

FRIDAY, DECEMBER 4, 2020

We welcome you to our school for our Art in the Park Sculpture Trail.

At the end of each term we celebrate the learning that our students have been doing, as a part of our school wide learning concept. 'Art in the Park' is our Term 4 learning concept.

Our students have worked hard on producing their sculptures and have enjoyed being able to talk about their creation, to share the inspiration, meaning and story associated with it. They are very proud of their pieces, as are we.

We wanted a unique way to showcase all of the wonderful art our students are producing, so we took inspiration from the contemporary sculpture pieces that can be seen in Taupō. Some of our students even took a trip to the sculpture trail and visit some of these works around our town.

We are glad you have to come to join us and hope you enjoy seeing all the marvellous creations our students have worked so hard on.

Paula Farquhar



1. Our Mountain View - Room 2

Room 2's installation is a picture of parts of Taupo we feel are important to us.

After a big brainstorm of the places and features of our environment that we feel are important to us here at Wairakei Primary School, we decided on a landscape picture of what we felt would be a great artwork.

This included Mt Tauhara, as it is our nearest mountain and a big part of our landscape. The stars of Matariki are in the sky, we feel this constellation is important to us as students and is part of our learning every year.

Our beautiful lake is a main feature as it is what we all first think of when we talk about our town and home. The Wairakei Primary School emblem - representing steam and linking our learning to our art. We have koru patterns in white to show growth of the steam.

We also included flaxes to link to our enviro garden and how we feel that plant life is important to Wairakei Primary School.

Our installation is painted on pegboard with isometric holes. Through this we have stitched spaghetti yarn to give our installation a more textured look and feel.

We have had a great time contributing to this artwork as a whole class. We hope you enjoy what we have created.

"The spaghetti yarn through the holes gives our picture more effect." Taylor

"The stars represent Matariki and we learn and celebrate Matariki every year. It is important to learn about NZ celebrations." Nevaeh and Carys.

"Our lake represents Lake Taupo and its importance for our town." Sofie.

"The flaxes represent nature and the environment. Wairakei is an Enviro school so that's why we added the flaxes." Zoe

"The stitching was fun because I got to work with Stanley and we showed teamwork and had to talk about where to do the next stitch." Stacy

Media used:

- * Pegboard
- * Paint
- * Spaghetti Yarn in various colours

2. Wavy Work - Room 4

Our installation represents the use of items found to be reused. We liked the look of using the corrugated iron as it adds a wavy affect to our artwork.

We discovered that New Zealand towns also have icons made out of corrugated iron. These are iconic for these sculptures. Taihape has a gumboot, and Tirau has a sheep, ram and dog made from corrugated iron. This inspired us to create our own kiwiana icons that represent each of us and who we are.

"My art represents New Zealand and all the sheep that can be seen." Dani

"My Kiwifruits links to New Zealand to promote healthy eating." Lexi

"My Jandals represent Icons of New Zealand." Laila T

"My robot makes people laugh. It means that I am a scientist." Joseph

"My gumboots represent Kiwi farmers. I picked them because I like to get muddy on the farm. I slide in poo, play rough and tumble and slide down the hill." Hunter

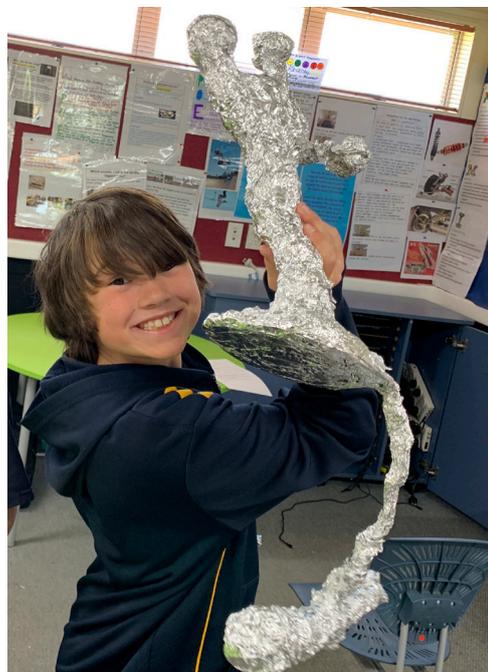
"My greenstone represents the Maori culture of New Zealand." Lyla A

Media used:

- * Corrugated iron
- * Acrylic paint

3. Human Sculptures - Te Mihi Students

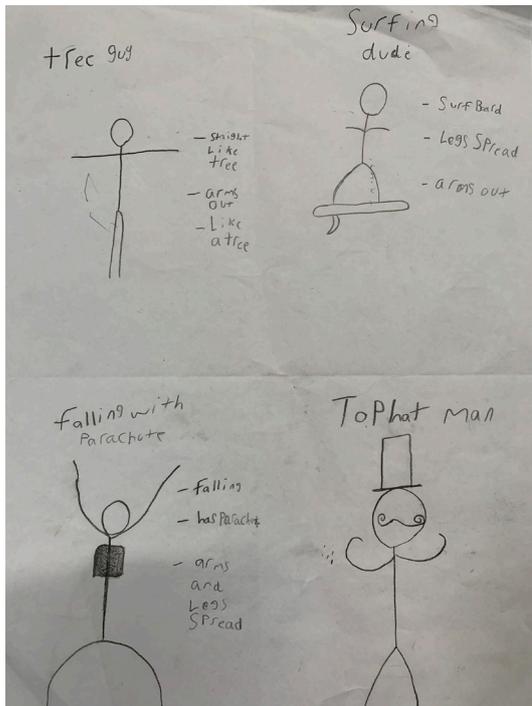
Te Mihi students tried art tasters and were able to select their favoured art media. Alberto Giacometti,





a Swiss artist famed in the 1940s and 1950s, created human sculptures cast in bronze and we have mimicked this with tin foil and spray paint.

The Tate Museum describes the slender forms as conveying “a vivid but fragile human presence.” Students were asked to examine different human poses, movements, and emotions, and describe what inspired their work. Some of Giacometti’s works are fragmentary, with some body parts partly or entirely missing. This spoke to many students.



“It is a man with a little baby on the back. The furry straps are pipe cleaners holding them both together. They have been sprayed with bronze spray paint. They are made out of tin foil. The baby is also hanging on to his father’s neck. The father is walking while he shows his son the sky and weird shaped clouds. I was inspired by my memories. I remember when I got piggybacks from my dad. He is the best dad ever.” - Isabella

“Our sculpture is a person with no arms and no legs. Inside there are five straws for the head. We made a ball out of tin foil and then attached it to the body with tin foil. We were inspired by the people in the world who are actually struggling with no arms or legs. We thought we would make one for the people out there.” - Baylee and Cole

Media used:

- * Tin foil
- * Spray paint
- * Wire
- * Bamboo sticks
- * Pipe cleaners
- * Tape

4. Wairakei Totems - Room 1

Using completely re-used material, Room 1 have thought of symbols that represent Wairakei Primary School.

Room 1 researched different totem poles at different schools and places. We noticed that they all have pictures and symbols specific to where they are. Room 1 brainstormed different aspects of Wairakei Primary School’s community, such as the playground, or the maze, and even events such as Pet Day. Room 1 put lots of thought into the colours they would use and we have painted the poles into bright, colourful, meaningful totem poles.



"When I think of Wairakei, I think of Pet Day. Pet Day is my favourite day at school so I chose to make my picture a sheep to represent Pet Day" - Josef

"My picture is of the community as I look out the window of Room 1. I see houses of different colours." - Charlie

"The gully is a pretty special place at school. No other school has a gully like ours. I chose to make my picture based on the gully." - Richie

Media used:

- * Recycled Wood Canvas
- * Paint
- * Varnish

5. Blooming Lovely - Room 11

Ptolemy Elrington creates amazing animal sculptures out of discarded hubcaps. Room 11 decided we would like to create a hubcap sculpture too. Instead of animals we would create flowers as Mrs Jackson just loves them. We also know how important they are as they provide food for beneficial insects.

Unlike Ptolemy Elrington there were not many hubcaps to be found beside our roads so Mr Jackson had the task of sourcing some. He came up trumps when he got some free from a car wrecker. He also had the nerve to come home one day and say he had seen a hubcap on the side of the road but he couldn't stop because



it was on a dangerous bend. He was told in no uncertain terms that if he did not find a way of safely getting it he would not be allowed back in the house. Needless to say he got the hubcap.



A request was sent out to our families for donations of old gardening hand tools and it was great how grandparents sent in some of their well used ones. Some children were even prepared to relinquish tools they had used when they were 'babies'. One of our Poppas gave us some nuts, bolts and washers from his shed. Mrs Farquhar gave us a couple of boxes of cutlery that she had inherited from her aunties.

The children cleaned up the hubcaps and they were spray painted along with the gardening tools. The children created a flower design with the other objects using the art elements of shape, line and colour.

Art, flowers and children go hand in hand because they all make us smile. That is why our art installation is called 'Blooming Lovely'.

"Mrs Jackson likes flowers and flowers help insects stay alive because they give insects food. Blue attracts the bees so we spray painted blue on one of the hubcaps." Aria

"My Nana gave me the gardening stuff that the neighbours threw over the fence into her garden thinking there was no house there." Max S

I brought a gardening trowel and fork from Mum because she stored them for years from when I was a baby. I don't need them anymore because I don't do planting

anymore because Dad is too busy to use them.” Jake

“My Poppa got the nuts, the bolts, the washers and those metal poles because I politely asked him if I could use some of his materials for the art installation.” Andy

“The colours that we used in our installation are colours from the rainbow. The colours blue, green and purple are cool colours and make me feel relaxed. Orange and yellow are warm colours and make me feel happy and excited.” Sam

Media used:

- * Hubcaps
- * Old silver/stainless steel cutlery
- * Nuts
- * Bolts
- * Washers
- * Zip ties
- * Bamboo poles
- * Gardening tools (trowels, hand forks, hand cultivators)
- * Plastic lids
- * Glass pebbles
- * Spray paint
- * Glue

fish in the Enviro Garden. We look after our fish because we care for our environment.” Ana

“Our fish are important because they represent that we



show POWER. We have fish in our Enviro Garden. We look after our fish and we care for them a lot and that’s how we are a Green Gold school.” Travis

“Our school is the only school that has an aquaponics unit so our school is special. We are making the fish to represent the fish in the aquaponics unit.” Chloe

6. School of Fish - Room 3

Our installation is to celebrate Wairakei Primary School’s recent renewal of our Green Gold EnviroSchools award.

The recycled plastic bottle fish highlights our schools focus on sustainability and our unique aquaponics unit. The school of fish also represents our class group. Each student created their own fish design. We researched how to make fish out of plastic bottles and how to paint our fish so they will last in their outside location. We painted the inside of our fish. We used stickers to create pattern and colour contrast so that our fish would be bright and bold. The School of Fish is important because our school has an aquaponics unit.

“We are the only school that has an aquaponics unit in Taupo. Our fish are made out of plastic bottled. We have put patterns inside and also painted it.” Bianca

“The School of Fish is important because we have



"We are making 26 plastic bottle fish because there are 26 kids in Room 3. "Trend

Media used:

- * Recycled plastic bottles
- * Acrylic paint
- * Glue
- * Glitter
- * Sticker templates for patterns

7. Surfing Sustainability - Enviro Group

The surfboards were originally made by Room 3 students in 2019 for our school's Summer Concert Production. The theme was holidaying at the beach, with beach items made from recycled materials. Students studied summer colours and patterns and then transferred their designs onto the surfboards.

In conjunction with Room 3 students who made fish from recycled bottles, which swim between the boards, our Enviro Group have repurposed the boards to align with our sustainable practices and water based Aquaponic and Hydroponic gardens.

Enviro students cleaned the boards as they had been in storage and then they sealed them with a clear paint coating. Holes were drilled and using recycled wire, the students attached them to the fence of the Enviro Garden.

"We have reused the surfboards from a previous use. That is part of what being sustainable is about." Ty

"We enjoyed being able to use the surfboards that the kids made last year. They look amazing on our garden fence." Hana

"I helped hold up the boards while Zoe did up the wire ties which keeps the boards on the netting." Liam

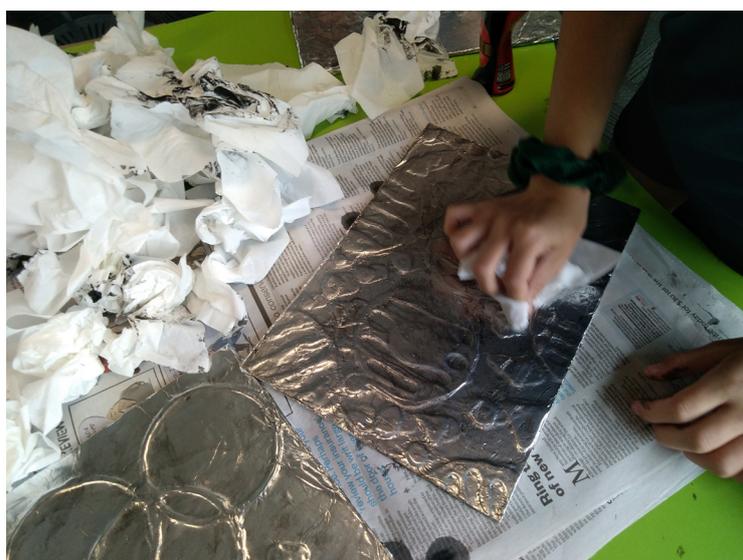
"I enjoyed putting the surfboards on the fence because last year I was in Room 3 and helped make the boards." Victoria

"We helped make the boards last year. I like that we are showing what we have done in the past. We helped attach them on the fence. They look colourful. They remind us of summer. When we look at them we feel proud." Kevin and Ashtin

Media Used:

- * Recycled timber
- * Paint
- * Clear Sealer
- * Wire

8. Window Views of Taupo - Room 9



After researching a wide range of artists we came across the work of Lance Letscher an artist from Texas who uses different media and mediums to show how he sees his world around him.

We have taken the parts of Taupo that are meaningful for us and the things that make it special to us individually, into groups and are creating a window view of how we see Taupo.

They are drawn, coloured, scanned into the computer where the children are manipulating them to make their scale, location and impact work for their group. We are then printing them out and transferring our finished window view onto metal sheets.

The children are learning to draw realistic and detailed drawings of things around them, colour them vibrantly, and then compile them within a group to make a view of their important part of what makes Taupo special to them.

"The boats represent the lake to me, as it is where we can get fish and spend time with family on the water". Tane

"The classroom holds an important place for me, it is full of memories and successes" Haylen

"I really connect with the country as it is where I love to be it where I can ride my horse." Isobel and Zoe S

"The river is a special place, providing fish, fun, sun and is a relaxing place to be." Maxwell

"Taupo town is a special place because it is filled with cool cars, float planes and always new things to see and do." Lucas.

Media used:

- * Paper
- * Pencil
- * Felts
- * Ink
- * Metal sheets
- * Computer
- * Acetone.
- * Metal boxing to finish the window look.



9. My Picture Tells A Story - Te Mihi Students

An illustrated picture is a great way to convey your message to an audience without them reading through a lot of text.

Our pictures represent an important aspect of our lives that we want to share with you. These are snapshot pictures to show you our love or passion for horses, the farm, motorbikes, patterns and even the Olympic rings.

Using PVA glue and a hot glue gun, we drew our pictures and waited for it to set dry. Once it was dry we then spread tin foil over the top and made sure to carefully press it down over the hard glue so the lines and patterns can be seen clearly.



Using black shoe polish, we carefully spread this over the tin foil picture with tissues to show a vintage. This helped to make our lines and creases show up more clearly.

"My art is about skiing in the mountains with my family. It is so fun because I like skiing up the mountain." **Angus**

"My art is a picture of our two cows because I live on a farm and I like going down to help my dad." **Layne**

"The horseshoe represents how much I love horses. The flowers in the corners are daisies and my name is Daisy. The dots around the outside are the people who care and love me. The lines are the picture frames. The stars are when I went hunting with my dad and we looked at the stars at night." **Daisy**

"The two big horse shoes stand for my friendship and the four little ones around the edge stand for my family. The stars are out at night time, I love playing in the dark. The stirrups stand for my love of horses, also the horse jump and brush stand for my love of horses." **Chloe**



Media used:

- * A4 wooden boards
- * PVA glue
- * Hot glue guns and glue sticks
- * Tin foil
- * Black shoe polish

10. Mixed Media Creations - Te Mihi Students

Our aim was to create a sculpture that tells a story by using mixed media.

We started off by looking at different ways to make shapes using paper. We wondered what we could make our paper creations look like. We then moved to mixed media and experimented with a variety of different things to create a scene. Some of us worked individually and some of us in a group. We had to be able to explain the meaning behind our mixed media creations.

"I made a red shed for my snow plow. I made it out of paper, popsicle sticks, card, red corrugated card, straws and I used tape and hot glue to stick it together. This is how I made the snow plow: first I made the tracks, then I made a small engine and put popsicle sticks in the middle and then I made the cab. Next I made a little tray to go on the back for the snowmobile. I put white paper on it then I made the walls and then put the roof on. I put straws on the out line and in the middle. I chose the colors on the shed because they are my favourite colors and on the snow plow it was suitable. Snow plows are interesting." **Kelsyn**

"I named my art The Everyday Haunted Forest because it's made out of pipe cleaners, popsicle sticks, straws, toothpicks and hot glue. These are all everyday items. I added the popsicle stick platform to make it look like someone tried to live there but failed. The beware sign is there to make the forest look haunted. Everything is jumbled up to give the forest that haunted effect. I chose random colours because there was not a lot of just one colour. I left the ground blank because I was trying to make the forest look lifeless." **Max**

"I made my farm scene out of cups, pipe cleaners, paper, hot glue, straws, paint, toothpicks, material, cardboard, beads and paper cups. My cows are made out of straws and beads. My hay bale is made out of a cup and a piece of material. My trees are made out of straws. My Fence is made out of pipe cleaners and toothpicks. I painted the board green so it looked like grass. I chose this scene because I like cows and I live on a farm. I want people to look at this and feel happy." **Mikayla**

Media used:

- * Cardboard
- * Paper
- * Straws
- * Toothpicks
- * Pipecleaners

- * **Cups**
- * **Beads**
- * **Material**

11. Creative Recycled Art - Te Mihi Students



Te Mihi students tried art tasters and were able to select their favoured art media.

Room 8 learned this year about the 3 R's of waste management "Reduce, Reuse, Recycle". Art in the Park was the perfect opportunity to put new knowledge into practice.

Recycled art is creative work that is made from discarded materials that once had another purpose. Artists who make recycled art take those materials and make them into something new.

The learning intention was to create a 3D sculpture using cardboard and/or fluted polypropylene that had previously another purpose. Paint was used as well.

Teacher workshops took place to learn the attachment technique called slots.

The students worked in groups and collaborated during the whole process.

"Deer Hunters

We did the deer head because we love hunting and thought that it would be a good challenge. It turned out harder than we thought it would be so we became a group of 5, helped each other and managed to finish our work on time.

The most common techniques used were cutting, gluing, tracing and folding. We needed scissors,

glue sticks, knives, paint brushes and paint.

We used cardboard and fluted polypropylene to create our deer head. The most difficult part was probably mounting up the deer head and all the cutting. This was because we had to keep all the pieces tidy and organised.

The best part was admiring our deer head on the wall. It looks unique.

We feel really good about our art work because it was a hard challenge and we achieved something new" Elliot, Darrius, Arion, David and Max

"The Shiny Eiffel Tower

We chose this subject because it relates well to our teacher Mrs Loughin and where she comes from. The Eiffel Tower is found in Paris, France.

We had to trace the templates and then cut them into pieces. We joined the pieces together by cutting slots into each piece. Then we glued these pieces together to form a 3D sculpture.

We used mostly real estate signs (fluted polypropylene), glue and paint. We had fun creating our sculpture all together. We feel proud of our art work". Marshall, Jack, Jaxon, Lenox

"Perky Pineapple

We chose this subject because pineapples are majestic. We wanted to create something challenging. We used the attachment technique called slots. We used cardboard, fluted polypropylene, scissors, paint, newspapers, knife and glue. We had fun creating our pineapple and we worked very well together ." Madison, Blake and Mac

Media used:

- * **Cardboard**
- * **Fluted polypropylene**
- * **Paint**
- * **Glue**

12. 'Aroha- All You Need is Love...' - Room 15

Our installation is about remembering kindness (represented by the hearts) in our busy, modern world (represented by the newspaper collage background). This has been especially relevant during 2020 in the midst of a global pandemic.



A further inspiration for this work was the artist Piet Mondrian. During our town trip to view street art and the Graffiato exhibition at the museum, the students discussed and identified specific features used in the artworks like line, shape and colour.

They then studied examples of Mondrian's work and analysed his use of line, shape and colour. The significance and meaning of the heart symbol was also part of our discussions. The students then applied the knowledge they had acquired in a different context, resulting in the creation of our Mondrian inspired hearts.

"A heart means love and being kind and it makes you feel happy." Brooklyn

"A heart can sometimes make you feel happy because it makes you think of things or people that you love." Aaliyana

"Hearts help us to believe in kindness." Preston

Media used:

- * Newspaper collage
- * PVA glue
- * Textured cardboard
- * Paint- primary colours and black and white

- * Coloured pencils
- * Sharpie

13. Down the Back of the Chair - Room 10

After reading Down the back of the Chair by Margaret Mahy, the students of Room 10 discussed how they could use inspiration from the story to create their own environmentally friendly artwork. The students researched the shape and design necessary to create a practical chair for others to use.

The students worked collaboratively in small groups to create their own lifesize wood, tin, plastic, cardboard and paper chairs using recycled materials.

"I made a can chair with my friends because we had lots of recycled cans at home. If we reuse the cans we are helping to protect our environment. The chair is colourful and we used lots of different coloured cans to create a rainbow chair." Tegan

Media used:

- * Recycled wood
- * Paper



then each created their own piece of abstract art, using a variety of shapes, lines and materials like crayons, pastel and watercolor paint.

"Abstract art is when you use different shapes, colours



and lines and you use your imagination to create whatever you like. My abstract art is important to me because I have created it in my mind and then drew it down. It's different from anything else." **Gnapika**

"It is important to me because it's made up of shapes and lines and doesn't look like the same thing to everyone." **Henry**

"Abstract art is putting different colours, lines and shapes of different sizes together." **Finn**

- * Milk Bottles
- * Egg cartons
- * Cans

14. Absolutely Abstract - Room 13

Room 13 has been looking at the artist Paul Klee's abstract art work. As a class we discussed what abstract art is and looked at different pieces of abstract artwork. The students looked at different paintings Paul Klee had done.

We discussed what we saw in the painting. The students said they saw an assortment of shapes, lines and colours. Room 13 then thought about what the painting reminded them of. We discussed that abstract art can be open to interpretation. The students thought about what the painting looked like to them. Room 13 realised that we didn't all see the same image.

A few of the things that one of Paul Klee's paintings reminded us of was a temple, a beach, a town, a city and the minecraft city. The students



Media used:

- * Watercolour paint

- * Pastels
- * Crayons
- * Rulers
- * White card

15. Protect Our Lake - Room 14

Room 14's learning focused on how artists use words and images to communicate ideas.

We took inspiration from a 'THINK FRESH PROTECT OUR LAKE' message on a gutter grate I noticed when hopping out of my car. We discussed what this message meant and what would happen if we didn't protect our lake. From responses, we began to make an artwork to inform people about this. What started as just a lake scene turned into much more. We started by showing a contrast between a healthy happy lake and an unhealthy darker lake using textured fish. Then we wondered how we could show this contrast in our environment too. How did we do this? Well, have a look at our artwork and see what learning you can take away from it.

"We showed contrast by making a clean lake and a polluted one filled with rubbish." Riley

"My sculpture is curled up in a ball with his arms around his knees because he's sad."

"I put him on the dark side." Molly

"I blended a dark sky for the bad side." Jacob

"My lion sculpture is on the bad side facing the good side because it wants to go to the good side." Avery

"I did a rainbow on the good side because they make me happy." Alyssa

Media used:

- * Paint
- * Rubbish for texture
- * Tinfoil
- * Melted plastic
- * Cardboard

16. Sensory Hanging Garden - Room 16

Room 15 and 16 had a class trip that included a Graffiato walk where we explored the art and the sculptures around the South Domain. We learnt how art can enhance our environment. Our installation art group walked around the school to look at the gardens and the art and decided to make an installation combining visual art with a garden and to include our senses, in particular smell.

We used buttons to create art bouquets to look at and are using herbs to smell. We also liked that it can remain with the Room and be changed to whatever the next class wants to make it.

"We are an Enviro school and people will feel happy when they see it" Ella

"It helps me to be calm and you feel like you have best friends" Kaylah

"It will be for children to see and smell" Mason

Media used:

- * Spray paint
- * Buttons





- * Glue
- * Wire
- * Pipe cleaners.

show the fear the Three Little Pigs were feeling when the Big Bad Wolf was trying to blow their houses down. Shapes and lines are repeated three times to represent the three pigs.

17. Fee Fi Fo Fum Huff and Puff - Room 15

Room 15 and 16 visited the Graffiato art murals in the Taupo town centre. They saw lots of paintings. Many murals represented different ideas. One of the student's favourite murals was the 'Dancing Cats'.

At school students learnt about the different features used in static images, like murals, to show a message, idea or feeling. They explored warm and cool colours, colours conveying emotions, contrast colours, different types of lines, shapes and perspectives.

After reading several picture books the students decided to create their own murals based on their favourite stories. They used many features they learnt from their static image lessons in their murals. Colours and shapes were strong features in both these murals.

The mural 'Fee Fi Fo Fum' uses cool colours to show the sadness Jack and his mother were feeling because they had no money for food and had to sell their cow. The long, winding beanstalk shows the long climb Jack had to make to get to the top.

The mural 'Huff and Puff' uses warm colours to

"Fee Fi Fo Fum Mural

Jack was really upset selling his cow. The colours we used make me feel a bit sad. I wouldn't want to sell my cow". Lydia

"Huff and Puff Mural

I wanted to show the Big Bad Wolf was really strong and mean. We thought red and orange were power colours so we used them for our painting." Ziah-Ray

Media used:

- * Plywood sheets
- * Exterior paint

18. Dancing Shapes - Room 10 and 13 students

After reading 'When Picasso Met Mootisse' by Nina Laden, the students of Room 10 and Room 13 discussed how Picasso and Matisse used different shapes and bright colours in their art works.

Each student then used scissors, glue and a selection of colours to create their own Picasso and Matisse inspired shape work.

"It has lots of shapes because shapes are good for art" Tiarni

"Art has lots of different colours and shapes because it makes it stand out" - Lilee

"Picasso and Matisse used weird shapes to make their art. My artwork shows a man with a ball rolling down the hill" - Gnapika

"Their pictures were made up of shapes to tell a story - my picture is a butterfly bouncing on a trampoline" - Emmy

"We tried to use different shapes to make it more interesting" - Skye

19. Create a Story - Room 10

Room 10 looked closely at the work of Joan Miró, a Spanish abstract artist. The students noticed the deliberate use of colours, lines and shapes in his work. There were some shapes that they noticed featured in a lot of his works. Students shared what they saw in each of the images. Each student saw something different in the image.

Each student created a dice with one of these prominent shapes on each side of the dice. They rolled the dice and drew that shape on their paper. After they had swapped dice and drawn a few different shapes, they connected the shapes using solid black lines.

Now it's your turn - roll a dice and create your own Miró inspired work of art.

"I can see a story in the picture - there is a man and a rocket so I think that he must be going up to space. I can also see a moon in the sky" Jack

"These shapes and colours were in Miró's art" Tiarni

"Miró used lots of different shapes and colours - we all saw something different when we looked at the picture" Lilee

Media used:

- * Sharpie
- * Coloured Pencils

20. Make a Mark 1, 2, 3 - Room 10

After reading *The Dot* by Peter H Reynolds, Room 10 used pastels to colour in a selection of dots.

They used different tones of the same colour, and black and white on each of the dots.

Some students showcased their blending skills.

We put all of the dots together to create three collaborative pieces of art.

These pieces were prototypes for the larger collaborative school pieces titled 'Together as One'.

"The dots were made using different colours" Luke

"We used different sized dots to make our art works" Tiarni

"We blended colours to make them brighter or darker" Lilee

"All of the colourful dots make me feel happy" Shyre

Media used:

- * Paper
- * Oil Pastels

21. One Dot Can Be... - Room 10 and 2

An artist can use something as simple as a dot to create a masterpiece. This is what the students in Room 2 and 10 discovered when they were presented with a black dot. They were asked to use it as inspiration to create a piece of art that had meaning to them. The students discovered that anyone has the potential to be creative and found enjoyment in showcasing their artistic energy for others to enjoy.

"I made a picture of my cat, Honey because she makes me happy when she lets me stroke her fur. When I curl up under a blanket on the couch she snuggles up and sleeps on my feet" Lilly

"I created pictures of houses being destroyed by earthquakes and thunderstorms. I like the colour black which represents evil and meanness. The sun is black to show the earth is dying." Emma

"I sketched a picture of a blue eyed ultimate dragon because they shoot fire rays out of their mouths. They can fly in deep space and take me on a whirlwind trip around the world." Mitesh

Media used:

- * Paper
- * Pencil

22. Together as One - Whole School

Everyone can be an artist. These collaborative pieces are made up of the work of everyone in

the school at this time - students and staff.

When working together, our learning and achievements are impressive, inspiring and thought provoking.

"Everyone can be an artist if they believe in themselves" Maddi

"The important thing is to try your best" Chelsea

Media used:

- * MDF circles
- * Acrylic paint
- * Marine Ply

23. Sculpture Hunt - Room 14

Room 14's learning focused on how artists use words and images to communicate ideas.

Our sculptures drew inspiration from art around Taupo that have common themes of respecting land, animals and culture. We thought that taking more responsibility for our own waste would be a start to achieving this so we made our sculptures out of rubbish and junk. We decided to put them in places around the school grounds so people



could have fun trying to find them, and interpret what they mean, much like art in general. There are over 20 to find. Some sculptures to look out for include a rabbit, a cheetah, pandas, C3PO, an alien and many more faces telling different stories.

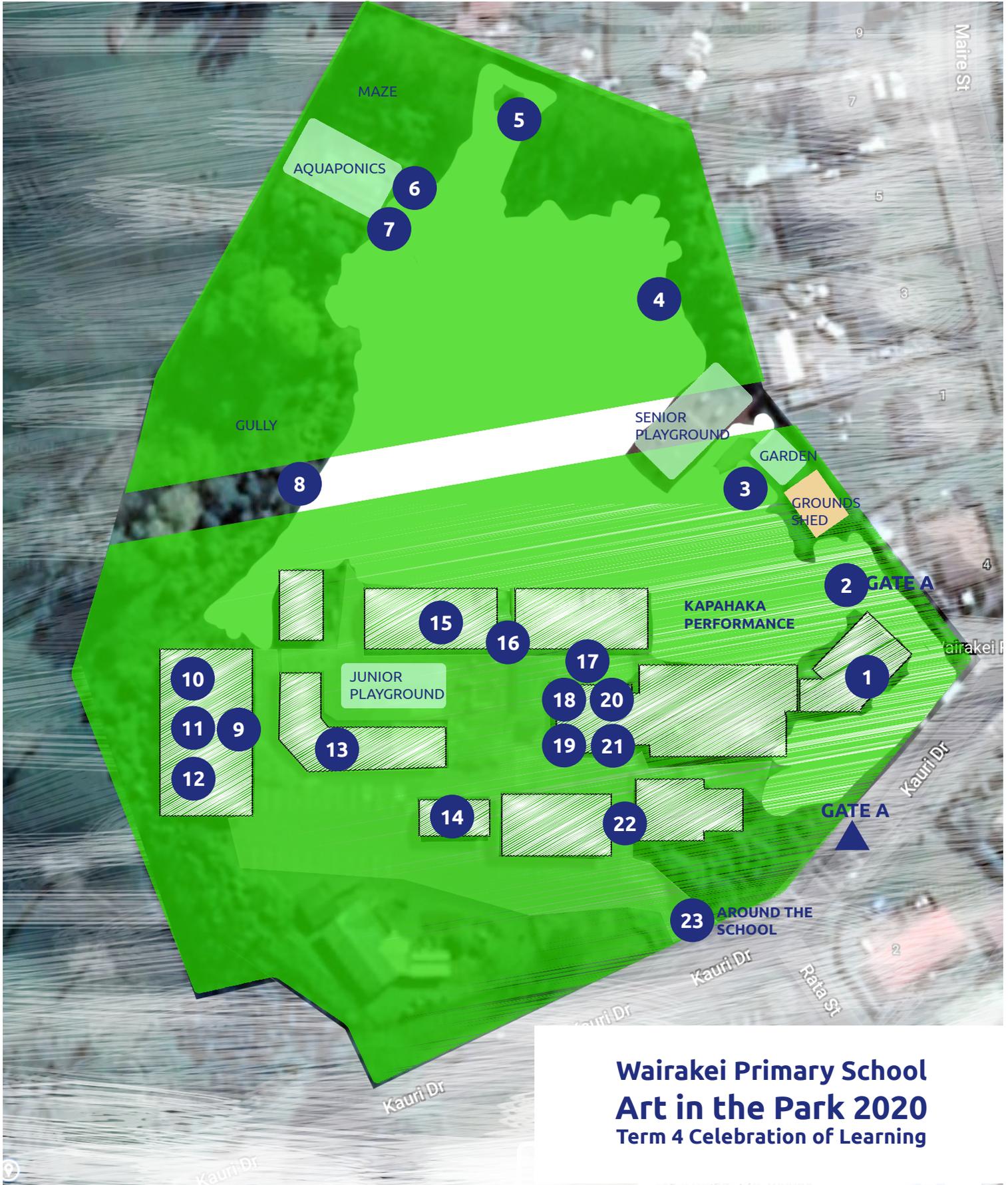
"My sculpture has binoculars. It is spying on people to make sure people are being good so no one gets in trouble." Andi

"My sculpture is a rabbit because I like taking care of animals and other people should too." Alyssa



Media used:

- * Paper
- * Pencil



**Wairakei Primary School
Art in the Park 2020
Term 4 Celebration of Learning**