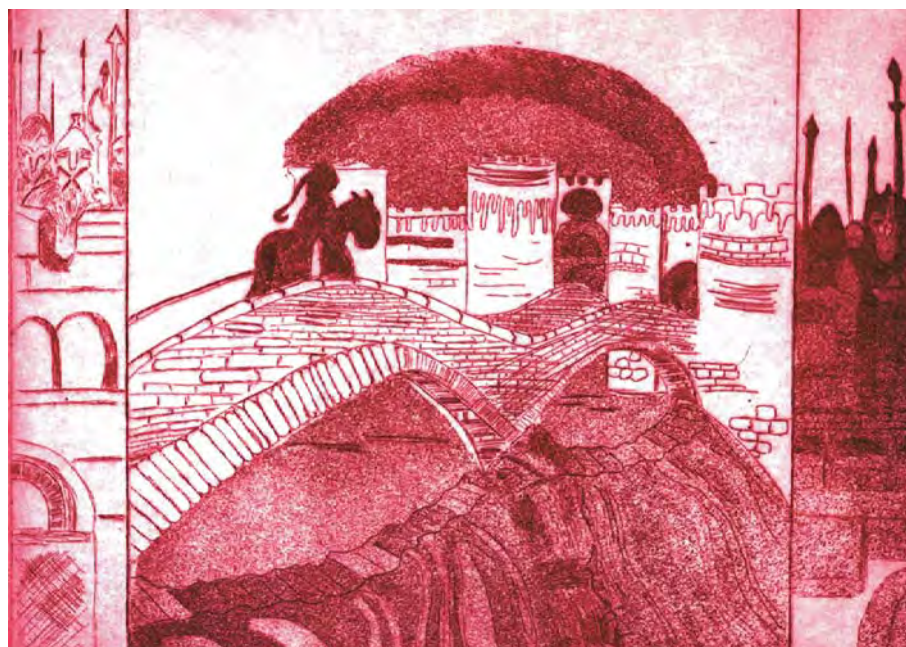
Words were written in permanent marker along the rim of the clouds finishing an artwork that brought together literature, art and the realm of personal experience.

Ebony Russell
Head of Junior School Art
Camberwell Grammar



Asian Studies

In response to requests for **Zart Art** to support teachers in the Studies of Asia we have devoted this page to provide a snapshot of how two schools have benefited by their association with the **Asia Education Foundation (AEF)**. We are also fortunate enough to have Lynn Jennison share her knowledge by providing a workshop here at Zart on the benefits of utilising the Visual Arts to implement and promote the Studies of Asia.



ENGAGING YOUNG AUSTRALIANS WITH ASIA THROUGH THE ARTS ASIAN EDUCATION FOUNDATION: STUDY TOURS

I was lucky enough to be part of an Asia literacy study tour to Vietnam and Cambodia. As an artist and a teacher I was inspired by the quality and quantity of the sites, and the strength of the artwork viewed — based in the traditional and historical contexts.

Ankor Wat and the variety of temples within the Ankor region astounded me as I saw architectural structures with detailed decorations that I did not believe possible in one region.

I returned home with a renewed passion! Art in our school system is a way of creating deeper understandings that go beyond vocational necessity. How lucky we are to be at a stage in our history where art is valued for its own sake. Where feeding the soul is considered an integral part of learning and multi-literacies are integral to teaching practice.

Cheryl Bannon

Dandenong Secondary College

ASIA WEEK

We have sister schools in Nanjing, China; in Cheetham, England; Singapore and Hong Kong. Together with our sister schools, we had many activities planned to promote our school values of respect, empathy, friendship and motivation across cultures. In 2010 we had a special Whole School Assembly featuring a number of performances by our students and featuring our own resident Chinese instrumental teacher, Ting.

Activities and experiences during the week included a Chinese Opera, Chinese drumming workshop, Lion dancing, Traditional Chinese calligraphy brush painting, Cooking (including our very own Chinese **Masterchef** competition), Chinese arts and crafts, games and a traditional Yum Cha feast.

An Art Exhibition featuring Asian inspired artwork created by all our artists capped off the week, as our guests were treated with Chinese delicacies!

What a week!!!

Julie Lach

Visual Art Teacher

Aspendale Gardens Primary School

ASIA EDUCATION FOUNDATION

To support teachers and schools develop students' Asia literate skills, you will find information through the Asia Education Foundation Portal. AEF information includes:

- Asia Literate Australian Curriculum Resources
- Lesson plans for teachers
- Grants to Schools
- Study tours for school leaders and teachers
- School partnerships Australia-Asia
- School-Business partnerships
- Endeavour Language Teacher Fellowships
- School change strategies
- Student activities
- Business Alliance for Asia Literacy
- Education Alliance for Asia Literacy
- Asia literacy news for parents
- Podcasts of leading speakers

Keep up to date, by signing up to Asia EdNet teachers' discussion group, AEF eNews, online forums and school exchange strategies.
www.asiaeducation.edu.au



Professional Learning

Studies of Asia Exploring Asia and Australia's engagement with Asia

Levels: 3-5

Date: Saturday, 21 May

Time: 9.20am-3.00pm

Venue: Zart Art

Address: 4/41 Lexton Road, Box Hill North

Consultant: Lynn Jennison

Cost: \$140.00

Catering: A light lunch will be provided

An introductory session about 'Why Asia?' & the benefits of utilising the Visual Arts to implement and promote Studies of Asia. Lyn will use her in-country experiences and share successful units/activities that she has used in her own teacher practice to maximize interest in the Asian elephant babies. You will in this workshop, create a model of an elephant using Modroc, which you will then paint and embellish. Participants will be given the starting point of creating an Asian ceremonial sash. Finally participants will contribute to felting a life-sized tiger head.

Poster Colours

Long lasting • Clean • Easy to Store • No Waste • Refillable



Zart Drawing Blocks & Poster Colours —Resist method

Butterfly

1. Use a black Drawing Block to draw a butterfly flying over some flowers. 2. Use Poster colours to colour the drawing in vivid colour. 3. Cut around the outer edge of your drawing and glue this down onto a sheet of coloured Cover Paper.

Tadpoles

1. Use a Drawing Block to draw the outline of three tadpoles. 2. Use Poster colours to colour the drawings in vivid colour. Cut around the outer edge of each tadpole and glue them down along a coloured Sentence Strip.



3D Collage with Poster Colours —Collage

1. Colour one sheet of Cartridge Paper with strokes of colour to represent the sea. 2. Cover another sheet of Cartridge Paper with dabs of colour, leaving some of the white paper showing between the different colours. Set aside to dry. 3. Cut out three interesting fish shapes, all the same shape but different sizes, from the coloured paper you have created. 4. Use the left over paper scraps to create fins and tails, concertina fold the paper to add dimension to the fish. Glue these on to the fish shapes. 5. Glue on a Joggle Eye and a coloured mouth to each fish. 6. Mount the fish on to a small block of Polystyrene and then glue the fish on to the painted sea background. 7. Mount the work on to a sheet of A3 Cover Paper.



Creative Adhesive Squares & Poster Colours —Pattern & Collage

Cut shapes of Creative Adhesive Squares to adhere randomly over a sheet of Cartridge Paper. Use Poster Colours to paint blocks of colour between the paper shapes. Outline the shapes with a black marker.



Drawing Ink & Poster Colours —Drawing

1. Use a brush or stick to apply black drawing/Indian ink to paper in a free drawing style. 2. Allow the ink to dry (check to make sure the drawing/Indian ink doesn't bleed when poster colours are applied) 3. Use a watercolour brush to apply the Zart Poster Colours. 4. When the work is completed and dry, cut around the artwork and glue it on to a mount card background.



Poster Colours by Zart

This long lasting poster colour paint is both easy to use and to store, making it an ideal option for classrooms. All that is required is water and you are set to go! They're easy to clean up and will not result in any wastage - unlike those stored in bottles or tubes. Colours are intermixable and can be refilled if necessary.

Cool Palette PT880-CP
Earth Palette PT880-EP
Warm Palette PT880-WP
 Palette of 6... **\$8.45** \$9.30

BULK BUY Multiples of 10 of any one palette (Cool, Earth or Warm)
 Each palette **\$7.61** \$8.37

Fluoro Palette PT880-FL
 Palette of 6 **\$11.39** \$12.53

BULK BUY Multiples of 10
 Each palette **\$10.25** \$11.28
Refills are available, refer to our catalogue for details!

BULK BUY

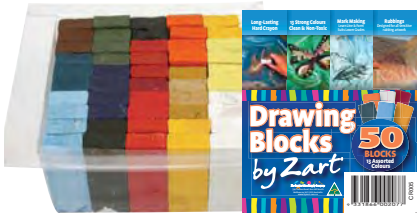
BULK BUY

Printing Foam & Poster Colours —Hand Colour Prints

Draw a design onto Printing Foam with a pen or pencil and roll over black paint. Place paper over wet paint and press before peeling the paper away to reveal the print.

When print is dry, hand colour the white lines with Poster Colours.

Use Posters colours with these Art Materials...



Drawing Blocks by Zart

Rectangular (hard) crayons in 13 assorted colours. Good for both rubbings & sensitive type artwork.

Bulk Pack CR005
 Pkt of 50 **\$38.15** \$41.97

Printing Foam by Zart

Easy and safe way to print.

A4 LT300
 Pkt of 15 **\$17.75** \$19.53

BULK BUY Multiples of 10
 Each pkt..... **\$15.98** \$17.58

A3 LT301
 Pkt of 10 **\$21.50** \$23.65

BULK BUY Multiples of 10
 Each pkt..... **\$19.35** \$21.29

BULK BUY

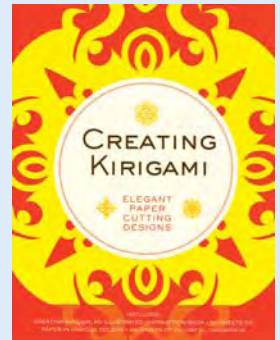
BULK BUY

New Resources!

Creating Kirigami

Paper cutting or kirigami (kiri from the Japanese cut and gami, meaning paper) is a widespread art form with a multitude of traditions and styles. This book explores some of the limitless possibilities of traditional kirigami and its modern evolution. You will learn the techniques the craft requires, how to transfer patterns, fold the paper, and cut the patterns. Includes an illustrated instruction book. 112 pages, 50 sheets of paper and 25 sheets of card.

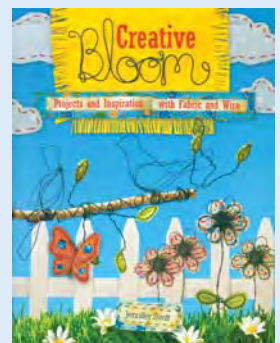
Each..... \$11.81 **BK423**
\$12.99



Creative Bloom

Innovative techniques that will show you how to sculpt with wire, stitch fabric to wire and create beautiful artworks related to a garden. The wire-bending and fabric techniques you'll be able to use again and again. So start collecting fabric scraps and different types of wire to take your students on a creative journey. 127 pages

Each..... \$27.26 **BK237**
\$29.99



Shadows and Shading

A beginners guide to lighting placement The trickiest part of becoming an artist is learning how to look at the world around you. Many lessons are taught on how to draw, but not enough attention is given to seeing light. This book discusses light sources, how light hits objects, both simple and complex and talks about the nature of colours in shadows. 52 pages

Each..... \$17.95 **BK609**
\$19.75



Extreme Face Painting

Turn everyday faces into sweet, funny or frightening works of art that move. From birds and butterflies, puppies and princesses, knights and night skies to strikingly horrible vampires, zombies and other foul, freakish creeps. Expert techniques for painting remarkably realistic textures, making human features virtually disappear. 127 pages

Each..... \$27.26 **BK862**
\$29.99



Available now through Zart Art

Zart Art Calendar

What's happening in Term 2 2011



Specials Term 2

Each term Zart offers amazing special prices on our art and craft range enabling you to extend your budget further. This term we have some great specials that will tie into Egyptian art and history, as well as presentation of work - folios, visual diaries and display books, and some great run outs.

Please refer to your current Specials Flyer and check our website www.zartart.com.au for our latest offers.

Zart Art New Professional Learning Packages!

We're launching a new **learning package** with great savings as a thank you for your support!

Package One: Cost **\$297**, use towards any ZE workshops throughout 2011 and receive a **FREE 1 x Half Day Workshop!**

Package Two: Cost **\$560**, use towards any ZE workshops throughout 2011 plus **FREE 1 x Full Day or 2 x Half Day Workshops!** Phone 03 9890 1867 or email jan@zartart.com.au or mari@zartart.com.au



BCCA – Authors & Illustrators

Zart Art & BCCA invite you to an evening of discussion with Armin Greder and Libby Gleeson discussing their new *Picture Book I am Thomas*, to be launched in May, and with Erica Wagner, their editor, as participating chair. **Date:** Thursday May 12th **Time:** 5:30pm until 8:00pm **Venue:** Zart Art Cost: \$30 – BCCA members or \$40 – non members Bookings: Ph: BCCA on 1300 360 436 or email vic@bccca.org.au **NB: Limited to the first 70 respondents.**



Indigenous Australian Art Forum

There seems to be little disagreement that art teachers need to address Indigenous Art and Culture in their courses. This forum will focus on some of those challenges from a number of perspectives. Hopefully, it will provide many ideas, suggestions and directions that you might consider and use in class. **Date:** Thursday June 16th **Time:** 5:30pm until 8:00pm **Venue:** Zart Art. **Free - bookings essential. NB: Limited to the first 70 respondents.**

Kids Studio

- Holiday program
- Art & Craft Projects

Each term holidays, Zart Art are offering parents and children the chance to work together on an artwork in the Zart workshop.

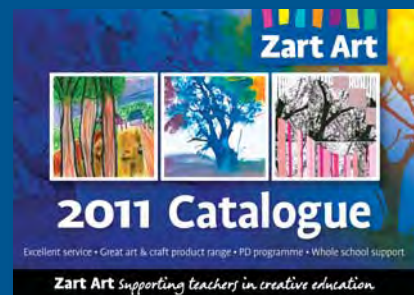
Go to the website to see what date to put aside in July this year for our second parent and child workshop.



Customer Service Centre

Visit the Centre during Term Two to see two very different displays. The term begins with a focus on The Studies of Asia, with elephants inhabiting Asian tropical forests created with collage and paint. In June the theme evolves into 'One World Many Stories', the 2011 Book Week Theme. Children will be able to sit on cushions and read picture books at this display whilst the adults shop for their art materials.

You'll find this on our website...



Zart eshop - Catalogue Online

Shop with convenience and browse our catalogue through 'eshop' - our online store. Eshop offers - ease of ordering, complete range of school art & craft supplies, secure authorisation access for your school's account, automatic order totalling, administration access available, excellent support & service. To set up your account or for more information, please contact us on 03 9890 1867 or eshop@zartart.com.au

Zart Art Stocktake Hours

Zart Art will be closed for stock take on Friday July 1 2011.

We apologise for any inconvenience.

The Zart Student Gallery, Customer Service Centre, our Administration and Despatch Departments, will ALL be closed on this day. **Orders can still be placed via eshop or by faxing us on (03) 9898 6527.** Our Centre will be trading as normal on Saturday 2nd of July 2011 from 9am.

And the Winners are...

Thanks to those schools and parents who participated in our Term Four 2010 **Shop for your School** promotion. The winner of our **\$500 voucher went to Laburnum Primary School.** Look out for our next Shop for Your School promotion later this year.

As part of our Term One Specials **Copic Promotion**, the winner of the **AGIdeas 3 day Design Conference Ticket** valued at **\$380** was awarded to **St Josephs College Ferntree Gully.**

Zart Proudly Supports

State Schools Relief Committee
State Schools' Relief (SSR) is a charity supporting Victorian children and young people to reach their full potential by giving practical assistance at a time of need.
For more information visit www.src.net.au



Confidence to connect



This publication is printed in Australia under ISO 14001 Environmental Certifications

Zart Art has chosen to print on stock that is FSC certified, FSC certification ensures traceability and verification of well managed forest timber, from mill to printer to you.

EXTRA



Term 3 2011

Registered by Australia Post Publication No. 327687/00003

Inspiration & ideas... Zart Student Gallery

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



Trip to Nepal
Students from Beaconhills College spent 9 days in Nepal working with artists and students of art.



Artist in Residence
Students at Ivanhoe Grammar worked together on a Community Quilt to hang in their library.



Experimentation
Students at Maranatha Christian School experiment and explore inkjet printing onto clay.

Zart Art *Supporting teachers in creative education*

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AVE MARIA COLLEGE



AVE MARIA COLLEGE

Zart Art

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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Zart Art *Supporting teachers in creative education*

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

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Customer Service Centre:
Monday – Wednesday & Friday: 8.30 am – 5.00 pm
Thursday: 8.30 am – 6.30 pm
Saturday: 9.00 am – 2.00 pm

art events • news • updates

Melbourne Galleries

NGV Federation Square

Square Contemporary Art of the Far Western Desert

Venue: The Ian Potter Centre

Cost: Free entry

Date: 24 May 2011 - 28 May 2012

A modern art movement originated at Papunya in 1971, which has since transformed the way we see the land and the history of art in Australia. Almost forty years after the genesis of the Western Desert art movement, its epicentre has dramatically shifted from Papunya in the Northern Territory to the Pintupi homelands of Kintore and Kiwirrkura in the Gibson Desert, and to communities that lie hundreds of kilometres to the south and west in far-flung reaches of South Australia and Western Australia (the Far Western Desert).

During the first decade of the 21st century, Pintupi, Spinifex, Anangu, Yulparija and Martu artists have developed a dynamic and fresh expression of Western Desert Art. The male and female artists not only share close kinship, social, linguistic and ritual interconnections and lived experience of desert country built up during pujiman (nomadic, bush) days but also have parallel experiences of making art with introduced materials for the commercial market. Their paintings — bearers of sanctity — resonate with the shock of the ancient made new and tell tjukurpa (stories) associated with special places in their ngurra (country). This dramatic new wave of acrylic painting is the focus of Living Water, comprising the NGV's 150th anniversary gift from the Felton Bequest of 107 paintings.

Website Discovery...

Explore museums from around the world, discover and view hundreds of artworks at incredible zoom levels
<googleartproject.com>.

Primary Art Ideas

jeanettejennings.com.au

NGV International

Kaleidoscope: Art and colour

NGV International 180 St Kilda Road

Date: 28 May 2011 - 05 Feb 2012

Kaleidoscope: Art and colour celebrates the power of colour and the impact it has on our lives, from how we see and experience the world around us, to how we employ colour to express ourselves.

How are colours made? How do artists use colour in different media? How can colour be used to fool the eye through optical illusions? With over 40 works from across the NGV collections, including paintings, textiles and objects by Asian, European, Indigenous Australian and Pacific artists, this exhibition encourages us to expand our perception, knowledge and experience of colour and discover how colours are used to fool, delight and inspire us in the kaleidoscope of life.

State Library Of Victoria

The changing face of Victoria

Date: Saturday 1 January 2011 - Saturday 31 December 2011

Cost: Free Admission

Bookings: Not required.

Tel 03 8664 7099 for more information.

Venue: Dome Galleries, Levels 4, 5 & 6

The changing face of Victoria exhibition brings together historical artefacts, photographs, drawings, maps, letters and diaries to tell the stories of the people, places and events that have shaped life in Victoria over the past 200 years.

The first section of the exhibition focuses on the early years of European settlement, daily life in rural Victoria, and the events and mythology surrounding that most famous Victorian, Ned Kelly.

Items on regular display include key artefacts such as the Batman Deeds, the last notes of Burke and Wills and Kelly's armour. In addition to these iconic pieces, The changing face of Victoria also features less well-known objects which will be changed over time. These include photographs, diaries and letters that bring individual people and aspects of everyday Melbourne and Victoria to life.





VCE ART

An expressive folio of dance

The following is a diary of a VCE student, and the process of her work, inspiration and challenges.

I thoroughly enjoyed completing VCE Art during 2010. It was a challenging subject that required lots of time and effort; however I felt it all paid off with the successful completion of my folio and four final pieces. My initial concept was to explore classical dance and the type of movement it involved. I was motivated by my personal experience and passion for dance, which began at a young age. I was interested in the flowing, light, graceful and fluid qualities that are captured in dance and wanted to somehow recreate these qualities.

This initial idea led me to brainstorm possible directions and explore a range of materials and techniques. This eventually culminated in the creation of a sculpture suspended above the ground at the end of Unit 3. It comprised of three ribbon-like metal structures. Through this piece I wanted to demonstrate that whilst dancers may appear to be moving

gracefully and effortlessly, they are very strong.

After Unit 3, I reassessed the direction of my folio and decided to explore an abstract drawing style that I had developed during my spare time. Despite changing the stylistic direction of my folio, the movement of dance remained my inspiration. This led me to investigate line, colour, space, size and layering as well as to develop symbols representing different aspects of dance including movement, costuming, music and lighting. I completed numerous trials, exhausting all possible options that I thought could be interesting before refining my ideas and creating two more final pieces. The patterns evoke a strong sense of movement and reflect the intricacy and complexity of dance. Dancers appear to be moving with ease but they are actually putting a lot of effort in, to achieve the correct technique and perform difficult steps. The highly energetic patterns also reflect my personal emotions linked with dance and performance. My favourite piece is the one



combining the patterns and transforming silhouette of the dancer.

I then proceeded to experiment with a cruder patterned painting style inspired by A.R. Penck. I decided to produce a fourth larger piece incorporating this less refined and more expressive style. The bold black and white brushstrokes on two layered pieces of plywood with curved patterns cut out, captures not only a sense of movement but also the raw emotions felt when dancing.

I took a fairly structured approach to producing my folio. I preferred it being neat and easy to understand. I consistently added to my folio throughout the year and completed numerous two and three-dimensional trials. I was always looking out for possible sources of inspiration. I was not only inspired by my personal experience but other artists as well. Investigating and creating work about a topic I was passionate about made my work far more enjoyable and I therefore put a lot more effort into it. I tried to utilise the analytical frameworks within my folio on a regular basis to not only explain my work but to also demonstrate other possible ways people could interpret my work.

I am happy with my folio of work and the final pieces I created, as I believe they meet my initial intentions of capturing the qualities of dance.

Dominique Bloues
St Columba's College
Essendon

NEPAL ADVENTURE

DAY TWO

DAY TWO

DAY THREE

Can I interest you in a trip to Nepal – Kathmandu – Everest – Sherpas – hiking? To put it politely - NO THANK YOU! Well how about Nepal – Kathmandu – Everest – artists – art classes? YES PLEASE!! How much? When? Where do I sign up? Check out this website www.internationalartworkshops.com and learn all you need to know.

In 2010 I tried very hard to get enough students together to visit Nepal, but unfortunately was not successful. Having spent so much time and energy planning the trip and getting so excited at the idea of visiting a country so different, I decided to go anyway! Two other staff members decided to join me and spend 16 days in Nepal over the first term holiday. I hoped to get more information and lots of photographs as well as firsthand experience, then come back and talk about our experiences to all our students in the hope that that would generate more interest and we would get a group of students together to make the trip in 2011. Our plan worked and in April of this year, 8 students and 2 staff left Beacons Hills for Kathmandu for the experience of a lifetime. This is what we got up to in the ten days we were away:-

DAY 1 Friday: Arrived Kathmandu Airport 12 noon, bus to Hotel, unpacked and settled in.

DAY 2 Saturday: Patan is a wonderful maze of courtyards, tiny tiny alleyways, hidden shrines, temples and people's homes. We were taken through the streets with our guide Sanjaya and everybody had the chance to take interesting photos of the architecture and the many people in the streets going about their daily lives. When we arrived at the main square, Ilse and Sanjaya asked the

local people to volunteer to pose for us whilst we all made quick gesture drawings in our visual diaries as well as taking photos of the wonderful faces of our models.

Back in the studio in the afternoon we created a 'first impression' painting involving words, symbols and colours laid down in our diaries using pens, markers and paint; colours and found symbols from our morning adventures were also used to create an expressive painting.

DAY 3 Sunday: Seven Nepali Art students from 4 different art colleges in Kathmandu joined us for the day. We visited Swayambhunath, often referred to as the Monkey Temple, a particularly interesting Buddhist as well as Hindu site. Being fairly high up it provided a wonderful view of the city in the valley, as well as being a very busy market place for a spot of souvenir shopping! Our students paired with the Nepali students to learn about the place and went off with the task of drawing portraits of each other.

In the Studio later that day our students paired with the Nepali students and spent time looking for common 'sayings' in each other's cultures. Once they found a saying that was similar in both cultures they wrote the saying down on the other's canvas and then developed a painting based on the saying.

DAY 4 Monday: Lokta paper, handmade from the bark of the Lokta bush, is very popular in Kathmandu and broadly used in all sorts of ways. We visited a local factory and were all given the opportunity to make a piece of paper for ourselves, as well as learning how to make a notebook using the lokta papers.

Back in the Studio we created abstract

paintings on lokta paper, using different leaves, found in the hotel grounds, as masks.

DAY 5 Tuesday: Woollen felt is very popular in Kathmandu and is crafted to make beautiful slippers, bags, toys and accessories. We visited a factory a short drive away and were shown how the process was carried out and how to make different designs. We all made a felt purse and then some of the students helped make the cushions that were being made that day. A very damp and soapy experience was had by all!

Using the soft edges, strong colours and simple shapes we had seen in the felting factory as a basis, we worked from portrait photographs to simplify the forms and shapes and come up with a strong composition of blocks of colour and soft edges similar to the felt images.

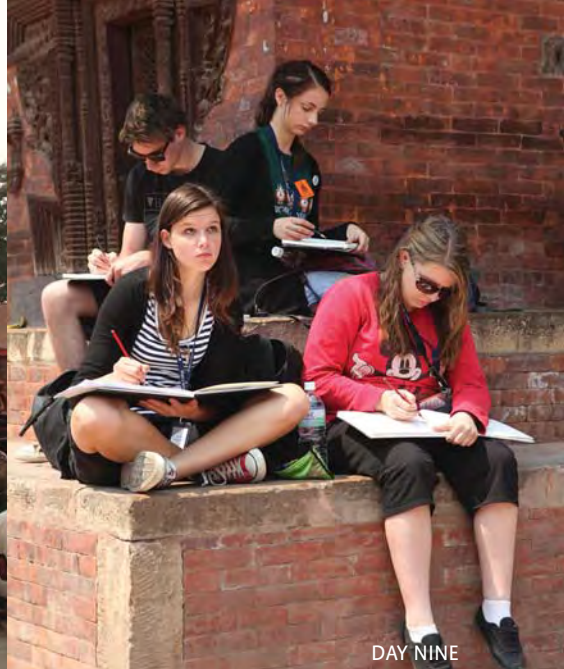
DAY 6 Wednesday: An hour's drive from Patan, is a small country school with 120 pupils, 3-16 years old, from the local community. They are self-funded and poorly resourced so we had made badges as a fundraising activity back at Beacons Hills and had \$300 as a small donation for this school. We actually bought a computer for the senior students and presented this to them just before we left. We had also made a badge for every student in the school as well as taking lots of souvenirs to hand out. Our students ran art activities with small groups of their students, which was just the most amazing experience for our students. Each student created a postcard size aboriginal style drawing of an Australian animal. We took all the materials and equipment with us and left it all behind for them to use to set up their new art room. I taught the teachers how to make paper mushrooms so that they could



DAY FIVE



DAY EIGHT



DAY NINE

work with the younger students and be a part of the 'Spore Project'.

We left the school on a real high and headed back down the very narrow dirt road to Kathmandu. Ilsa Brittain (the artist who runs the workshops) had an exhibition of her artworks in the Siddhartha Art Gallery in Thamel, so of course we needed to make a visit. The exhibition, titled 'Female Substantive' consisted of beautiful figurative pieces in oils, with a strong abstract element. The students were very impressed with the many paintings and drawings, which created much food for thought and some great discussions as we travelled back to the hotel.

DAY 7 Thursday: We spent the day working with a master Thangka painter, Sudarshan Suwal. Everybody learned about the very strict and symbolic art of Thangka painting, how to grind pigments from their original mineral sources, and then produced a mini Thangka painting of their own with the pigments we had ground. This was a very exacting and time consuming task, where everyone gained a great appreciation of the traditional Thangka paintings we had seen on our travels to date.

DAY 8 Friday: Boudhanath is the religious centre for Nepal's considerable population of Tibetan exiles. We walked around the Boudhanath Stupa – one of the largest in the world, in a clockwise direction three times. Once, to make sure we had seen everything, then twice more to make all our purchases from the many shops and stalls. A lot of bargaining took place and many purchases were made, in a very short space of time. There was time to visit one of the few places in the world where students learn the authentic and sacred art of Thangka painting.

They must learn the exact proportions of every deity, each colour with its precise meaning, and the correct approach to undertake their work with purity. It takes six years to complete the course. We purchased eleven Thangka paintings as mementos of our time in Nepal in this Thangka painting School.

In the afternoon we visited Thamel for more shopping, then headed to Kathmandu Durbar Square – the traditional heart of the old town, full of beautiful Nepali architecture and the courtyard of the living goddess. After a short wait in the courtyard we were rewarded with a rare glimpse of the living goddess, who is so beautiful, so tiny and so young! No photos were allowed of the goddess, but we made up for that by purchasing the official photographs to bring home with us.

DAY 9 Saturday: A trip back to where we started this adventure – Patan Durbar Square! This time though, to take a really close look at the architecture, both at ground level ... and from on high!

Our final time in the Studio was spent creating collaborative art pieces that proved to be a lot harder than you would think. Initially, it was hard to let go of your own piece and allow others to work on it, and equally, it was hard to work on someone else's piece because you didn't want to 'wreck' their work! Eventually, we got into the task and started to enjoy adding our own ideas to the works. The final results were amazing and were added to our visual diaries with pride.

DAY 10 Sunday: Easter egg hunt, pack up, farewells then head to the airport and home.

From the moment we stepped off the plane in Kathmandu, our senses were bombarded. The sights, sounds and smells of

Nepal were at times overwhelming, but always fascinating, new and so different from anything we'd experienced before. The art works and architecture were stunning, beautiful and amazingly colourful. The cities were busy, noisy, dirty, alive with people, traffic and animals and in direct contrast to the quiet beauty of the countryside and small villages we visited. We experienced many amazing places but it was the quiet dignity, amazing courtesy and wonderful humour of the Nepalese people that was the highlight of the trip for me. Their willingness to allow us into their private lives, to try to communicate with us and above all to have fun with them was what made the trip so special.

Lesley Light

Beaconhills College, Village Campus



The unbound Book of life

Maroondah Education Coalition - Artists in Schools Project

Since 2009 our Maroondah Education Coalition schools have been working together on a Values project based on Multicultural and Global Citizenship. Our project, "Youth Voice – Fostering Respect, Tolerance and Inclusiveness", stimulates thinking and discussion about identity and belonging, challenges misconceptions related to different cultures and provides opportunities for young people to change community attitudes through the exhibition of their work.

In 2011, the Maroondah Education Coalition gained funding from Arts Victoria to implement an 'Artists in Schools' project, particularly for our refugee students interested in working with a professional artist to further their artistic talents and interests.

Aims and objectives of our programme:

- SUPPORTS HIGH QUALITY STUDENT LEARNING ACROSS THE CURRICULUM
- ENRICHES TEACHING PRACTICE THROUGH INTERACTION WITH PROFESSIONAL ARTISTS
- PROMOTES CULTURAL VIBRANCY IN SCHOOLS THROUGH CREATIVE PARTNERSHIPS
- ENCOURAGES INNOVATIVE WAYS TO ENGAGE WITH THE WIDER COMMUNITY

What the students have achieved:

The programme has created the opportunity for these young artists to have intensive art training one day a week during Terms 1 and 2. Students from Croydon SC, Maroondah SC and Ringwood SC have been working individually and in groups, to create a joint work of art titled 'The Unbound Book of Life and Journey'.

The pages of this book will be made out of large sheets of plywood which can be detached to display them in different combinations as required.

Students have been painting with acrylics to produce: background landscapes that depict their past, present and future lives, portraits of their future self and other large and bold shapes from nature that will form a

variety of pop-outs within the landscapes. The BIG BOOK pages will form a visual narrative that pays respect to the students' culture and homelands, while focusing on their new life in Australia and their hopes and dreams for the future.

The Artist, Conrad Clarke, who is well known for his drawing, painting and sculpture, has been instructing students how to make their 2D artwork into book pages that have a pop-out or 3D effect.

So far the students have had seven sessions, and the work that they have produced to date is indicative of their artistic talents and willingness to learn.

Zart Art has been a valuable supplier to our art faculty in recent years and it seemed natural we continue this relationship when seeking sponsorship.

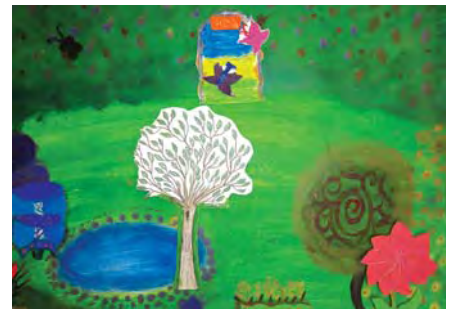
The MEC would like to offer our sincere thanks to Zart Art for their generous support of our Artists in Schools Project.

Lyn McGoldrick

Assistant Principal & Artist in Schools Coordinator

Dina Mihailidis

**Art and Technology Coordinator
Maroondah Education Coalition**



Mirka Mora

Soft sculptures join the parade

After visiting Mirka Mora exhibition at Heide Gallery late last year Pam Fordham from the Rosanna Golf Links Primary School was inspired to work with the form of soft sculpture with the level 4 students.

Each year our school participates in the Banyule Festival Street Parade and as this year's theme for the festival was "The Art Parade" it was a perfect vehicle to exhibit large soft sculptures.

The students were introduced to the art work of Mirka Mora and were equally fascinated with her dolls. They worked in groups of 4 or 5 to plan, design and create their own soft sculptures. They enjoyed using their imagination to incorporate their varied ideas into one creature.

Midway through the term the students were fortunate to go on an excursion to Heide Gallery to view the Mirka Mora exhibition. They were excited to see the art work "in real life" that they had previously only seen in books and on computer. For many of them, it was their first visit to an art gallery and it was a great learning experience. The realisation that art works can be created for a purpose and for a variety of audiences became clear to them.

In painting their soft sculptures they understood the importance of using strong clear colours to capture the attention of a large street audience. Size was also a factor and they rose to the challenge of enlarging their designs onto calico.

One parent offered her services to sew the two painted sides of each sculpture, then the students stuffed the edges with polyester filling and the bulk of the sculpture with scrunched newspaper. Rods were inserted into the back of the sculptures for display in the Street Parade.

The whole school focused on various aspects of Mirka Mora's art during the term

which culminated in nearly 200 of our students parading "the art of Mirka" down Burgundy Street in Heidelberg to great success.

The number of students from all year levels that came and told me they had visited Heide Gallery on weekends to see Mirka Mora's art work indicated how enthusiastic they were about the topic and the art work they were producing in term one.

Finally we were all thrilled to receive a letter from Mirka Mora saying how pleased she was to receive photos of our art work and letters from the children and how honoured she was that we had chosen her art work as our theme for the Street Parade and our focus of work in term one.

The whole term was fantastic for making art come alive and meaningful for the students.

Pam Fordham
Art Teacher
Rosanna Golf Links
Primary School



Stitch in Time

School Community Quilt a story for future years

Each year at Buckley House we aim to provide the students in Years 5 & 6 with the opportunity to work with a visiting artist. It is a project which brings so many benefits to our children and school community. Previous projects had included the areas of painting, mosaics and ceramics. In 2010 we were introduced to Amy Carr Bottomley, an enthusiastic and inspirational young textile design artist. Amy graduated from RMIT University Melbourne with a BA in Textile Design and a Major in Weaving. She has won awards for her work in recent exhibitions and is currently lecturing at RMIT in textiles.

After consultation, we decided on a textile project in which the children would be involved in both needlepoint and weaving, to produce a large textile wall hanging, approximately 3 metres by 4 metres, to be installed on a feature wall in the recently redeveloped Buckley House Library at Ivanhoe Grammar.

Amy's project was based on colour, pattern and texture, centred around the design theme of Optical Illusions. Each student designed an individual 12cm x 12cm square, carefully considering pattern and colour combinations. Students were introduced to various threads and textiles and used needlepoint techniques to stitch their coloured piece. Some students also took the opportunity to produce some squares using the rug hooking method. All students also worked with Amy on her

loom to help weave two long cloth panels which were incorporated into the finished piece. When all squares were completed, Amy assembled over 120 individual squares to produce a truly beautiful textile art work which was unveiled at our annual Art Show.

Our Artist in Residence Project provided the students with an insight into how artists plan and execute their creative ideas. Amy shared her portfolios and visual diaries and was an enthusiastic supporter of the students, supporting and encouraging them to express their creative ideas. It was a rich learning experience for our young artists to work with a skilled artisan who happily shared her expertise. It was wonderful to see the enthusiasm with which the children tackled the new techniques and skills, and the perseverance they displayed to complete their work. In fact some children continued to develop and pursue their new skills in their own time.

Our 2010 Artist in Residence project resulted in the creation of a lasting work of art that is admired and valued by the whole school community. It is a joy to see children proudly pointing out their special square to family and friends, and of course, in future years they can also come back to visit the school and remember their treasured contribution.

Helena Swain & Kym Leon
**Art Teachers – Buckley House
Ivanhoe Grammar School**



Zart Student Gallery

St Leonard's College Brighton



Westbourne Grammar, Truganina

St Simon's School Rowville

Doncaster Gardens Primary School

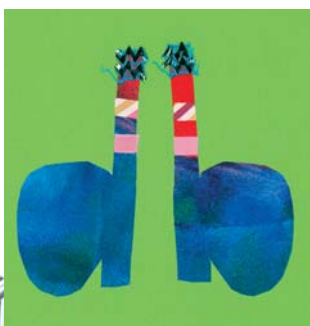
Oakleigh Primary School



Cranbourne West Primary School



Acacia College



Lynbrook Primary School

Exhibiting Term 3 2011

Exhibit ends 13th September 2011

St Leonard's College Brighton

Colour Mixing

Heathmont East Primary School

Paul Klee

Acacia College

Portraits

Rosanna Golf Links Primary School

Mirka Mora Dolls

Westbourne Grammar, Truganina

3D Animal Totems

Mont Albert Primary School

Snugglepots and Cuddlepies

St Clement of Rome School, Bulleen

Tree of Life

Oakleigh Primary School

Volcanos

Ave Maria College, Aberfeldie

Symbols in Architecture Yr 12

St Columba's College Essendon

The Rhythms of Dance

St Simon's School Rowville

Magazine Bowls

Doncaster Gardens Primary School

Foot binding shoes

Ah Xian's sculptures

Lynbrook Primary School

Collage Shoes

Cranbourne West Primary School

Cityscapes

Sacre Coeur Glen Iris

Fish

Cranbourne Carlisle Primary School

Portraits

Eltham College

Worry Dolls

Maranatha Christian School

Clay Mexican Whistles

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 on jan@zartart.com.au

Also visit www.zartart.com.au





EXPERIMENTATION

INKJET PRINT ON CLAY

At the end of 2008, Maranatha Christian School's senior art teacher Jenny Hodge, after much experimentation, pushed the boundaries of printing on clay by developing a world first method for transferring images using the humble inkjet printer. Her method has now been globally recognized, published and is highly sought after by teachers from around the world as an easily achievable and fun method for students of all ages. A DVD on the method is soon to be produced. The technique is called Inkjet Print on Clay and it is easier to accomplish than to pronounce! The words of the methodology, heavy on technology, somehow have fascinating connotations. But it is not only the name that evokes a sense of wonder and mystery. The pure white clay, black where oxides stain it, the magical use of clear transparencies to transfer images and the brilliant end result all contribute.

Appealing to students? Most certainly. This mysterious untapped world is utterly beguiling! It triggers something inside of you; a mood which can only be described as artistic bliss, as you watch your own photograph or drawing miraculously appear on the cool white surface of the slippery clay beneath your fingertips. It whets your appetite for even more discoveries away from well known ceramic paths and it stirs in students a quest for more and more creative ways to see their own images in a new medium.

From years 7 to 12, Maranatha students have embraced print on clay as an effortless technique to learn. They were the first in Australia to try out the ground breaking method with interesting results.

The new method uses a simple process of applying a wet overhead inkjet transparency to leather hard clay. Before the overhead is applied to the clay, it is dusted with fine ceramic powders – oxides mixed with underglazes to get a brilliant result. Timing is crucial however, as is the temperature of the rolled clay. Beautifully clear photographic images are able to be reproduced. These then become individual art works on formed and shaped clay as each clay firing will slightly alter the oxide colours producing different effects. At

Maranatha, many experiments have already been done using the school's electric kiln with different mixes and strengths of underglaze colours. Students have been working their own photos using their knowledge of Photoshop to apply them to their clay forms which can be bent or pushed into practically any shape.

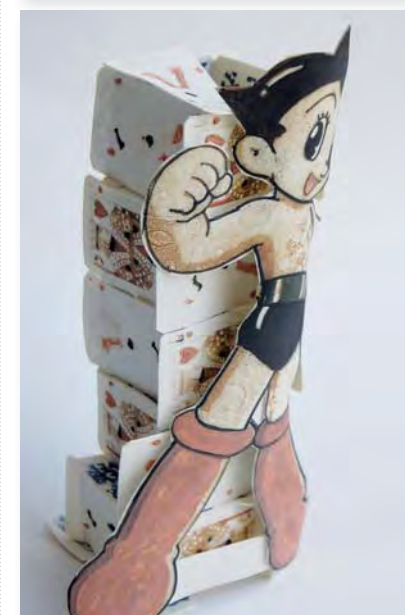
The medium has endless possibilities, both as an art form and as a dramatic new carrier of messages and beliefs. It does not have the limitations of hand painting but can be combined with this. Two dimensional visual imagery can now be easily combined with 3D form and the sky is the limit. The new method is both readily accessible for schools and is visually exciting as it produces instant results which unfold before the students eyes and students enjoy working on their own photos or drawings in the start of the process. The Maranatha Art Department hopes to really develop this method further in the future.

Jenny Hodge

Visual Art Teacher

Maranatha Christian School

Resource: The method can be obtained by emailing Jenny on khodge07@bigpond.com



Zart Art CALENDAR

What's happening in Term 3 2011

Specials Term 3

Each term Zart offers amazing special prices on our art and craft range enabling you to extend your budget further. This term we have some great specials that include art and classroom essential, products for displays and presentation of work, and early bird Christmas specials, some great run outs.

Please refer to your current Specials Flyer and check our website www.zartart.com.au for our latest offers.



Zart Art New Professional Learning Packages!

We're offering a new **learning package** with great savings as a thank you for your support!

Package One: Cost \$297, use towards any ZE workshops throughout 2011 and receive a **FREE 1 x Half Day Workshop!**

Package Two: Cost \$560, use towards any ZE workshops throughout 2011 plus **FREE 1 x Full Day or 2 x Half Day Workshops!** Phone 03 9890 1867 or email jan@zartart.com.au or mari@zartart.com.au



CBCA – Authors & Illustrators

Zart Art and CBCA invite you to an evening of discussion with John Nicholson, Mark Norman, Peter MacInnis and Rachel Tonkin, chaired by Maryann Ballantyne. **Date:** Thursday 25 August **Time:** 5.30pm until 8.00pm **Venue:** Zart Art **NB:** Limited to the first 70 respondents. **Cost:** \$30 (CBCA members) or \$40 (non members) **Bookings:** Phone CBCA on 1300 360 436 or email vic@cbca.org.au. **Bookings are essential so book in early to avoid disappointment.**



Book Week & Celebrations

Zart Education is celebrating Book Week again this year and the theme, **One World Many Stories** is generating great interest. The book *One World, Many Stories* may be purchased through Zart Art or receive it free with every Book Week Workshop. **Celebrations 2011** will be a series of workshops held in Melbourne, country Victoria and Tasmania to celebrate the end of the year. **Please refer to the insert in this newsletter for a workshop venue near you.**



Customer Service Centre

Visit the Centre during Term Three to a new and exciting display. The term begins with the theme 'One World, Many Stories', the 2011 Book Week Theme. Children will be able to sit on cushions and read picture books at this display whilst the adults shop for their art materials.

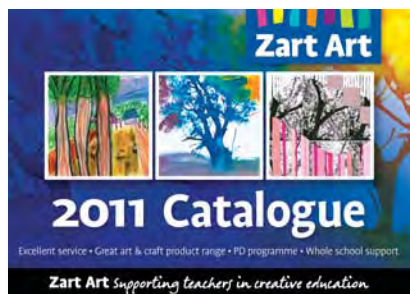


Customer Service Centre

Zart Art Customer Service Centre Loyalty Card
Zart would like to thank its loyal customers by rewarding them with a Loyalty Card which entitles them to a free gift every 4th visit to Zart Customer Service Centre.



You'll find this on our website...



Zart eshop - Catalogue Online

Shop with convenience and browse our catalogue through 'eshop' - our online store. Eshop offers - ease of ordering, complete range of school art & craft supplies, secure authorisation access for your school's account, automatic order totalling, administration access available, excellent support & service. To set up your account or for more information, please contact us on 03 9890 1867 or eshop@zartart.com.au

Annual Art & Craft Clearance Sale & Demonstrations In Store 3 Day Only Sale October 6-8 2011

End of Line, Samples & Store Damaged Goods at Below Cost! Discounts on all floor stock. Door prizes! Art & Craft demonstrations will be on-going throughout the sale, please see website for timetable of demonstrations.

Clearance Hours

Thurs 8.30am-6.30pm, Fri: 8.30am-5pm,
Sat: 9am-2pm

Art & Craft Demonstration Hours

Thurs & Fri: AM 10am-12noon & PM 1pm-3pm
Sat: AM 10am-12noon

Zart Proudly Supports

State Schools Relief Committee
State Schools' Relief (SSR) is a charity supporting Victorian children and young people to reach their full potential by giving practical assistance at a time of need. For more information visit www.src.net.au



Confidence to connect



This publication is printed in Australia under ISO 14001 Environmental Certifications. Zart Art has chosen to print on stock that is FSC certified, FSC certification ensures traceability and verification of well managed forest timber, from mill to printer to you.

EXTRA

Zart

Zart Art

Term 4 2011

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Student Gallery

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



Working with Clay
Haileybury Castlefield in Brighton engage middle school students through the exploration of ceramics.



Community Project
Pamela Irving puts her creative touch on Patterson Station in Bentleigh, creating a joyous & eye catching landmark!



Whole School Values Magicube
Canterbury Primary School's novel approach in promoting student values.

Zart Art *Supporting teachers in creative education*

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Cranbourne Carlisle Primary School

Zart Art

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.

Due to various circumstances some information may be subject to change. Zart Art, Zart Extra logo and masthead are registered trademarks of Zart Art Pty Ltd. All content is subject to copyright and may not be republished without prior consent from Zart Art. All submissions become property of Zart Art. Submissions may be published in the Zart Extra or posted on www.zartart.com.au the official art education resource. Zart Art reserves the right to edit submitted articles/activities for content, length and clarity.

Zart Art *Supporting teachers in creative education*

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

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Customer Service Centre:
Monday – Wednesday & Friday: 8.30 am – 5.00 pm
Thursday: 8.30 am – 6.30 pm
Saturday: 9.00 am – 2.00 pm

Melbourne Galleries

NGV Federation Square

Tjakurr tjangu

Venue: The Ian Potter Centre

Free entry

Date: 30 September 2011 - 12 February 2012

This important exhibition features 200 of the first paintings produced at Papunya in 1971 to 72 by the founding artists of the Western Desert art movement. These seminal works sparked the genesis of the Papunya Tula movement, now internationally recognised as one of the most important events in Australian art history. The founding Papunya Tula artists drew on a rich tradition of iconographic signs and symbols to create these early works. The exhibition establishes a connection between the works of art themselves and their sources in ephemeral designs made for use in ceremony. The period from 1971 to 1972 was a critical turning point when the ancient visual language of the Western Desert was rendered permanent on sheets of composition board and thereby transformed into a rich new art form: artefact became art. Tjakurr tjangu includes paintings, shields, spear throwers, stone knives, historical photographs, headbands and body ornaments.

Curriculum Support

Global Education Project, Victoria

The Global Education Project is a fully-funded professional learning initiative offered by AusAID. Project staff around Australia can help you to guide your students to become globally engaged citizens who are ready, willing and able to act for a better world. Our staff will help you to enrich your current curriculum with a global perspective, underpinned by 5 Learning Emphases which fit well with the emerging Australian Curriculum general capabilities and cross curriculum priorities. Staff workshops incorporate student-centre learning activities - they are engaging, highly interactive and will leave you with new knowledge and skills to take into the classroom. Help your students to be globally aware.

Visit <http://www.globaleducation@edna.edu.au> (will be updated in early 2012) or contact the global education team in your state for assistance.

NGV International

Art of the Pacific

NGV International 180 St Kilda Road

Free Entry

Date: 28 May 2011 - 31 December 2011

The new Art of the Pacific gallery aims to introduce viewers to the cultural diversity, vitality and spirit resonance of Oceanic art and to some of its universe of forms, both old and new. A feature of the current display is that many of the originally highly mobile objects, some ingeniously made from a profusion of organic materials, are on open display where they can resonate as images in space, rather than being isolated in glass cases.

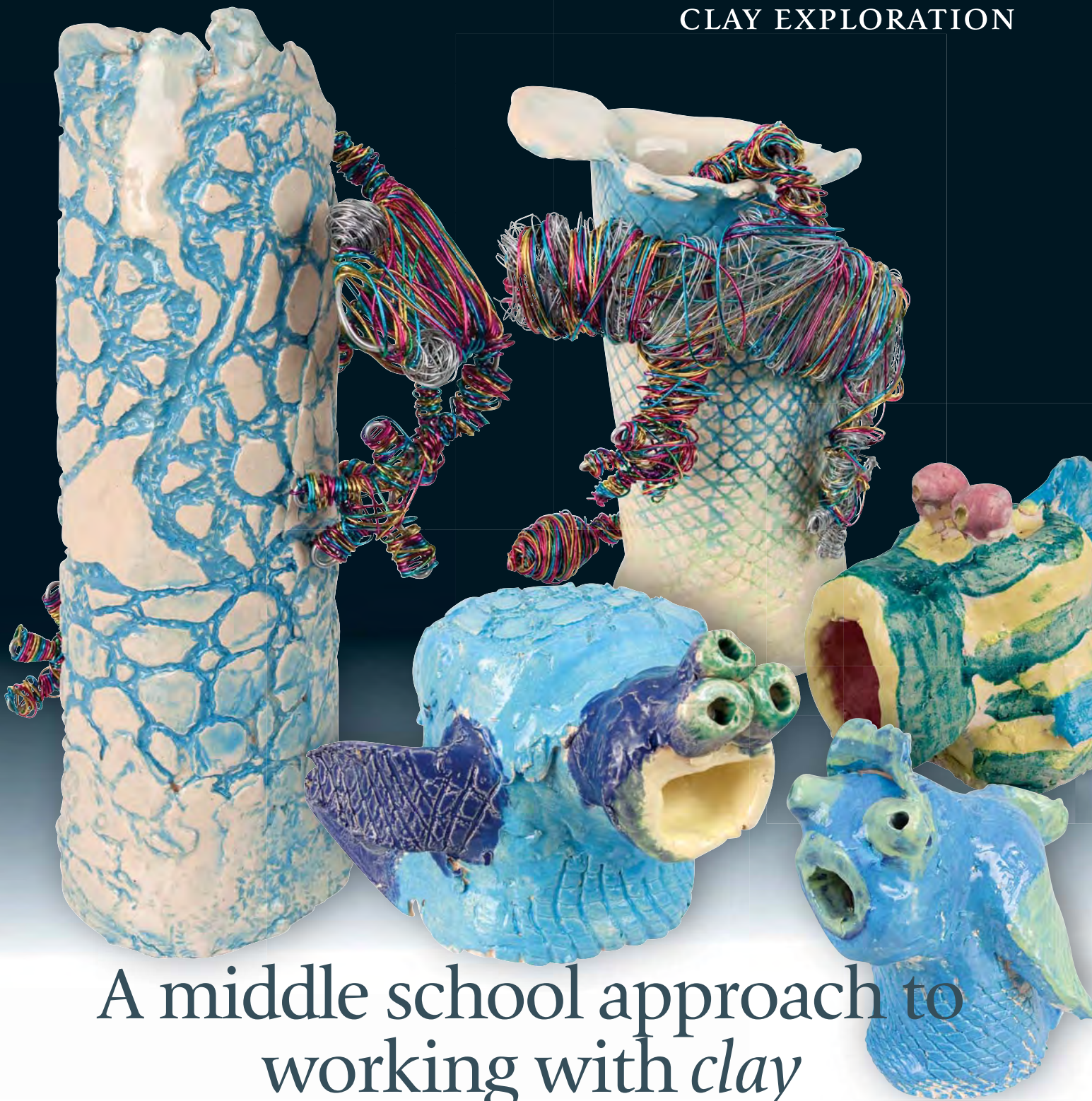
This inaugural Pacific display features barkcloth by Ömie women artists and body ornaments by Melbourne-based Samoan artist Maryanne Talia Pau, challenging commonly held misconceptions that the artist in Oceanic society is anonymous and male, and that the best works are ritual objects located in an ancient, immutable past. Other highlights include contemporary Tamar figures from Ambrym, Vanuatu, a metal Phantom shield from the Highlands of Papua New Guinea, paintings by Shane Cotton and John Pule and a nineteenth century Kanak mask.

Koorie Heritage Trust

The Koorie Heritage Trust Inc is a not-for-profit Aboriginal community organisation that aims to protect, preserve and promote the living culture of Aboriginal people of south-eastern Australia. The Trust cares for a diverse range of artefacts, artworks, crafts, oral histories, books, manuscripts, historical material and photographs and houses four gallery spaces; a permanent interactive exhibition that teaches about our history and culture, and a retail shop that sells authentic products. Some of the activities offered at The Trust include art workshops, educational programs, accredited training, cross-cultural training, cultural tours and touring exhibitions.

The Koorie Heritage Trust is located at: 295 King Street (Cnr Little Lonsdale Street) Melbourne, Ph: 03 8622 2600 Fax: 03 9602 4333 Email: info@koorieheritagetrust.com





A middle school approach to working with clay

Textured Functional & Sculptural Pieces

Each year, students at Haileybury Castlefield in Brighton take part in Arts Week, five days of immersion in and celebration of both the Visual and Performing Arts.

Our visual artist in residence this year was Jane Byrne, who held workshops with the year 5 and 6

students to create textured ceramic tiles in the shapes of leaves, butterflies, buttons and hearts. Once fired, the students later formed the tiles into a magnificent Hearts and Wings sculpture – Hearts and Wings being one of the school's iconic emblems. These workshops inspired the Visual Arts staff to create a Middle School ceramics program which engaged students with the creation of textures using a variety of textile

sources, then encouraged them to use and combine the textured slabs of clay to create ceramic Trophy Fish, working Fish Fountains and Water Spouts, sculptural representations of the Bathers on Brighton Beach, and rain-forest-inspired Cylindrical Vessels with wire creatures adorning the trunks.

Year 5 students developed a Design Brief which gave them the task of creating textured Trophy

CLAY EXPLORATION

Fish which would hang on a plaque on the wall. Using stretchy cotton netting and lace doilies as textural sources, students rolled out slabs of clay, creating beautiful scaly textures. Using fish templates developed earlier, the students cut out two fish shapes, one slightly bigger than the other. Scrunched up newspaper was used to create shape and form on the bottom template, while the textured slab was laid on top. The two fish slabs were carefully joined using clay tools. Further textured slabs were created from which fins, eyes, tails and other details were created. The fish were air dried; bisque fired and glazed using a variety of brush-on glazes. Some students elected to wipe-back, others created a shiny finish. Following the glaze firing, the fish were mounted on black, gold-trimmed trophy boards. The Unit was highly successful and really engaged the Year five participants.

Continuing with the Fish theme, Year Six students created a Design Brief to make working Fish Fountains, which, with a small pump hidden inside, spurt water when immersed in a dish or bird bath. In this Unit, students combined pinch pot technique (head and mouth of the fish) with textured slabs rolled onto hessian, netting, crocheted lace and macramé. The slabs were rolled around small cylinders, which remained inside the slab until the head and tail had been securely joined and a state of balance obtained. The textured slabs provided patterns for fins, tails, hats and other detail. Following the bisque firing the fountains were glazed,



refired and fitted with small water pumps. Students are enthralled with their working fountains!

Year Seven students were set the task of combining untextured and textured clay sections to create the bathing beauties on Brighton beach. This Unit engaged students with the proportions of the human body and how proportion and balance could be combined with texture and colour to create character and personality. The clay figures were designed in their Visual Diary, then built using a combination of slab, pinch pot, and coil hand-building techniques. Posed lying or sitting on the sand or a beach towel, the only texture and colour feature in the bathing costume, hair or facial features. Students completed the unit by building small replicas of the Brighton Beach Bathing Boxes to complete their sculptural arrangements.

Finally Year Eight students brainstormed rainforest and plant textures which they used to create their Design Brief. They elected to combine ceramic and wire mediums to create functional cylindrical vessels that depicted environmental textures. Onto each vessel, a creature that would inhabit the rainforest, has been sculpted from wire, and arranged climbing into, out of, or around the vessel. The marriage of the two mediums created a wonderful contrast of textures and this Unit was very much enjoyed by the students.

Judi Robertson
Deputy Director Art
Haileybury, Brighton

The Design Brief, Assessment Rubric, Student Self-evaluation Exercises and other teaching notes for each of these Units of Work are available on the Zart Art website.



The groups who have participated in this community project have included the following: Karen Levy + year 9 students from Mc Kinnon Secondary College, Helen Kuriata & year 10 students Mc Kinnon Secondary College, Jill Anderson & year 7 & 10 students Glen Eira College, Jill Stanbury + students from Wesley College, Elsternwick, Jo Harris & 4 year old group Bentleigh West Kindergarten, Staci Sterenberg & the St Andrew School, Chicago, USA, Karen Ami & Students from the Chicago Mosaic School, Paula Rose & year 5 students MLC, Priscilla Williams & Year 4 students Scotch College, Karen Neilsen & year 5 Brighton Grammar School, Jane Byrne & year 9 boys from the Sea Change program, Audrey Cardona & Westbourne Grammar School, John Irving & year 7 Beacons Hills College Pakenham.

<http://www.theage.com.au/photogallery/victoria/mosaics-20110627-1gnna.html>
<http://www.theage.com.au/entertainment/art-and-design/stations-pieces-de-resistance-20110704-1gzod.html>





Stationary Faces

A community mosaic project at Patterson Station Bentleigh

Four years ago I relocated my studio to the little village of Patterson in Bentleigh, Melbourne. Having a passion for mosaic environments, I was keen to turn the studio into my own little mosaic haven. Soon after moving in, I began to mosaic my courtyard. Every surface of my studio courtyard now is covered in mosaic tiles of bird images. The “Birds of a Feather” Courtyard, as it has come to be known, was created with the help of five women from the mosaic association, who I mentored. We ran a community mosaic day, inviting people to make a bird mosaic. Approximately seventy-five members of the community were involved. That initial wall inspired students from Mc Kinnon Secondary College (together with their very enthusiastic teacher Karen Levy) to make more mosaic tiles. Generously, they gifted them to me for inclusion in the courtyard. Another section of wall was covered by students from Sandringham Secondary College, with the help of their teacher Maria Morabito. The courtyard is a great example of what can be achieved in a small yard space. It has been featured in many magazines. Once the courtyard was covered, I felt I needed to find more

surfaces to cover. I set my sights on Patterson Station, 50 metres from my studio.

The underpass of Patterson Station was a huge temptation for me! That large expanse of concrete wall was just begging to be covered in mosaic! So I applied for an Arts Victoria Grant to create a community-based project. The theme I proposed was faces – to reflect the diversity of the people using the station. The initial proposal involved covering 30 square metres of the underpass. However, currently I have covered 130 square metres!

Initially, I contacted some of the local schools that I have a relationship with, to see if they would like to be involved in the project. However, the “community” that is represented on the walls of Patterson Station is much broader than Bentleigh. The project has grown and grown, with the generous contributions from schools all over Melbourne.

Furthermore, in February this year I was the keynote speaker at the Society of American Mosaic Artists Conference in Austin Texas. My address was mainly about my latest commissions for Luna Park, Melbourne. At the end of my address, I

spoke a little about the Patterson Station project and invited the audience to send a mosaic face to me for inclusion in the station project. I thought that I would receive maybe 3 or 4 faces. However, to date, I have received 78 portraits from the USA. I have also received one from Italy, one from the West Indies and some are on their way from the UK. Many of these have come from followers of my Facebook Fan Page.

The mural is a wonderful teaching tool. It contains all the styles and materials available to the contemporary mosaicists. It illustrates what works in mosaic (and what doesn't). I think this has been a very successful Community Arts project for many reasons. Each face has been made by an individual or a group, rather than just placing one or two tiles onto a pictorial mural. The fact that people have their own complete section of the mural is important. I was not too prescriptive about what the face/portrait should be, or the size. This gave people the liberty to be creative and represent themselves or someone they love in whatever way was most evocative of their character.

Pamela Irving

Artist & Zart Education Consultant

Involving the school community through art



Aspendale Gardens Primary School invites the school community to share in the school's visual arts program.

Preparations for our VINCENT EXHIBITION began with our study of the artist's life and works. Students passionately delved into Vincent Van Gogh's amazing yet so tragic life. Students and their families were personally invited to join with us as we shared our knowledge and understandings. Prior to the evening, families were also invited to create their own masterpiece for our 'Family Masterpiece Competition.' I couldn't believe the interest that had bounced off the students and fired the enthusiasm of whole families to recreate one of Van Gogh's masterpieces. Students arrived in the art room days before the due date carrying their precious reproductions. Others waited excitedly with proud mums and dads and little brothers and sisters watching, waiting for their turn to present their 'entry.' We had canvases, pieces torn from sketch pads and even elaborate 'Starry Nights' complete with real starry lights!

The students' first attempts at recreating Van Gogh's techniques were displayed for students to explain and share their learnings.

Two students of Dutch descent welcomed everyone to our Exhibition in Dutch. Their proud mum had worked with them and also brought samples of the Dutch culture to display. Dutch music played while our Visual Arts Leaders explained our 'Match the Van Gogh painting with its title' competition to families as they arrived. Families rushed to enter, eagerly discussing the works and each member enthusiastically contributing their ideas. Our LOTE room became a mini theatre in which families could view a DVD created with our LOTE teacher showcasing in more detail, the life and works of the artist as seen through interviews and drama presented by the level 3 students. This was hosted and introduced by our Visual Arts Leaders.

Families moved through the various venues ending up in our school library where students had recreated their own complete Van Gogh style masterpieces. Students proudly led their families to their works and shared with them all they had done. Our 'Family Masterpiece Competition' was displayed in our school foyer and was a wonderful finale to the evening. demonstrating how the students' engagement and love of

their learning can drive them to share it with others.

Last term our Level 4 students showcased their story of the wonderful inspiring Australian artist Mirka Mora. We decided to present our artworks to our families in an authentic French café. The Visual Arts Leaders took on the task of organizing the two evenings. Notes were written home asking parents to assist with the catering arrangements for the nights. Parents and staff were also 'roped in' to help with decorations. Sewing bunting in the café colours and sewing a MIRKAS CAFÉ sign to hang above the entrance. Students created invitations for the two evenings to ensure all would be able to fit into our Level 4 Headquarter space. They stayed back after school to help set up the café style exhibition. Hanging bunting, placing lamps and low coffee tables and chairs and hanging fairy lights. French music played as cute lanterns flickered on the balcony, the aroma of coffee and French delicacies served by 'our French' waiters and waitresses' dressed in French style. They welcomed and made everyone feel like they were really in the Latin Quarter of Paris! A visit by 'Pierre de la Rue' our 'real French and artiste added the final touch to the night. He formally thanked everyone for coming, praising the efforts of all in French and announced those who had won special mention for their efforts. Families soaked up the atmosphere, moving through the 'café' coffee and crepes

in hand, discussing their own child's piece but also relishing the opportunity to admire and celebrate the works of all the students.

Julie Lach
Visual Art
Teacher
Aspendale
Gardens Primary
School



Promoting School Values

Canterbury Primary School was looking for a new way to present the four school values of Respect, Responsibility, Resilience and Cooperation. The Zart Magicube provided the perfect solution!

Student leadership and student voice are key to the teaching and learning at CPS. With the help of the Arts Captains (Year 6 students elected by their peers) and Action Team Members (Year 3-6 students elected by their peers), the possibilities for the Values Cube took shape. Each Level created an artwork about a specific value. Then each class selected one artwork to represent their class. From these 25 artworks the Arts Captains selected one artwork for each value.

Before commencing their artwork students explored different artists and techniques. They then planned for their piece in a specific medium, depicting how they show their level value at school.

Level 1: Explored mark making, line, colour and shape through a mixed media drawing about how they show *Cooperation*.

Level 2: Created a watercolour pencil planning drawing for a tissue paper collage inspired by Patricia Mullins's *Crocodile Beat* showing *Responsibility*.

Level 3: Modelled a plasticine relief about *Respect* inspired by Barbara Reid.

Level 4: Investigated the works of Peter Booth, Pablo Picasso, Edvard Munch, Andy Warhol and Janet Culberston to understand why and how artists make artwork to inspire change or convey a message with out words. They designed and painted an image of how they show *Resilience*.

The Zart Magicube has nine faces in total. Four of the outside faces contain the values. School contact information was printed on the fifth face with the last face blank. This blank face was the perfect place to personalise the cube for each student by allowing them to draw or glue on an image of themselves.

When flipped around, three rectangular faces are revealed on the inside of the cube. Arts Captains and the Arts Action team divided into three groups to work on these. They determined it would be useful to give students strategies to use in the playground, 'sentence starters' and ideas for fun things to do in the playground. Each mini action team met at lunch time every Monday during Semester 1 to plan and create what they would like to include on their side. They considered appropriate text and images through consultation with their levels. Each group explained how they would like their work arranged so that text and images could be combined in Photoshop and InDesign.

Thank you to Zart Art for their help with organising the printing of the new Canterbury Primary Values Cube!

Deirdre Zabel

Visual Art Teacher

Canterbury Primary School



The Grass isn't Greener in China

The OECD (Organization for Economic Co-operation and Development) conducts PISA - the Program for International Student Assessment - every three years on half a million 15 year-old students in 65 industrialized countries. The tests are standardized and conducted in reading comprehension, mathematics and science. The latest PISA results, released in December 2010, included students from Shanghai* for the first time and showed that these Chinese students out-ranked all other participating countries, including Australia, the U.S. and the U.K.

The results sent politicians in western countries scrambling to find ways to improve their countries' education system.

The PISA ranking gives China prestige but, interestingly, not everyone in China is happy with this meteoric rise. Behind the Great Wall the voice of discontent is getting louder from academics, teachers and parents alike. Parents feel their child is over-burdened by overwhelming academic demands, fierce competition and an exhausting and rigorous school regime. A typical secondary school day may start at 7.30am and finish about 5.30pm and then there is homework for another four to five hours. Much of the curriculum is taken up with academic subjects delivered in the traditional rote learning method, using text books and there is little opportunity for discussion and exchange. Children at primary school do not fair much better as they too have a predominantly academic program and an enormous workload; having an art lesson is non-existent. Even at kindergarten the child is tested in an academic program.

Xu Jilin, professor of intellectual history of East China Normal University, declared that China is "terminally ill". He believes that everyone in China is complicit in a vile reality - that Chinese society worships winners; the only people looked up to as worthy of respect and dignity are the handful of mega rich people at the top of the pyramid. Society is ruled by a dog eat dog mentality. Fierce competition for survival starts from babyhood; children are forced to give up their individuality in a rigid education system obsessed with exams. Hours and hours of study are done to acquire skills to beat others. An 85 per cent result is not good enough; you need virtually full marks to gain entry into a key institution. Everyone hates the exams yet it becomes more intense as the years go by.

A Shanghai kindergarten teacher admitted "Creativity is not an important part of our program. We do not focus on individual thinking. We love rote learning and analytical thinking. No lateral or intuitive thinking. Having only one child in the family makes parents frightened of the child getting hurt so we have to be so careful in what we do. The children are frightened of taking risks. They are not taught to question but to accept and learn it by heart". One parent complained "our kids can't create and they are turning into idiots".

There is no doubt that excellence in reading comprehension; mathematics and science have a very important place in the future of developed countries but what other skills are required for the future? What skills do our children need to become well-adjusted, contributing members of society?

We sympathize with Professor Xu Jilin's views of China's "terminal illness" but we are also fearful of our own future. Will we become victims to this malaise? If politicians the world over want to compete with China's academic performance, does that mean our children will also suffer at the hands of a more rigid education system? Will these changes be detrimental to our present educational philosophy that nurtures the individuality of the child and his talents? What about the time we give children to explore and to express themselves - will that be sacrificed? PISA raises more questions than it does answers.

Dani Chak
Zart Education

*Testing was confined to Shanghai, a city that has experienced a rapid economic rise, huge lifestyle improvements and significant increase in secondary school retention rates. Shanghai is one of the most progressive regions of China but the test results are not representative of all of China.

References:

Organisation for Economic Co-Operation and development for International Student Assessment, an evaluation of 15-year-olds in industrialized countries

The New York Times, "Western nations React to Poor Education Results" by D.D. Guttenplan, December, 2010

Professor Xu Jilin, "Resistance between Discourse and Practice" translated by David Kelly, Professor at the China Research Centre, University of Technology, Sydney, in China Heritage Quarterly.

The Age, "Parents take aim at China's school daze", by John Garnaut, December 11, 2010



ZART STUDENT GALLERY

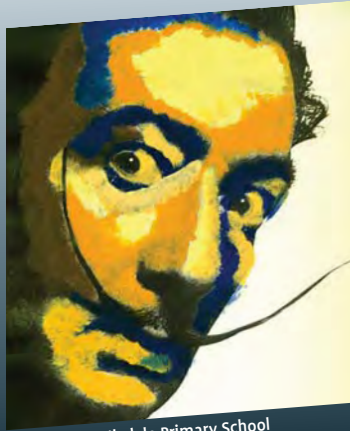
See our current exhibition online www.zartart.com.au

Exhibiting Term 4 2011

Exhibit ends 29th November 2011



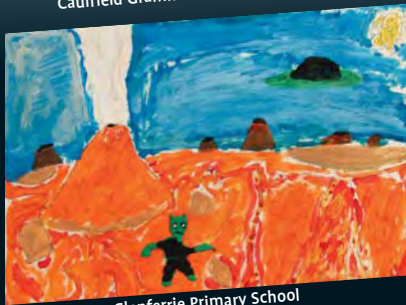
Caulfield Grammar Malvern



Lilydale Primary School



Mooroolbark East Primary School



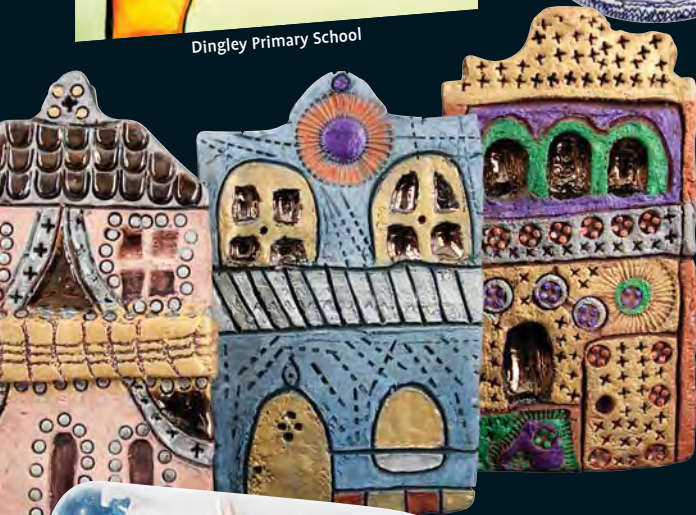
Glenferrie Primary School



Ascot Vale Primary School



Dingley Primary School



Cranbourne Carlisle Primary School



Penders Grove Primary School



Tucker Road Bentleigh Primary School

Aspendale Gardens Primary School

Mirka Mora

Ascot Vale Primary School

Indigenous inspired works

Box Hill High School

Gaga Hats

Canterbury Primary School

School Values

Carey Grammar Donvale

Mad Hatters

Caulfield Grammar Malvern

Art Music

Cranbourne Carlisle Primary School

Houses

Coolaroo South Primary School

Distorted Lines

Dingley Primary School

Ink Blots

Glenferrie Primary School

Aliens

Haileybury College Brighton

Ceramics

Heathmont College

Paintings

Lilydale Primary School

Pop Art

Mooroolbark East Primary School

Mona Lisa

Penders Grove Primary School

Willow Patterns

Presbyterian Ladies' College Burwood

Sculptures

Strathaird Primary School

Dragon Masks

Tucker Road Bentleigh Primary School

Boats in Bottles

Upwey South Primary School

Reverse Applique

Waverley Christian College

Collages

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@zartart.com.au



Flex-It Mesh

NEW

Flex-It Mesh - is a wonderful modelling mesh that is easy to cut and work around forms or free sculpt into imaginative shapes. Easy to transform into 3D objects of art and incorporated into jewellery making and collage. Flex-It Mesh comes in a 3 metre roll, and is a medium size mesh. Use old scissors or tin snips to cut and wear Cotton Gloves to protect hands from small nicks.

Giraffe

1. Use Armature Wire to create the basic shape of a giraffe.
2. Start at the base of the neck and work the Flex-It Mesh over the body, scrunching and cutting the Mesh to cover the long legs.
3. Use another piece of Mesh to scrunch around the neck and head of the giraffe.
4. Bend the Wire and Mesh to enable the giraffe to stand upright.

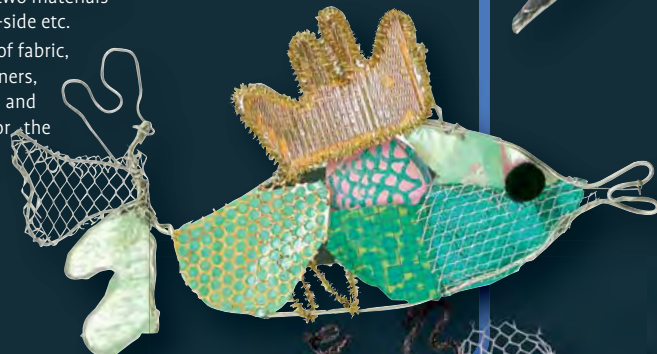


Fish

1. Use a length of Armature Wire to form the outline of a fish. Twist the wire around itself to add detail, like the fins and tail to the shape.
2. Create spaces by joining florist wire to the main structure to create a jigsaw of spaces with one space left empty. Give students a list of materials to be used to fill the

spaces, i.e. two spaces to have Flex-It Mesh; no two materials are to be side-by-side etc.

3. Have an array of fabric, papers, pipe cleaners, lace, glitter glues and foils for the students to use.



Dragon Mask

1. Cut a sheet of Aluminium Embossing Foil to a size that will easily cover a Mask Mould.
2. Use a pen or pencil to emboss the Foil with a pattern of lines or shapes. Manipulate the patterned Foil over a Mask Mould to take on the basic face shape.
3. Cover the Embossing Foil mask with Flex-It Mesh, manipulate the mesh to create interesting shapes and contrasts.
4. Cover Embossing Foil with Flex-It Mesh for the tongue, create ears with a combination of Flex-It Mesh and Embossing Foil.
5. Cover Poly Balls with Aluminium Foil and use Embossing Foil to create eye sockets. Try adding contrast by covering the Embossing Foil with a black marker.
6. Armature Wire threaded through Glitter Stretch Tubing might be added; small chains and spirals of Florist Wire also make great additions.
7. Use Armature Wire, Florist Wire and where necessary a Hot Melt Glue Gun to attach additions to the mask.





Mask

1. Shape a piece of Flex-It over a mask mould.
2. Use Modroc to cover half the face and either leave the other half plain or weave threads through the mesh.

Flex-It Mesh

Flex-It Mesh is an aluminium sculpting medium. The diamond weave will contract and expand, making it flexible to shape, mould and manipulate. Twist and wrap it around objects to create impressions, or use as an armature for art and craft modelling projects. Creations may be left plain, or may be covered with Modroc (plaster impregnated bandage), or other modelling medium. May also be used as a decorative element on 3D artworks.

MEDIUM MESH DIAMOND-PATTERN SIZE 6.3MM

50cm x 3m **WG921**
Roll **\$49.95**

NEW



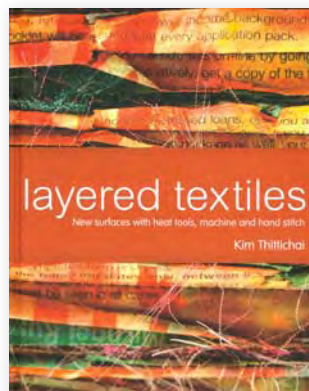
Making Art Connections: Visual Arts Years 7 and 8

1st Edition

Chris Bates, Megan Booth, Sean O'Keeffe

Engage your junior students with Making Art Connections, the exciting new practice-based Visual Arts text that focuses on students' own experiences creating art, while introducing them to new language, concepts and the world of a diverse range of artists. The text explores a variety of engaging themes, while each chapter offers a choice of art forms and art making activities. Links are drawn between students' own art making experiences and the artists, artworks and audiences that surround them, providing a rich learning experience.

BK633 **\$57.23**



Layered Textiles

Kim Thittichai

Featuring the work of some of the best textile artists working today, the book explores a range of exciting and unusual materials for layering, from simple paper and fabric to transfer foils, Tyvek, Vilene, transparent fabrics and recycled materials. This book includes a range of techniques to create new layers using heat tools, soldering irons, laser cutters, hand and machine stitching, felting, collage and transfer printing. 128 pp

BK238 **\$36.35**



Paper Crafts Quick & Easy

An incredible variety of ideas is showcased in this one volume. Each technique is intriguing, and every item is very doable. Explore collage, paper clay, paper weaving, surface design and paper folding. 319pp

BK426 **\$18.17**

Plaster Studio Mixed Media Techniques for Painting, Casting and Sculpting

Stephanie Lee and Judy Wise

Raw, friendly and easily altered, plaster is perhaps the most versatile art medium you have. Beautiful in its luminosity, yet open to receiving a multitude of alterations, plaster will easily agree to being painted, carved, cast and sculpted. The techniques in this book will inspire you to go on and develop your own creations. 127pp

BK727 **\$27.26**



Play Matters

Second Edition

Investigative learning for preschool to Grade 2

Kathy Walker

Practical guidance and innovative strategies for teachers working with young children from preschool to Grade 2, through a unique balance of explicit instruction in literacy and numeracy skills and personalised, explorative learning. This book promotes the active engagement of all young children, with an enhanced focus on children from diverse backgrounds as well as children with specific needs.

BK041 **\$54.50**

What's happening in Term 4 2011

Budgets: Manual Goods Credit

If your budget is closing early and you are still undecided how to spend it, Zart can offer you a **“Manual Goods Credit”** - where your School is billed for a nominated sum and then you have 12 months in which to spend it as you wish.

Specials - www.zartart.com.au

Our **Term 4 Specials** offer great savings on a range of art & craft materials suitable for the festive end of year period. Also look out for our **Early Bird Back to School Specials** - out in November!



Back to Basics 2012 - *New to an artroom?*

Back to Basics is an **intensive three-day** introductory course designed to prepare teachers for the demands of teaching visual art. We back this up with a day for each of 3D Construction, Clay and Textiles. In 2012 Art Teachers can select the BTB Series and get six workshop days for the price of five. **Save \$140!** See Insert for more details.

Dates: 17th-19th January 2012 (\$475), 2nd-4th February (\$475)



CBCA – Authors & Illustrators

Zart Art and CBCA invite you to an evening of discussion around books **FEATURING FAMILIES**, it will be chaired by **Pam Horsey**, and the speakers are Mitch Vane, Anna Walker, Lucia Masciullo and Stephen Michael King. **Date:** Thursday 27th October **Time:** 5.30pm until 8.00pm **Venue:** Zart Art **N.B.** Limited to the first 70 respondents. **Cost:** \$30 (CBCA members) or \$40 (non members) **Bookings:** Phone CBCA on 1300 360 436 or email vic@cbca.org.au. Bookings are essential!



Ideas & Inspiration

Wanting some new ideas for end of year activities. Please refer to the insert to see the workshops Zart Education are offering throughout the term.

Zart also offers whole school PD modules that are ideal for staff meetings and student free days. These sessions are available throughout the year and are in the comfort of your own school. Please visit our website for more information <www.zartart.com.au>



Customer Service Centre

Visit the centre during Term 4 to see a range of new products and resources. Get into the Christmas spirit with a multitude of ideas on display around the centre. Spend the last of your budget on fabulous bargains, new products and books to inspire you for the coming year.



Zart Christmas Catalogue 2011

Our Christmas Catalogue is currently available, and it's filled with great festive related products. Great for end of year activities including Christmas, Graduation and Gifts. As part of our Christmas community program we will be supporting State Schools' Relief. To say 'thank you' to all our customers, every Christmas order placed in 2011 will receive a FREE Flashing Pen. If you have not received our Christmas Catalogue in August please phone (03) 9890 1867 to request a copy to be posted out to you.



2012 Catalogue Out in November!

The 2012 Zart Art Catalogue will be mailed out to our customers in early November. If you do not receive your catalogue please phone us on 03 9890 1867.



Zart eshop - Catalogue Online

Shop with convenience and browse our catalogue through 'eshop' - our online store. Eshop offers - ease of ordering, complete range of school art & craft supplies, secure authorisation access for your school's account, automatic order totalling, administration access available, excellent support & service. To set up your account or for more information, please contact us on 03 9890 1867 or eshop@zartart.com.au

Zart Christmas Closure Dates

**Zart Art will close on Thursday
22nd December 2011 at 1pm,
and will re-open on Monday
9th January 2012.**

We wish all our customers a safe and enjoyable festive season. Thanks for your ongoing support and we look forward to working with you again during 2012.

Zart Proudly Supports

State Schools' Relief Committee
State Schools' Relief (SSR) is a charity supporting Victorian children and young people to reach their full potential by giving practical assistance at a time of need.
For more information visit
www.src.net.au

