

## Visual Arts Newsletter

October 26, 2009

Mr. Lawrence

Your *Original Works* art pieces are arriving home. If you would like to order any of the neat products offered please return the sleeve, artwork, order form and check made out to Mackintosh Academy by this Wednesday the 28<sup>th</sup> to your homeroom teacher. Thanks for supporting the Visual Arts program, as monies from this fundraiser support the purchase of additional art supplies, books and art field trips.



You are invited to CHAC gallery at 772 Santa Fe Drive for the opening reception of the *One in the Many* on Nov. 6<sup>th</sup> from 6-9pm and Nov. 7<sup>th</sup> 12-4pm. Each year I have an art show at CHAC with four additional artists including Tony Ortega. This year's theme has inspired me to create a series of pieces reflecting personal icons, journeys and migration through the medium of modular origami in which *many* pieces of paper come together to form *one* origami sculpture.

### IB PYP

#### EC How We Organize Ourselves

People have different jobs and use various tools to help them do these jobs within their community. Following our Who We Are unit study of the things an artist needs, namely tools, elements and media to be successful and create, we are now looking at the color symbolism and tools needed for given occupations. For example the yellow and black uniforms of firefighters and the red truck and red fire extinguisher. In addition the blue mail uniform and brown mail bag. We are creating a moving occupation/tool spinning wheel in which the student can challenge others to match the given job with the accompanying tool.



#### P1 How We Organize Ourselves

Aligning with this unit study our P1 VA class studying the pop artist Wayne Thiebaud and his organize of various foods within his oil paintings. Thiebaud who also worked for Disney grew up in the Midwest and was influenced by local diners in which he saw rows of pies, cakes, and



cupcakes. Within an emphasis on collage, color contrast and shadows students in P1 VA examined the role of balance and composition when developing a Thiebaud style art piece. Subjects by our students featured tomatoes, eggplant, cupcakes, brocolli, and pumpkin pie.

### E1A How We Share the Planet

Through the concept question of perspective our students explored the role of the crab invertebrate and its function within the “dreamings” spiritual practice in Australia. The interaction between people and invertebrates inspired this project which emphasized border, black and white contrast, line and shape.

### E2 How the World Works

Physics, movement and perspective inspired our first piece examining the role of Cubism, collage and time into an artistic movement piece. Subjects were personally inspired and featured a moving background in which an object in the foreground would be altered through color changes, or students made movable puppets or faceted cubism inspired creations.



### MYP/MY1

Area of Interaction: Environments

Unit Questions: Do your mocassins leave an imprint of who you are?

Significant Concept: Aesthetics and personal identity follows the creation of functional objects within an society.

Our MY1 students had an in house field trip visit from a craftsman from the Tandy Leather store, followed by a field trip to Orrs Trading Post in downtown Englewood. Each student reflected through the design cycle and creative process in their developmental workbooks as they mapped out different patterns and ideas to develop a mocassin that reflected their own symbolic identity. Knowledge and understanding of leather and the tanning process was an aspect of our study as well as sewing techniques, symmetry, being reflective, and global citizenship through the careful use of finite resources.

Thank you for supporting the arts. Mr. Lawrence