

*Thank you*

We would like to say



to all the local businesses and members of our community that have donated items to help make this event possible.



*Pathways to Excellence*

# Maunu School

*Art from the heART*

*Toi mo te MANAWA*

## Visual Art Exhibition

### 2022

# Introduction

## *Welcome* to Maunu School

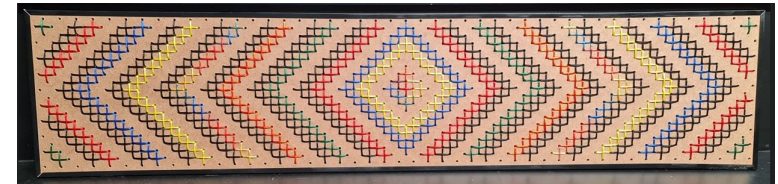
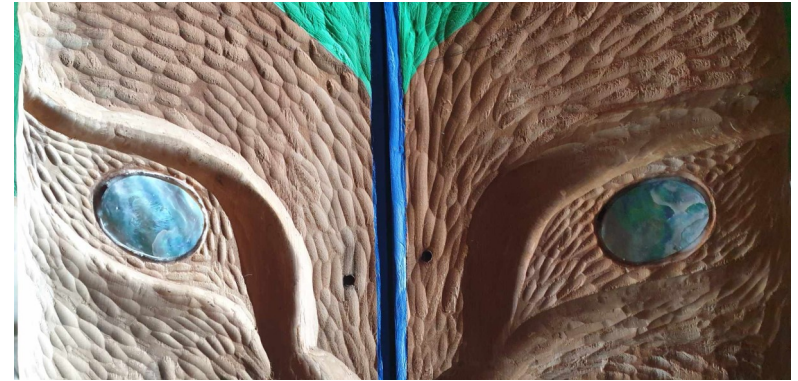
This exhibition is a celebration of our visual arts curriculum and an opportunity to share the artistic talents of our amazing students with you. The inspiration for each of the classes' displays has come from the students, with each child presenting one piece of art.

There is also the working gallery to explore on the back wall of the hall. This is full of a selection of colourful displays of art that classrooms have completed throughout Terms 1 and 2 of this year.

Please do enjoy. We are all very proud of our efforts.



# Naming The School Hall



## Pare Kura

In 2019, the Mayor, Sheryl Mai, asked, “What is the name of your Wharehui/ school hall?” The reply was “it does not have a name?” This question inspired us to find a solution.

We commissioned Leonard Foley Murupaenga, a Contemporary Māori Artist, to carve our Pare/ lintel. Our Pare Kura will hang above the double doors in the Hall foyer. The unveiling process is part of the exhibition opening.

The name **Ko Papatūānuku te Wharehui** came from our surrounding school environment. We have Ngā Waiata ō Tane / The Sounds of Tane; the painting of the Pīwakawaka on the front wall of rūmā 14 and the giant multi-coloured stone Koru out the front of our kura. These taonga are all the children of Tane Mahuta and the mokopuna of Papatūānuku. Papatūānuku is Mother Nature and the greatest nurturer of all, as we are all under her nurturing aroha for all her mokopuna. We at Maunu kura honour her caring and kindness by naming our school meeting house Ko Papatūānuku te Wharehui.

In addition, there are two taonga tapu/tukutuku panels, made by Whaea Claudine and Elleisha-Jade Edwards. The taonga tapu diamond shape represents our learners as the precious taonga of our school community. Our values of our kura—Ngā huia rau e Rima ō Maunu/Maunu 5 Feather values—are clearly represented, vibrating out from the centre of the diamond shape. The rainbow colours reflect the diversity of culture within and around our kura.

Growing out of the whenua is a rakau/tree which represents our connection to Papatūānuku. This piece was made by Shona Anderson. Ngā Pīwakawaka are the mokopuna of Papatūānuku and our school logo. The painted feathers also represent Ngā huia rau e Rima, our Maunu 5 Feather Values.

## Displays

Room 1	Aliens Love Underpants
Room 2	Self Portraits
Room 3	Clay Pinch Pots
Room 4	Nature Sculpture
Room 6	Dream Catchers
Room 7	Birds in the Flax
Room 8	Class Clowns
Room 9	Funky Birds
Room 10	Pause, Breathe, Smile
Room 11	Home is where the heart is
Room 12	Turangawaewae—My Special Place
Room 15	All About Me
Room 16	Pop Portraits
Room 17	Mosaic Feathers
Room 18	Stained Glass NZ Native Birds
Senior Syndicate	Clay Taonga
Senior Syndicate	Autobiography



## Aliens Love Underpants

After reading the story '**Aliens Love Underpants**' to Room 1, the children were inspired by the bright, colourful illustrations and the Aliens' hilarious obsession with human underpants!

We thought it would be fun to create our own aliens, complete with underpants of many different patterns, shapes and colours.

We carefully studied the use of contrasting colours and pattern combinations, being careful not to make our designs too intricate - they needed to be completed using paint and a brush...sometimes simple is more effective!

After using a stencil to create the shape of the underpants, we got to work with the patterns and paint, letting each colour dry, before using a different one.

Next, we enjoyed creating our alien heads! They could look as zany as we liked - as long as their head fitted onto their body. To complete our aliens, we used sharpie to outline our paint patterns, then hands and feet were added.

## Senior Syndicate Year: 5 & 6 Ages: 9,10,11



### Mya Marie Fromont's Story





# Autobiography

This year, the Senior Syndicate have been investigating Identity & Culture. This culminated in us deciding to write our own '**Autobiographies**' as part of the Art Exhibition.

Planning started in Term 2, with families contributing information about their traditions, celebrations, art and other special information. We looked at what identity and culture meant. Students investigated other countries through research and writing.

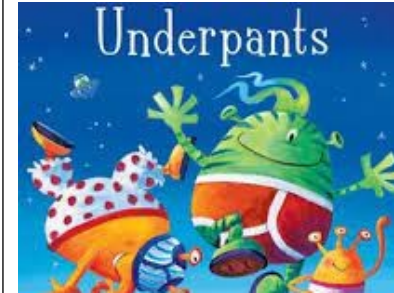
We learned about what an autobiography was and looked at examples by famous people, such as: Nelson Mandela, Anne Frank, and Roald Dahl.

Students were also introduced to visual language and symbolism, learning how we can communicate with our audience through visual prompts. Parents kindly took time to send through photos to their children for use in their final product.

Finally, students wrote their autobiographies on Google Slides. This part of the process integrated the art of writing (allowing us to incorporate our Writer's Toolbox learning) along with digital and visual art. Students thought carefully about their backgrounds and fonts, trying to reflect their own personalities through the colours they chose and the font design.

The finished product is intended to be a celebration of the unique culture and identity each student has, and a record of their life so far, hopefully to be kept and treasured.

## Room 1 Year: 2 Ages: 6, 7 years



## Self Portraits

One thing that some of the class love to do is paint. We decided that working on a painting over days, and weeks, would be “like an artist”.

First, we sketched our faces, neck and shoulders. We had to do some careful observation to work out where our eyes and other features went. Lastly, we sketched our hair.

Next, we went over our outlines with black sharpies.

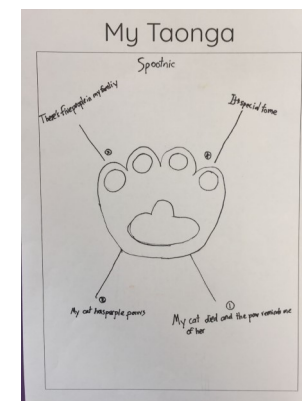
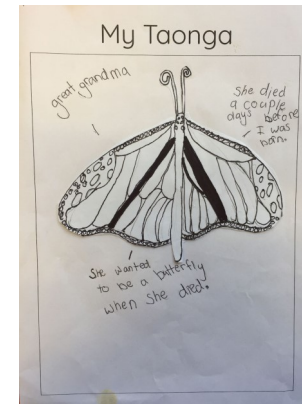
Once this was done we could start the process of painting our **‘Self Portraits’**.

First, we mixed different skin colours and applied these. Then we painted our clothes. When this was dry we painted our hair. We used coloured pencils to colour our eyes and mouths.

We then learnt about applying second coats and “touching up”.

Finally, we could paint our backgrounds. Then more second coats and “touch ups”. Being an artist takes a lot of perseverance!

## Senior Syndicate Year: 5 & 6 Ages: 9,10,11





## Clay Taonga

Along with their '**Autobiographies**', part of the senior students' investigations into identity and culture, was to create their own clay **Taonga**.

We learned about what a taonga is and what it should represent. Whaea Claudine spoke to the students about a taonga being something that should hold aroha and that it should be something that they are connected to.

Students brainstormed ideas through sketching, before drawing their final design and annotating it with the meaning behind it.

Once their design was complete, students used air drying clay to sculpt their taonga. When it was dry, the clay was sprayed with varnish for a sheen and extra strength. This was a messy, but fun process!

The finished product is intended to be a taonga that students can keep and treasure, showing a part of their identity that is special to them.

## Room 2 Year: 1 & 2 Ages: 6, 7 years





## Clay Pinch Pots

Room 3 had great fun creating **Treasure Pots** out of clay. The children began by forming the clay into a spherical shape.

Once they achieved this, they pushed their thumb into the ball to form the inside of the pot. Using their thumb in the middle and two fingers on the outside, they slowly turned the pot and pinched at the same time, creating a vessel structure.

Toothpicks were then used to etch a design around the pot. The pots were then left to dry and later painted with vibrant colours.

Finally, the **Treasure Pots** were varnished. The children now have a decorative pot to keep their treasures in.

As one of the oldest human inventions and art forms, the practice of pottery has developed alongside civilisation. The earliest ceramic objects have been dated as far back as 29,000 BC.

## Room 18 Year: 3 & 4 Ages: 7, 8, 9 years



## Stained Glass Birds

Room 18 loves the outdoor areas of our school, particularly the Sounds of Tane where we can hear the beautiful songs of our native birds. This became the inspiration for our '**Stained Glass Birds**'.

We researched New Zealand native birds and chose our favourite one. We decided that we wanted to present our stained glass birds inside frames and wanted to continue the stained glass theme, so we decided we could do this by using wool.

Firstly, we began by winding different coloured wool around our frames until all four sides were completed.

Next, we printed our bird onto white paper. We placed it under our glass frame and traced our picture using black sharpie and then used our special stained glass paint to go over the top of the sharpie.

After that, we chose our colours for our bird and began painting in between the black lines. We had to do this very quickly because the paint dried fast. We had to repeat this process two more times.

Finally, we put our last coat of paint on and used a sponge to dab it to give a stipple effect.

We have really enjoyed the full process from start to finish and we're all very proud of our New Zealand Native Birds.

## Room 3 Year: 0 & 1 Ages: 5 years



## Nature Sculpture

In Room Four, we have been exploring the medium of clay. Each tamariki has been very invested in creating their own special sculpture from the heART.

Firstly, we rolled out our lump of clay between two items of the same height (two abacus). This allowed the clay to be rolled out to an even thickness.

Next, each child rolled an imprint of their chosen nature piece into the clay, then removed each item carefully.

From there, the tamariki pressed a square cutter into the clay to make a tile. They then smoothed the tile edges with water and their fingers.

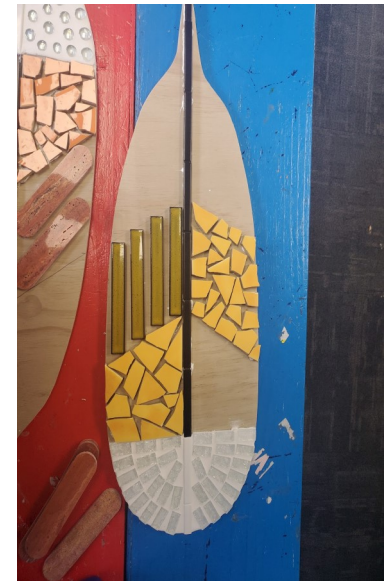
Each tamariki made four tiles. These were then sent to the Quarry Art Centre to be fired. When the tiles returned they were fired to a bisque stage.

When returned, the tamariki then decided how they wanted to glaze their tiles. Some tamariki liked one colour on each tile, while others enjoyed mixing their colours. Once this stage was completed the tiles were then sent back to be fired for a second time. The tiles are now glazed and fired ready for their stand.

In the meantime, Mr. Stainton has made each tamariki a stand from old Totara posts and battens to affix our tiles to.

Lastly, our tiles are glued to our Totara stands for a beautiful end result, '**Nature Sculpture**'. Each tamariki has done an amazing job and are all very excited and proud to show you their work.

## Room 17 Year: 3 & 4 Ages: 7, 8, 9 years





## Mosaic Feathers

In Room 17, we have been working hard to make '**Mosaic Feathers**' using tile.

We thought it would be nice to have our feathers representing our Maunu School Five Feather Values. We have used the colours red, orange, yellow, green and blue to match.

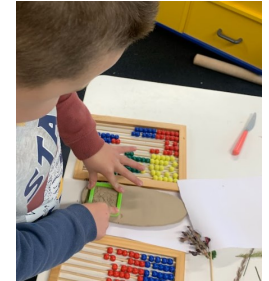
Firstly, we had to create patterns on the feathers with the coloured tiles. We worked slowly to make sure that the broken tiles fit together like puzzle pieces and didn't go outside of the wooden feather.

Next, we used the glue to attach the tile pieces to the wooden feather. This took a while to dry so we had to wait until the following day to do anymore.

Lastly, we got to get our hands messy and use the grout. Some children liked the feel of this and some children did not. The grout sets like concrete to hold the tiles together. It didn't matter if we got the tiles messy because we wiped the tiles with a sponge to clean them off as the grout was drying.

We are very happy with the results of our feathers. We are hoping to display them around the school so we can admire them for years to come.

## Room 4 Year: 0 & 1 Ages: 5 years



## *Dream Catchers*

The inspiration for the Room 6 **Dream Catchers** came from our Pause, Breathe, Smile topic. Students were challenged to choose a dream catcher style and then make their own.

**First** we researched different types of dream catchers and each chose a pattern that we would like to recreate.

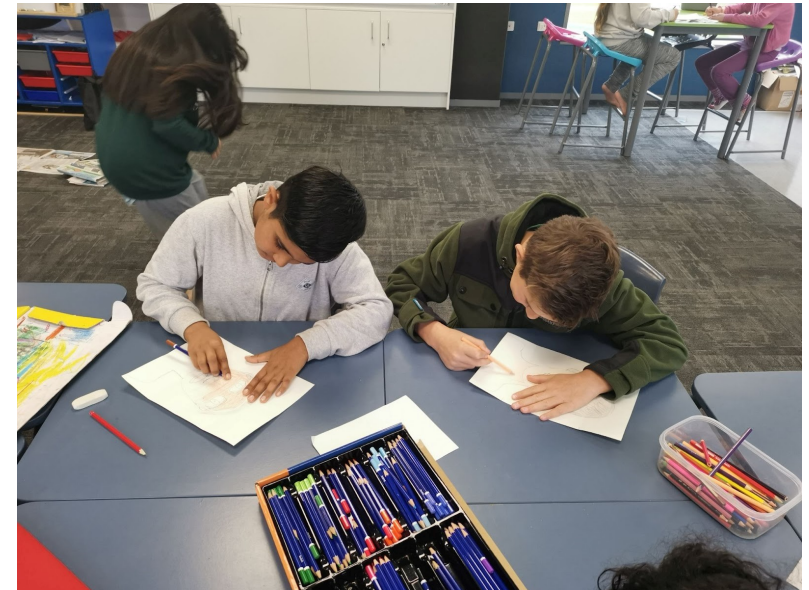
**Next** we decided on colour themes. Mrs. Nicholas collected all the different types of wool, cord, macrame wool, feathers and beads that we would need.

**Then** we completed the outside ring of our dream catcher. We had to wind the wool around and around the ring, so there were no gaps and we couldn't see any metal underneath.

**After that** we began our inside pattern. We used YouTube videos to do this. We had to follow them carefully as they were very complicated. Some of them took a lot longer than others.

**Finally** we decided on what our tassels would look like. Some of us left ours plain, while others plaited their wool, added feathers or added beads. We really enjoyed making our dream catchers. We especially love that they are all so unique and different.

## *Room 16 Year: 5 & 6 Ages: 9,10,11 years*





## Pop Portraits

Along with our '**Autobiographies**' and clay '**Taonga**', the final piece of art Room 16 completed is a pastel and watercolour self portrait: '**Pop Portraits**'.

Mrs. Anderson created a self portrait for the students as a guide. Initially, they drew a pencil sketch. They worked on the finer details like eyes, noses and mouths.

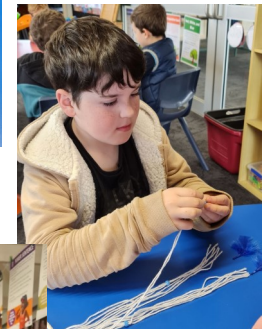
Once they were happy with their sketch, they began colouring with pencils. They used pastel to add texture to their hair.

The background of the self portrait was inspired by the art of Romero Britto. He combines elements of cubism, pop art, and graffiti painting in his work, using vibrant colours and bold patterns as a visual expression.

The three panels on the side had students trying a number of different artistic styles, including one point perspective and tessellation. Students also drew pictures of activities and places that were personal to them.

Once these were completed, the self portraits were then cut out and glued to the background.

## Room 6 Year: 3 & 4 Ages: 6,7,8 years





## *Birds in the Flax*

We have used the creative opportunity of painting, weaving and drawing to develop complexity, insight and richness of detail in our work.

First we painted our paper to resemble flax (harakeke). We were then able to weave our strips to make a colourful background for our beautiful birds.

After reading about, and watching birds we used the special water colour pencils to create our birds. It was fun using the pencils and even more fun daintily applying the water with a very fine paint brush, sometimes blending the colours and sometimes carefully keeping the original colours rich and deep.

There are many different birds flying amongst the flax weaving - some of our special native birds and also a collection of delicate Jellybean birds. We think they found a packet of Jellybeans and the colourful sweets magically changed the colours of the birds feathers.

Finally, we mounted the birds onto the flax weaving with foam tape to create a dimensional effect. We hope you enjoy the imaginative expression of our individual interpretations of **'Birds in the Flax'**.

## *Room 15 Year: 5 & 6 Ages: 9, 10, 11 years*



## All About Me

Room 15's art is unique to the artist and reflects who they are. There are various sections in their artwork - a scene of a place where they feel happy, a symbol to show an interest of theirs, a pose common to them and in the last section they included either their name or initials.

**The Scene:** During the process we studied one-point perspective drawings – a method that shows how things get further away, converging towards a single vanishing point on the horizon line. We used grid paper and practiced drawings that resonated with us. After selecting a scene, they added a personal touch to it by adding colours, patterns or items they love into it. Watercolour pencils were used to accentuate the details.

**The Symbol:** Our pop art pieces were inspired by Romero Britto who is known for using vibrant colours and bold patterns. We used pastels and a vivid to form outlines.

**The Pose:** After a brief look at silhouettes, each artist thought about a pose or stance that reflected an interest of theirs. Using digital photos, they captured a pose and then glued the print out onto a tessellation. Their tessellations were based on either a pattern they liked or the translation of a shape/s that meant something to them.

**The Name:** Our names are a big part of who we are and so it was fitting for this art piece to have our name. 3D names were created using a vanishing point.

With all the sections together, we get a stunning glimpse into the artist's life. Their art compliments their 'Autobiographies' and 'Taonga' pieces.

## Room 7 Year: 1 Ages: 5 & 6 years



## *Class Clowns*

The inspiration for Room 8's '**Class Clowns**' came from a writing topic in Term 2. We were writing about our favourite things we do in Room 8.

All of our stories were different, because we are **UNIQUE**, but the theme of having fun came through loud and clear!

Students brainstormed how we could represent the fun we have in our classroom using art, and '**Class Clowns**' was the agreed result.

The process began with a blank piece of black paper. We painted a white 'splodge' in the middle like a splattered cream pie. The white represented the white makeup base that clowns use to make the other colours pop!

After that, students began creating their individual clowns. We drew around templates to create the faces, there were lots of shapes to choose from. Then we coloured in the features of the clown, using pastels choosing our favourite colours.

Finally our work was completed. We are super proud of the finished results.

## *Room 12 Year: 5 & 6 Ages: 9, 10, 11 years*





## *Turangawaewae*

### **Turangawaewae — My Special Place**

Along with our 'Autobiographies' and clay 'Taonga', the final piece of art Room 12 completed was a 2D pastel and dye representation of students' 'Turangawaewae' or "My Special Place". Turangawaewae means "A place to stand", it's a place where you feel at home and connected.

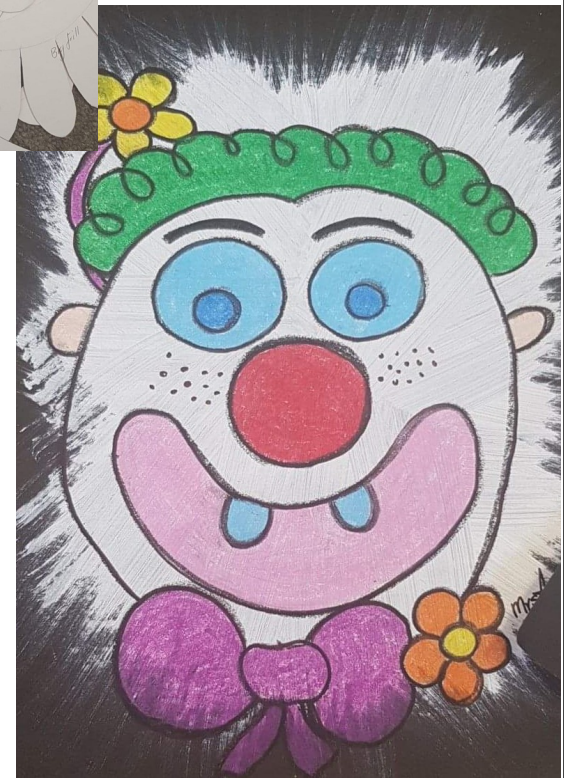
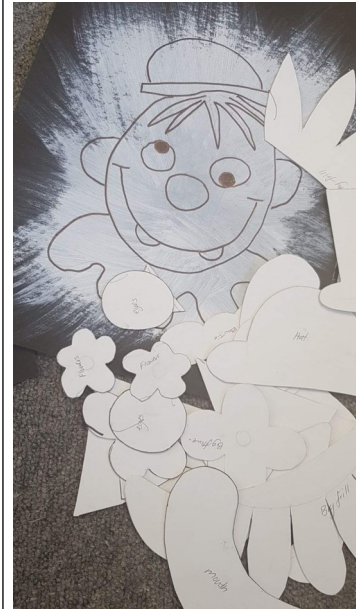
To begin, students brainstormed and discussed places that were special to them. Places that meant something to their family, or places they enjoyed going. They used Google Search and Google Classroom to find 2 or 3 photos or symbols that would inspire them in their art.

The amazing Shona Anderson prepared an example piece of art and coached the students through the process. Students used their photos to create a draft sketch of what they wanted to show, editing and changing this many times until it was just right.

Draft complete, they transferred and enlarged their design, using pencil, onto an A3 piece of cartridge paper. After pencil, came Sharpie to define and enhance the lines. Next, pastel was added with a lot of thought around which parts they wanted to stand out and which parts they wanted to blend in with the dye. This took a great deal of thought and discussion with Mrs. Anderson and Mrs. Fannin. Once the pastel was done, students decided on their choice of dye colour and the art was dyed and framed.

The final product is intended to be a piece of art that students feel happy to look at because it reminds them of their special place and is a part of their own unique identity and culture.

## *Room 8 Year: 1 & 2 Ages: 5,6,7 years*



## *Funky Birds*

In Art, Room 9 has had a focus for the year on "Birds". Sticking to the theme, we created '**Funky Birds**' for our Art Exhibition!

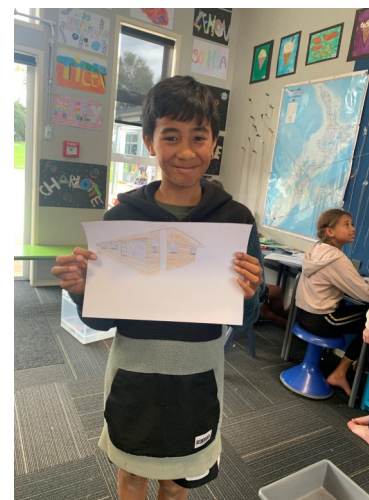
First, we planned out what we wanted our birds to look like. All the birds were totally unique - different colours, sizes, and patterns. We had to think carefully about what materials we would need. Sometimes we needed to change our plans because we thought of an even better way to get the effect we wanted! Eventually, we were ready to start building our birds.

We started with coating a polystyrene ball with papier-mâché. Some children loved the messiness but others couldn't stand the glue on their fingers! We needed to cut out and tape on all the features birds have - wings, tails, and beaks. We had to do two layers of papier-mâché over the whole structure to make it strong. Once the papier-mâché was dry, we could paint our birds all the wonderful colours and patterns that we had planned.

The final step (and the most fun!) was adding all the finishing touches like feathers, pipe cleaners, glitter, or shells to make our birds super funky!

We like that our birds are all individual, showing our own creativity and personality through art!

## *Room 11 Year: 5 & 6 Ages: 9, 10, 11 years*





## *Home is where the Heart is*

Along with their 'Autobiographies' and 'Taonga', the final piece of Room 11 art was to draw their own homes: 'Home is Where the Heart is'.

We looked at two-point perspectives and practised drawing houses by using what we had learned. We then had to get a good photo of our own homes that showed at least 2 different sides to the house. Choosing the right angle was hard, depending on the layout of our houses!

Using rulers and lots of measurement, we had our houses drawn and we started on our backgrounds. We made three different background pieces of paper: Collage, swirly patterned dye, and shaving foam with dye to make a marbled paper.

We had lots of fun, especially with our shaving foam marbled paper! We then tore it into strips and played around with the layout, making sure to try and bring the viewer's eye to the centerpiece - our homes!

We are really proud of our final pieces.

## *Room 9 Year: 3 & 4 Ages: 6,7,8 years*





## Pause, Breathe, Smile

The whole school has been learning about a mindfulness programme called 'Pause, Breathe, Smile'. We chose two art projects to develop this idea.

### Mandala Magic

Mandala artworks are a form of meditation or mindfulness. **First** we spent a lot of time on our painting skills, working on colour blending and smooth brush strokes. **Secondly**, we used our amazing painting skills to paint the circles of our Mandala. **Next**, we used indian ink to paint the black circles between the colours. **Finally**, we had to use our design skills to add the designs on our Mandala. We looked at the art elements of line, contrast, and variety.

### French Knitting Mural

We introduced French Knitting as a fun way to improve our fine motor skills. Very quickly, everyone mastered the technique and some children became experts, helping others to start and finish pieces. Most people found it a relaxing and calming activity.

We had a discussion on what to do with our knitting. We researched ideas, and decided to make a garden scene with a border and title. We chose the title of 'Pause Breathe Smile' as we felt the scene helped us remember and practice our mindfulness skills.

## Room 10 Year: 3 & 4 Ages: 7, 8, 9 years

