

# Zartextra

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

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

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

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

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



Melbourne Zoo Elliott Avenue Parkville (03) 9285 9300

The Royal Melbourne Zoo invites children from all around Victoria to come and celebrate "Zoo Month" in October.

One of the initiatives is to have children contribute to chalk drawings in the main walkway of the Zoo. This project will be sponsored by Zart Art. An art consultant from Zart Education Service has been employed by the Zoo to lead the project each weekend between 10.00am - 3.00pm. Teachers, please encourage your students to be part of this worthwhile project.

Please contact the Royal Melbourne Zoo for further details on Ph. (03) 9285-9300.

# PRIMARY VISUAL ARTS

## Abstract Art

by Lesley Hodgson, Mill Park Heights Primary School  
Level 2



Our school is one of the largest in the State (1000 + students) and the art program is structured so that the students have one hundred minutes per week of art for half the year. This time allows the students to explore and develop specific art styles, techniques and ways of expressing their ideas visually in some depth.

The following activities were presented to Grade 2 students but could easily be adapted and extended for students up to Grade 6. The students combined drawing and painting techniques to create an abstract picture which used the art elements of line, colour, tone and shape.



*Nicole Nicolaou*



*Samantha Nicolaou*

### Exploring and Developing Ideas.

Firstly we built up a dictionary of different types of lines. Each line was named and then incorporated into a continuous line drawing. Using markers, shapes within the continuous line drawing were outlined and coloured in. Finally, additional colour was added using powder paint applied with cotton wool. Students shared their completed pictures with a partner and the term "Abstract" was introduced and discussed.

### Using Skills, Techniques and Processes.

The aim of the next activity was to explore other techniques for producing abstract pictures.





Students began by developing a tonal sheet made up of straight lines (stroke technique) and ranging from white to black using one of the primary colours. When dry, this tonal sheet was cut into a variety of shapes. The shapes were then glued on to a white A3 sheet of paper.

Next, a similar tonal background was applied using a dry brush, dabbing technique. Finally, black paint was added to highlight and outline areas of their picture.

#### **Presentation.**

The students' completed art works were mounted and displayed with other abstract pictures from different grade levels. As their work was being pinned on the corridor wall, they were very pleased to hear older students commenting about the standard of their abstract pictures.

#### **Arts Criticism and Aesthetics.**

These students often look at and talk about different art forms. So, when they saw the work of Miro and Kandinsky, they enjoyed discussing the way each artist had developed his or her composition and felt quite comfortable with the idea of breaking their own work down to using lines, colour and shapes. In fact, they all agreed that creating an abstract picture was fun because their pictures kept changing and developing all the time.

#### **Past and Present Contexts.**

The students also discussed different mediums used by artists to produce both two and three dimensional abstract art works. We also used the computer as a tool to produce similar abstract effects. This proved to be a very popular way of producing abstract art because the students could quickly change different effects in minutes.

They began with the line, shape and paint tin icons and then used the mixer. The software program was Kidpix which is available for both IBM and Macintosh computers.

#### **Conclusion.**

This was a great unit of work because it not only developed an awareness of abstract art but it helped students to explore the development of composition. Students were assessed on their ability to talk about how their abstract picture was developed and their ability to manipulate different mediums. The students were proud and pleased with their completed art works.

*By Lesley Hodgson,  
Mill Park Heights Art Co-ordinator.*



*Nick Liter*



## Banyule Community Calendar

by Beverley Frazier, St. Martin's of Tours, Rosanna  
and Mia Bullen, Art Student Northern Metro. TAFE

The Banyule Community Calendar was initiated by the Banyule City Council. The idea was to complete twelve visual art works in twelve different schools and photograph them for a yearly calendar. The cost was met by the Council and the aim of the project was: to produce a calendar for residents in the municipality with relevant information, to build community spirit and to enrich the local schools' art programs. It also provided the Northern Metropolitan TAFE art students the opportunity to take initiative in a creative children's project.

Twelve schools were invited to participate in the project, thus allowing each school to work on a piece of art for a calendar month. To ensure variety in the breadth and depth of the art works, each school was given a different medium with which to work. My school was given a mosaic.

The theme of each project was a school based initiative. We chose an underwater theme to reflect the "Year of the Ocean". To prepare students for the project we viewed an underwater video and worked on a food chain in the classroom.

Firstly, students had to cut out their template from clay and decorated it with underglaze. To finish, a clear glaze was applied over the top of the 20 clay shapes. The sea creatures were then attached to three compressed pieces of concrete sheeting, 1 metre wide x 1.5 metres high.

The background of the mosaic was then constructed by applying mosaic tiles over the joins. During the project Mia and I, had the task of creating the charcoal drawings of the underwater environment and selecting parts for the mosaic. We ensured each child contributed and was represented in the mosaic.

The benefits of this project were numerous. Our peers and parish became involved with great enthusiasm. It was an opportunity greatly appreciated by all members of St. Martin's community and we felt privileged to be featured on the front cover of the calendar. Now we hope it will inspire others to participate in community art programmes.

*By Beverley Frazier,  
St Martin's of Tours, Rosanna*



# SECONDARY VISUAL ARTS

## Drawing Project

by John Hamburg, Bayside Christian College  
Level 7

I have found this unit of work to be a particularly good project to offer success to students with a wide range of abilities and confidence levels. Putting careful black patterning over colour tends to be successful in the vast majority of cases. Most students are able to show some measure of dexterity in the drawing of simple repeated shapes even if they generally tend to find very little success with drawing. For more capable students on the other hand, there is ample opportunity for extension work and original creative ideas.

### Materials.

Original observation drawings and pattern practice drawings, can be in grey lead with final patterns produced in felt tipped fineliner. The colour should be in coloured pencil or watercolour pencil although some of the best quality pencils contain waxy substances and are hard to draw over, so check this first. I also use rough paper for pattern practice and cartridge for the final piece.

### Motivation.

Exposure to films, books, software, posters etc. in which fish (and ocean plants) are featured, can be useful for creating initial interest and for use as reference for the development of patterns and basic fish shapes. Look for brightly coloured examples as well as line illustrations in which patterns are more clearly visible. Books, or your own sheets containing actual examples of successful patterns, can also "get the ball rolling" for some students.

### The basic shapes.

The first stage is for students to produce a series of investigative drawings in which they experiment with various parts of the fish. At this point they need not produce one complete fish but rather a series of parts such as fins, eyes, mouths and body and tail shapes, as well as drawings of plants, coral and the ocean floor. They will also be inadvertently looking at patterns as they go and can begin to practice some of these along with the rest of the body. Your own drawings on the board may also motivate students to make decisive interpretations of what they are observing (this is important as the final drawings are very much "linearly defined" and will not have a loose sketchy feel) and may give confidence to those who may be struggling.

### The coloured body.

From the investigative drawings students may then begin drawing up the larger shapes of the fish and ocean plants on their final cartridge copy.



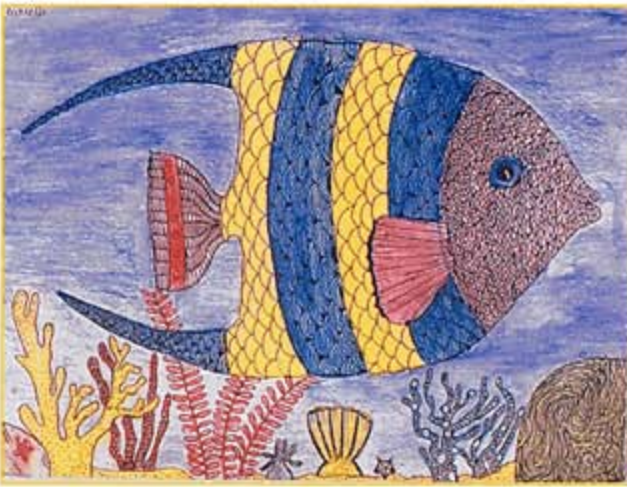
Laura



I tend to suggest fading techniques with the coloured pencils and the exploration of ideas, such as where all the fins are edged with a common colour found elsewhere on the fish. Another idea is to colour the top section fading from top to bottom and the bottom in a second colour fading upwards. Stripes and spots may also be included but remind students that this is only a coloured layer which will be covered with a great deal of detail later on. It is also important that the coloured pencil work be smooth so as to form a pleasant contrast with the felt tip lines later on.

### **Practising the patterns.**

Students should develop different pattern ideas for various sections of the fish's body and be encouraged to find variety within these (scales for example can be represented by a number of different ways and of course texture may be suggested as well). Encourage students to be resourceful at this point and also to have patience in developing good habits and craft skills. It is all too easy to begin pattern making with some care and then lose interest due to the boredom of repetition - this project is only successful when students really take care with their pattern making.



*Danielle*



### **The final layer.**

Once students have presented you with several convincing patterns (including their particular approach to the fins, which can allow for a great deal of exploration and experimentation), they can apply the fineliner work to their final copy and will begin to see how effective the black linework does appear over the coloured ground. Variation in line thickness may also be added to create further interest. Some students will need reminders that patterns should be kept uniform and that 'cutting corners' should be avoided.

### **Curriculum focus.**

For our school we would encourage students to observe the "variation and detail, as well as unity found in God's creation" and see this work as a celebration and enjoyment of these qualities.

Obviously the presentation above is solely focused on creating, making and presenting, but this project can be very important as it allows for a significant level of depth of exploration and creativity provided a reasonable amount of time is allowed. (I tend to allow about three to four weeks of three periods a week).

Possible contextual links could be with pattern making in other cultures such as Aboriginal and American Indian or alternatively in terms of the representation of fish throughout history. Whether this is a Graphics project on illustration techniques or a art project will depend on your areas of interest and experience (perhaps the difference in this case is unclear anyway).

*By John Hamburg  
Bayside Christian College*

# ACTIVITIES

## A Millennium Present Year 2000 Calendars

Calendar blanks make creative, well appreciated and useful presents. To protect the calendar during the creating process, it is wise to have students work on a piece of square paper which is then glued on to the calendar when the art work is completed. Below are a few suggestions.



### Past/ Present / Future

A collage has been created to represent contrasts between the past century and the new millennium. Suggested themes - technology, fashion, advertising, art, transport etc. Past images are photocopied from books and given a water colour pencil wash. Present and future images were cut from glossy magazines and brochures. (Tissue paper circles to add colour).



### Celebration Year 2000

Using acrylic paints, oil pastels, colour pencils etc., a background scene has been made to depict the Year 2000 celebrations. Suggested themes - fireworks, friends, family, parties, food etc. (Fireworks can be made using a paint pipette filled with fluorescent acrylic, glitter, honeycomb, chenille stems, tinsel stems etc).



### Self Image

Focusing on a representation of the individual, society, cultures etc., a collage can be formed from layers of tissue paper cut-outs, hands and face shapes. Pattern and repetition are used to enhance the design.

## Calendar Blanks

Create decorative calendars for the Year 2000 as presents for family and friends. A sporty logo has been designed to link with the Olympic Games.

Per pkt. 10's \$5.80.



# ACTIVITIES

## Christmas Poly People



Poly people kits have been designed to provide students with a simple starting point for creating their own Christmas characters. Mary and Joseph, the angel, the wise men and Santa are but a few characters which may be created. Students should be encouraged to add detail and pattern to the "costumes", using metallic markers, sequins etc. The photo shows a few costume ideas which have been written in detail below. This activity is an ideal opportunity to use all the fabric and paper scraps you have stored in the cupboard.

- 1. Wise Men.** Faces are painted in brown Chromacryl paint, costumes have been made of Metallic Embossed paper A4. (The pattern work on the Metallic Embossed paper has been made from Hybrid gold and silver pens). The hair and arms may be cut pieces of Chenille Bumps. Gifts are lollies wrapped up in paper or corrugated cardboard.
- 2. Mary.** Head painted with Chromacryl paint and hair made of raffia. The body and headdress are cut pieces of brown hessian, held down with a dot of craft glue placed with a pin to create the "folds" in the costume. The threads of the hessian may be pulled to provide a "patterned" fabric.
- 3. Angel One.** 1/3rd of a gold doylie was stuck to the body and the 2/3rds remaining were made into wings. Metallic Thread was used for the hair and a gold Chenille Stem was made into a halo. Patterns may be created on the plain inner section of the gold doylie using a tooth pick.
- 4. Angel Two.** The cone was covered with gold tissue and then a small white doylie was wrapped around the angel to create the wings. Halo and prayer book were cut from gold embossed paper. Glitter glue was painted sparingly onto the gold doylie.



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## Christmas Budgets

*Do you have to spend your budget by a particular date but are not yet sure what activities you will be doing? We are happy to invoice your school for a specified amount now, then you can select your goods as you require.*