

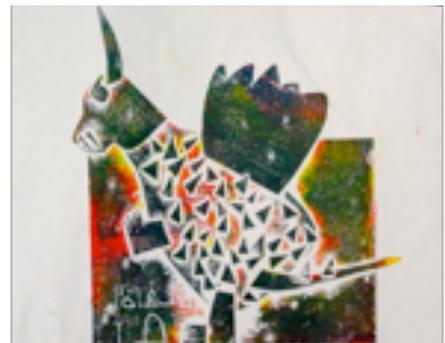
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Welcome to **ATTACK!** a two-page occasional publication. Most of **ATTACK!** will be concerned with the holistic curriculum which, if acted on, is a fundamental way to undermine the present undemocratic education system. Don't be discouraged if opportunities to teach holistically are limited, do your best, be a guardian, and act as a witness to this culturally significant and inspiring way of teaching and learning. **ATTACK!** is a partner to <https://networkonnet.wordpress.com>

Attack! 65 Touching the clouds: Visual arts at a mythical Kiwi Primary School Part 3

In the computer suite a few y. 4-y. 5 children are using a variety of art software to generate 'Mouse Art' arising from concurrent classroom studies – images of cats and illustrations for a story about Maui are produced.

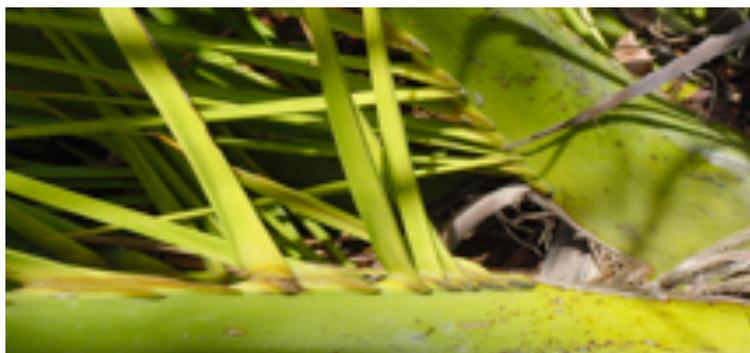
Others are preparing a cardboard block to begin the printmaking process. After being read 'Dragonology' they are keen to make an image of their own dragon. The children will need several prints to illustrate descriptive passages to be published in hard-copy formats – copies for the library, classroom, and home. When they print the dragon's name they will need to remember that words must be reversed to read from left to right. One advanced printmaker has chosen to attempt a lino cut.



As an outcome of their planned art and design programme, the y. 5-y. 6 children have become very interested in texture, shape, colour, and line and, as a consequence, have constructed 'Element Trails' around the school. They have produced a map with digital photos of 'key' areas that illustrate element examples in the built and organic environment. After brainstorming ... sessions, task-sheets have been compiled for particular trails.

1. Make a frottage (crayon rubbing) recording of the texture and shape of different parts of the palm tree near the library. Describe each texture and shape in words (rough, smooth, oval ...). Make a clay tile that represents your description by pressing into the clay or adding small pellets of clay to make repeating patterns on the surface.

2. Stand on the southern side of the incinerator. Face the adventure playground. Draw the shape made by the space between the ladder and the slide. Walk over to the netball goalpost nearest the sports shed. Face the adventure playground again. Now draw the ladder/slide shape. How and why has it changed? Find and describe your own example of changing shapes and add it to the class list.
3. Go to the pohutakawa tree. Collect leaves that show a range of warm colours. Back in the classroom, using either acrylic paint or opaque water colour, mix for the best colours.
4. Have a look at the photo of rowan leaves Andy Goldsworthy (a British artist: consult YouTube) has arranged around a hole. Put your leaves in an interesting place and take a digital photo of your arrangement.
5. Using a 6B pencil or black crayon, draw a small animal you have found on one of the element trails.



Some y. 6 children from Room 7 are also working in the computer suite. They are adding to their on-line process folios and are sorting out digital images of work undertaken recently when constructing their clay figure of Rata 'resting after cutting down a totara tree to build a waka'. Individual black crayon preliminary figure studies are included as are photographs of different stages in the development of their work. They are also writing captions – completing an evaluation and a summary of what they consider they have achieved.



Continued in Part 4

