In the Art room for Term 3

Hello everyone,

I hope you enjoy reading about the things we have been creating and making in the Art department in Term 3.

**Foundation level**

“The Very Hungry Caterpillar” seemed to be a well known book by most students, so we took a look at the illustrations of Eric Carle. Discussions took place around what the illustrator may have used to create the textured effect of the caterpillar, such as crayon, paint strokes and charcoal. Students got to use similar techniques, where they learnt how to control how much paint went onto the brush, the varying shades of a particular colour, and how to blend to create different colours. They also did a good job of learning to control the scissors when cutting out the perfect oval shape for a caterpillar segment!

Moving from larvae stage to adult stage, the students learnt about symmetry and applying it when decorating butterfly wings – what they put on one side they had to do to the other half. There have also been various opportunities for students to create paper collages.

**Levels 1 and 2.**

Quite a challenging project for the junior students this term was to create a wire doll. Muscles were tested out to try and cut the wire, and it was a prickly task trying to bend the ends of the wire into position, but most found that with much persistence, it CAN be done! The next challenge was to cover the “stick figure” with wool. Arms and legs were easy, but when it came to rounded surfaces such as the tummy and head, it tended to slip off. This is where brainstorming skills came into play, trying to figure out how to solve the problem! Some pieces are still a work in progress…

Grade 1 students studied a piece of art work by Paul Klee – “The Twitting Machine”. Before even seeing the art piece, they had to draw their own interpretation of it. When it came time to look at what the real piece looked like, there were mixed emotions. Half exclaimed “I got it right!” whereas others stared in horror and thought “Is THAT all it is?!” to “What on earth is THAT?” We then moved onto creating a mini sculpture of a twittering machine, using old film canisters, papier mache balls, skewers and feathers. In today’s technological age, students had NO idea what a film canister was, let alone what the contents were and what purpose it served. (I might add though, one very observant student noted that their mother still used a film camera…good on you!). So after a brief explanation of

---

**We need:**

- Soft drink bottles
- LOTS more aluminium drink cans
- Cardboard tubes (not toilet rolls)
what film was for, how many photos you could take, how long it took to process the photos, I think a lot of students were simply boggled that such a thing existed, whereas these days it is all instant!

Grade 2 students got their imaginations working when trying to draw cows, dogs, elephants and cats. Not such a difficult task? Well it is when you’re faced with a blob, a scribble or a weird shape in front of you. The purpose of this activity was that the students had to decipher the difference between regular and irregular shapes, create their own irregular shape, and THEN be told what they had to turn the shape into. Whether they turned the paper around to a different position, thought about what position the animal may be in, or if it was doing some sort of action made it possible in the end to turn a scribble into ANYTHING. Their wonderful imaginative pieces were finished in watercolour pencil.

Finally, measurement was used quite heavily in the final activity, which was to create a woven paper bag. Students used a ruler to mark out 2cm intervals and then rule straight lines for their warp. Coloured strips were then woven through the bag, although trying to remain with the pattern of “under, over, under...repeat” was challenging at times. Even though they were determined to get it right, I must admit I think they were getting a tad more frustrated when the heater kicked in and started blowing all their pieces around!

Levels 3 and 4

Students in this area were involved with a project I implemented as part of my studies at the Bastow Institute of Leadership. The milk bottle project was a warm-up activity in the lead up to the Sustainable Art Show (more on this later). Designs were planned, and then recycled PVC adhesive as well as Sharpie markers were used to decorate their 2 litre bottle. In the end we had over 140 milk bottles strung up on the roof of our cosy little Art room! With the generous donation from the Faulks family of the potting mix and seedling punnets, we were then able to plant flowers inside the pots and hang them on the fence outside the Flexible Learning Space. We even had the fabulous Giaan Rooney to come and help the kids out to plant some pots and have our Enviro Week efforts recognised on the Channel 7 weather report!

The upside to having the bench seats and tables outside our Art room is that it’s a great space for students to get messy. With over a dozen paint pots on each table, some scrubbing brushes and regular brushes, the students let fly with the paint and splattered it all over various coloured paper. The students are mid-way through creating a swamp collage, so keep an eye out on this art piece early next term.
As a finishing activity for the term, students learnt about tessellation and what rules were needed in order to classify a shape as being tessellation-worthy. They then created their own shape and repeated the pattern with scrap coloured paper.

**Levels 5 and 6**

The senior students of the school focused on both Visual and Performing Arts this term. Their scheduled VA lesson was replaced with dance rehearsals during Term 3, as preparations for the dance production kicked up a gear. As part of their Integrated Studies unit with their class teacher, they were to cut/paint/glue/glitterise/cover/twist/iron/sew/tie dye their costumes, headpieces and wings. As I’ve mentioned previously, I seem to up the ante every year when it comes to the senior production, so I’m sure the kids were probably not too impressed with how frustrating some of the tasks were. Has anyone ever tried weaving thin cane through anti-slip matting before? No…didn’t think so! I was extremely proud of the kids and classroom teachers for working so hard in creating these masterpieces. We recycled about 75% of our costumes from previous productions, and the rest was sourced as inexpensively as possible. I simply LOVED the idea a few girls gave of using the sleeping bags as caterpillar suits, absolute genius! Even the “Enty’s” couch was constructed by me with 100% recycled materials from Reverse Art truck and fabric oddments donated to the school. No doubt students will want to “rest from Art” on the chaise lounge, but unfortunately it will be more a show piece than anything else!

**Sustainable Art Show**

As the main feature piece of my Bastow project, APPS is going to hold an Art show in week 6 of Term 4. But not just ANY art show. All pieces entered must be made from recycled, reclaimed or reused objects. So as part of EVERY student’s Art homework, please get your child/ren to complete the planning form, print it out, and get them to bring it back in the FIRST WEEK OF TERM 4.
Sustainable Art show.

Q1. What do you think being sustainable means? If you know, jot it down. If not, research some answers. (For younger students, get an adult to help you).

A:______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Q2. What type of art piece are you going to create? Is it:

☐ 2D piece? ☐ Sculpture? ☐ Hanging piece? (ie. A mobile) ☐ Other?__________

Q3. Design what you think you’re going to create on the back of this page. Any ideas possible to help you get started. You may change it later. You might even not like it when you get halfway through. But it’s a start. GO!

Q4. Now, with so much packaging for all the items we buy today, a lot of it can have second uses. Have a think about the following items and jot down what you could make with these items:

- A glass jar
- A soft drink bottle
- Supermarket carry bags
- A coat hanger
- Thin plastic packaging, such as those for bags of salad, chips, spaghetti, etc.
- Cardboard boxes (either corrugated or thin food packaging type)
- Envelopes
- Old CD’s
- Milk bottles
- Used plastic cutlery or cups
- Margarine/butter containers.
- Catalogues
- A jumper that no longer fits you.

I’m sure you came up with lots of fabulous ideas!

Now that your brain is buzzing with creations, go back to your original idea. What recyclable object/s could you use to create your own Art piece?

Q5. How will you finish the piece? Will you need glue? Paint? Sparkles? Varnish?

Remember, the MAJORITY of your Art piece should be made with items that had a previous life.
If you get stuck, take a look at REVERSE ART TRUCK in Greenwood Avenue in Ringwood. It has multitudes of amazing bits and pieces that are leftovers, offcuts or oddments from factories that have been saved from being dumped in landfill.

If all else fails, look through the recycle bin and take a look at the objects inside it. Look at the properties of the objects, and see if you can think of what you can make with them.

There will be one day in Term 4, Week 6 where parents and community members can come and take a look at all the entries by students, that will be exhibited (in a sustainable way, of course!)

And lastly, if there are any parents that would like to assist in any way with putting the Sustainable Art show together, sourcing appropriate prizes for winning entrants, or have any further ideas to support this venture, please leave a comment on the Art room blog – [www.alittlepieceofparadise.global2.vic.edu.au](http://www.alittlepieceofparadise.global2.vic.edu.au)

Until next term, keep on creating!

**Chris Richardson**