


## Term 3. 2017 Junior Visual Culture

Year level	Visual Culture Projects Term 3	What Parents can do to help their child	Assessment timeline
Prep	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> <li>• Cool colour painting (completing work from Term 2)</li> <li>• Decorative Ceramic Tile for the Prep Village – Design and Construction</li> <li>• Crystal City drawing in ink and oil pastels</li> <li>• Sky High Collage Tower using mixed media and pen</li> </ul>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p> <p>Students are currently completing a cool colour painting that they started in Term 2. They have been mixing their own colours creating shades of blue, green, aqua and violet. At the completion of this project they will have two beautiful, contrasting paintings: one warm and one cool. In addition, they will have learned some basic colour theory and developed skills in using ink and acrylic.</p> <p>This term the Prep students will design and construct a decorative alphabet relief tile for inclusion in the wall in the Prep Village. The first letter of their name is being used as the basis of a decorative design that will be formed in clay then glazed and fired. Students will learn slab-rolling technique as well as attaching coils and engraving textural details. Each child will make <i>two</i> decorative tiles so that they will have one to keep as well as one to place permanently in the wall at school.</p> <p>We will commence the clay work later in the term and would love to have two or three parent helpers to assist with this. The clay construction work should take approximately three lessons. If you are available to help and can commit to this timeframe please let your class teacher know.</p> <p>We are also going to look at the art work of two contemporary illustrators Rob Dunlavey and Germano Zullo both of whom have published children’s picture books dealing with architectural themes. Dunlavey’s work will be used as inspiration for a large-scale geometrical “Crystal City” drawing using oil pastels and ink. Germano’s illustrations from a book entitled “Sky High” will be used as the basis of a Sky High Collage Tower that the students will create using collage and drawing techniques.</p> <p>You might like to do a search for Dunlavey or Zullo’s artwork online to discuss with your child when we commence these projects later in the term.</p>	<p><b>Formative Assessment:</b> On-going observations and discussions</p> <p><b>Summative Assessment:</b> Ceramic Tile Design and Construction Crystal City Drawing Sky High Collage Tower</p>
1	<p>Projects may include but are not necessarily limited to the following:</p>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p>	<p><b>Formative Assessment:</b> On-going observations and discussions</p>

	<ul style="list-style-type: none"> <li>• Decorative Gold Frame (completing work from Term 2)</li> <li>• Ceramic Pinch Pot</li> <li>• Pirate Ship Drawing</li> <li>• Pirate Character Collage</li> </ul>	<p>The Year 1 students are currently completing a decorative frame to house the Royal Self-Portrait that they completed in Term 2. Students are using textural collage media and PVA glue to complete the frame which will be spray painted gold once it is completed. Hopefully we will be able to display these around the school or in the classrooms for parents to enjoy.</p> <p>Following the completion of the frames the students will construct a simple clay pot using pinching and coiling techniques. The pots will be embellished with bright patterns before being glazed and fired making them functional pieces of pottery. The students love creating these little, functional objects and they always look forward to bringing them home to use for serving food or displaying little treasures around the house.</p> <p>To complement their class unit on Pirates the Year 1s will study nautical imagery in order to create a detailed pirate ship drawing using oil pastels and coloured inks. Following this we will read and discuss Mem Fox's beloved story "Tough Boris" as inspiration for creating a Pirate Character Collage using bright coloured construction paper and pen detail.</p> <p>You might like to google examples of pirate ships and discuss these interesting vessels with your child or, read a pirate story and discuss some of the features of these fearsome characters.</p>	<p><b>Summative Assessment:</b> Pirate Ship Drawing Pirate Character Collage</p>
2	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> <li>• Gargoyle Candle Holder: Glazing (completing from Term 2)</li> <li>• Sally Gabori Ripple Painting in acrylics</li> <li>• Atlantis Underwater Landscape</li> </ul>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p> <p>The Year 2 students are currently completing their Gargoyle candle holder from Term 2. This has been an ambitious project however they are looking quite spectacular and the children are very excited about them. The clay work has now been painted (underglazed) and fired and is awaiting glazing by the students in our next lesson. After this the gargoyles will have their final firing making them functional candle holders. The students are very proud of them and I know they are looking forward to sharing them with you once they are completed.</p> <p>Following the Gargoyles the Year 2s will study the work of indigenous painter Sally Gabori from Mornington Island. Gabori's beautiful, abstract but richly symbolic work will be the inspiration for the students to create a large-scale acrylic painting focussing on the surface of the water. In this project students will explore line, pattern and shape as well as looking at colour mixing, making tints and shades of their favourite colours.</p> <p>Following this we will examine the legend of the lost city of Atlantis with the students being asked to create their own Underwater Landscape using pen, oil pastels and ink.</p>	<p><b>Formative Assessment:</b> On-going observations and discussions</p> <p><b>Summative Assessment:</b> Sally Gabori Painting Atlantis Underwater Landscape</p>

		You might like to look at the beautiful art work of Sally Gabori with your child or read and discuss an account of the lost city of Atlantis together.	
3	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> <li>• Completing Animal Planters: Potting our plants (completing work from Term 2)</li> <li>• Tribal Mask Design</li> <li>• Tribal Mask Construction</li> </ul>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p> <p>Last term the Year 3 students completed their Ceramic Animal Planters and these have now been glazed and fired and they really do look fabulous. Each planter has its own little animal personality. We are planning to plant small succulents in the planters in the next few weeks (thanks to Mrs Lees who has been busily striking these at home for us to use). Hopefully after they are planted we can display them for parents to see. The students are very proud of them!</p> <p>Our next project involves the design and construction of a tribal mask inspired by the classwork students are doing this term. The students examine the Oceanic area and, in Visual Culture, we look at the tradition of mask-making around this region, in particular Papua New Guinea. I am hoping to use recycled materials as part of this project and I may ask the students to start collecting items as the project develops. We will finish the masks in acrylic and paint pen detail.</p> <p>We might also ask for some parent assistance with the construction phase of the project (helping with cutting or to run hot glue guns for example). If you think that this is something you would be interested in helping us with please let you child's class teacher know when the time comes.</p> <p>You might like to do a google search with your child on tribal masks from the Sepik River Region in Papua New Guinea to get an idea of our inspiration.</p>	<p><b>Formative Assessment:</b> On-going observations and discussions</p> <p><b>Summative Assessment:</b> Ceramic Animal Planter Tribal Mask Design Tribal Mask Construction</p>
4	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> <li>• Built Environment Unit (completing work from Term 2)</li> <li>• Mixed Media artwork</li> <li>• Monster Plants</li> </ul>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p> <p>Currently the Year 4 students are completing a unit of work on the built environment. They have engaged in several explorations of the built environment around our school looking at textures, patterns, lines and shapes in the structures around us. They have done rubbings, taken clay impressions, taken photographs and montaged them into artwork and completed drawings. They are currently completing an exploration of printmaking technique using a gel printing plate and acrylic media. Following these explorations, the students will create a mixed media artwork employing some of the techniques and processes that they have learned over the last semester.</p>	<p><b>Formative Assessment:</b> On-going observations and discussions</p> <p><b>Summative Assessment:</b> Built Environment Mixed Media Piece Monster Plants</p>

		<p>Later in the semester we are going to look at plants and botanical imagery, in particular carnivorous plants. The students will then complete their own 'Monster Plant' artwork using a variety of techniques and processes.</p>	
5	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> <li>• Half-Mask Character Transformations</li> </ul>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p> <p>The Year 5 students have just completed their ceramic self-portrait tiles. These have now been glazed and fired. The tiles have been quite a challenging project and the students have worked hard developing a great many skills over the last semester. They started with drawing and watercolour media, progressed to construction using clay hand-building technique and, finally, learned about ceramic glazing process. I look forward to sharing the self-portrait tiles and drawings with you as I know the students are very proud of what they have achieved.</p> <p>We are now beginning an exciting project inspired by the work of Melbourne Artist Polixini Pappapetrou. Pappapetrou's Phantomwise series of work centres around her daughter Olympia who she photographs in an array of character guises with her face completely transformed by a mask that just covers the eyes and the top of the head. Inspired by this, students will design and paint their own half-mask based on a historical character or timeframe. The final stage of this project will involve the students bringing in a costume and props (created or compiled at home) to complete their character transformation. There is a dramatic component to the work as the students will be photographed posing as their character with the photograph being the final piece of work.</p> <p>The students are required to complete some research on their chosen historical character for homework. It would be extremely helpful if you could discuss with your child who their character might be and assist them in finding a few clear images of that person to print out and bring in for their Visual Journal at school. In addition, I would ask that you assist your child with compiling a costume and props for their character. They will require their costume early in Term 4 once the masks are completed. A letter will come home early in term giving examples and more detailed information to help with this process.</p> <p>You might also wish to do a google search on Pappapetrou's Phantomwise series to see where our inspiration has come from.</p>	<p><b>Formative Assessment:</b> On-going observations and discussions</p> <p><b>Summative Assessment:</b> Half-Mask Character Transformations</p>
6	<p>Projects may include but are not necessarily limited to the following:</p>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p>	<p><b>Formative Assessment:</b> On-going observations and discussions</p>

	<ul style="list-style-type: none"> <li>• Ceramic Microorganism Tile (completing work from Term 2)</li> <li>• Bird Vessel Design</li> <li>• Bird Vessel Construction</li> </ul>	<p>The Year 6 students are currently completing a ceramic relief tile inspired by their study of microscopic organisms. They have used slab and coil construction techniques to create their tile and are currently adding textural detail by stamping into the clay using found objects. The finished tiles will be glazed and fired once completed.</p> <p>Following this the students will examine the art work of Barbara Kobylnska. Kobylnska is a sculptor known for her colourful ceramic birds, bugs and flowers that mirror the natural world with an abstract, fanciful twist. Students will use Kobylnska’s work as inspiration for designing their own bird sculpture. The sculpture will be formed around an empty wine bottle and students will use a wire and foil armature and modelling materials to transform their bottle into a bird-like creature. The finished sculptures will be painted and decorated in vivid colour. Students will also be asked to bring in an empty wine or glass bottle later in the term as the basis of their sculpture.</p> <p>You might like to search Kobylnska’s artwork with your child or look at examples of unusual or exotic birds to see our inspiration for this project.</p> 	<p><b>Summative Assessment:</b></p> <p>Bird Vessel Design Bird Vessel Construction</p>
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