What is happening in the HOF art room?
Would you like to know? Read on…
Would you like to visit? Come in sometime…. 

Grade 5-6

Art demands courage; it connects us to each other and connects us to many fields of study.

Art and science connect, art and Lote language connect. Art, culture and history connect, art and imagination connect and art and courage connect.

- This term we will be starting out with thinking about how all materials have properties and how these properties determine what they are used for. We will then investigate how fabric decoration intimately reflects the fabric’s properties, purpose and construction techniques. We will begin to understand the influences of climate and culture.

We will make a study of the batik of Indonesia, its history, culture and the traditional techniques used. Along the way we will learn the Indonesian words for the different dye colours and tools used such as tjunting, iron, wax. We will also informally practice listening to and speaking and the Indonesian language in the context of art making. We will be joining in conversations and answering questions posed by Uli (Indonesian education support person).

- Finally we will actually make a piece of batik in size shape colour and purpose of the artist’s own choice, reflecting Indonesian cultural influences in batik design. We will find the courage to practice and use the hot wax to create a resist before applying the dye.

Incidentally developing arts concepts and understandings and applying this knowledge when discussing and responding to Batik art works. This will include familiarity with ideas such as resist, dyes, contrast, organic, geometric, rhythm, pattern, balance, harmony - harmony is something that is pleasing to the eye. When something is not harmonious, it’s either boring or chaotic.
Grade 3-4

Well the masks of Japan are finally completed and the students were excited to actually use the characters they made in small plays during their music / drama classes last term. I have them stored safely in the art room and am considering making a display for the end of year school EXPO.

Next up! A study of the symbols, patterns and motifs of Kensington -our historical neighbourhood.

Near the end of last term we began to tune into and engage with the history motifs and symbols of Kensington. We studied Bunjil the eagle the creator spirit of the Wurundjeri people. The way the water ways and landscape of the Moonee ponds creek and Maribyrnong River provided good hunting and fishing grounds and the food staple, the yam daisy. We also discussed the reasons for the decline in the aboriginal population and the impact of the rise of farming and industry. The history the river and how it was poisoned by early industry including the glue and candle makers, tanneries and the abattoirs. The way the cattle were driven on foot through the residential streets of Kensington to stock yards, the first shops, Hardiman’s pub and our school as early buildings. The development of Seagull Swamp into JJ Holland park and the freeway build over the Moonee Ponds creek.

Additionally students went hunting with cameras and found many repeating patterns in the neighbourhood such as peppercorn trees, cobble stones picket fences, windows in the flats.

- All these ideas will be distilled and eventually reflected in the final art works students are making for permanent installation the gathering space. These will be multimedia and mosaic pieces and will be made in collaborative groups. We have begun to work out how we can modify ourselves to be the best group member we can be, so that our group functions effectively and we can get the job done.

Our final work will show mastery of manipulation, the abstraction of ideas, and an understanding and application of the art concepts emphasis and balance, pattern and rhythm.

We will be learning how to be art critics by exploring and responding to art work of Bronwyn Bancroft in picture story book “Why I love Australia” through making observations interpretations, analysis and judgements.
Preps

Following on from the making collaged placements for our clay tea party 3d objects, (which you can view in the corridors near the office and staff room) I have decided to give the preps a fine motor skill building term with a focus on collage, threads and textiles and an introduction to weaving. They will be learning how to apply different glues for different materials. Also paper craft skills such as fringing, tearing curling, flanging, folding, twirling the paper and making rubbings. Cutting skills using both paper and fabric and learning how to weave.

Arts language and concepts will include composition, collage, texture, symmetry, frottage, warp and weft, complementary and harmonious colours. (Colour theory)

We will be responding to artists in some of the picture story books that have been short listed this year and will be preparing to display some of our work around some doorways of the school. This will help prepare for “Book Week”, a school wide celebration in August.

Parents and community members are always welcome to the art lessons; you can visit your child’s class now and then or regularly. If you would like to contribute to another year level, should we be studying your area of expertise you are most welcome. Or you may simply be interested in what older or younger kids than yours are up to? The students of Kensington primary and I would enjoy a visit and would love to see you in the art room.

Yours in Arts Education

Linda Weisser