

**2008 School of Education**

**ED4123**

**Student Art Exhibition and  
Public Art Presentation**

# Program

**4.45 pm** Guests arrive and assemble George Kniepp Theatre for 5.00 pm start

## **Formal proceedings**

MCs Lloyd Dawson and Suzanne Fedorowytch

Acknowledgement of traditional owners - Welcome to Country

Overview of 2008 projects Linda Ashton

Presentation of certificates to community partners Rotary Club of Mundingburra & Life be In It - Community Carpentry for 2007- 08 *Toddler Totem Trails* (pp.5-7)

Presentation of copies of JCU picture book "I'd Rather Be" to Australian Red Cross, Townsville Community Learning Centre and JCU Library. Certificate of thanks to Budget Colour Copies & NQ Bookbinders (pp.8-9)

2008 Learning Circles intro - Peter Hanley with JCU student mentors

15 min multimedia presentation - The Making of the Learning Circles - Linda Ashton

5 min Torres Strait group performance to welcome *The Learning Circles* to the Eddie Koiki Mabo Library

Presentation of certificates to artists/volunteers/sponsors for *The Learning Circles*

Official hand over of *The Learning Circles* didactic to JCU

## **6.30 pm**

Gathering moves to library ground floor to view *The Learning Circles* and individual student art works and to enjoy refreshments.

Complimentary light refreshments will be served in the library foyer



**Foreword**  
**Acting Pro Vice Chancellor Faculty of Arts**  
**Education and Social Sciences**  
**Professor Nola Alloway**



Each year, teacher education students enrolled in ED4123 Visual Art in School Contexts tackle exciting art genres and deal once and for all with the common fear that most of us have about our artistic capabilities. Through a short course, informed by Dr. Ashton's doctoral thesis, the perceptual drawing experience also teaches these 'teachers-to-be' about art and positive impacts on brain functioning. They learn how to assist children become more visually alert. In our image saturated consumerist environment this is a critical form of literacy. Learning to draw also challenges our graduates' views about each learner's potential and how the most important gift in art education is not 'natural talent' but access to effective teaching. Our students also make public art projects, studying issues of purpose, policy, process management, techniques and challenges. Through these collaborative projects teachers can play a much more active role in assisting children to engage with community, to work well as team members and to understand their wider social and physical environments. The School of Education is proud of the many projects which have been completed in the past and this evening, celebrates the latest one *The Learning Circles*. This work is a fitting gift to the university in 2008, the 40th anniversary year of the JCU library. Congratulations to all involved

Best wishes

Nola



# Public Art

## Introductory Statement and Issues

JCU's pre-service teachers who enrol in the ED4123 elective subject are always enthusiastic and never cease to amaze me with their collaborative community and public art achievements. Each year since 1999, ED4123 students have been involved in design, creation, installation and maintenance of public art works for the local region. In previous years projects have varied tremendously to include ... making children's interactive tactile books; ceramic murals; signage for the Western student refectory and mosaic stepping stones for a school walkway. Some projects have been installed off-campus eg. A puppet theatre for a preschool, ceramic orbs for a retirement village garden, mosaic tiled chess board designs on school outdoor tables and a mural at a PCYC. In 2002-2005 projects featured collaborative efforts to revitalise concrete table tops in the university grounds with mosaics. In 2002 private sponsorship by a local business saw the creation of The McCoral Reef at the North Ward McDonald's Cafe. In 2004 the whimsical *Well Travelled Trunks* was installed in JCU's Western Campus grounds. In 2005 the stained glass *Welcome Wall* was created for Ronald McDonald House in the Townsville Hospital grounds. One year later, substantial damage by a drink driver was a tangible reminder to artists that works made for public places is, by definition, purpose and placement, different.

In 2006 the late John Coburn (Australian painter of world renown) was celebrated with 3 large JCU mosaic tributes to his work, and installed in regional sites. Paradise Garden II was gifted to the new TYTO Wetlands Visitor Information Centre in Ingham, the artist's birthplace and childhood home. Primordial Garden II was installed in the Wesley (now Mater) Hospital, and Canticle of the Sun II was installed in Federation House, Sturt Street, Townsville. Two other major works were completed in 2006 - restoration of the Good Shepherd Home's annual Nativity Scene, and a new interactive wheelchair-height wall-mounted floral puzzle for residents at the Parklands Nursing Home. In 2007-08, 400 children's ceramic name plaques were created for the Toddler Totem Trails in 3 local suburban parks. The same year, a mosaic art fence called River of Reflections was installed at the new Bohlevale Community Centre ..... JCU's first State Government funded public art project.

In 2008 The Learning Circles for the Eddie Koiki Mabo library contribute to an established and strengthening community engagement profile, through art, by the School of Education.

Public art, created for specific sites, beyond conventional gallery or museum spaces, has been defined as socially engaged, interactive art for diverse audiences. Most public artworks, whether permanent installations or ephemeral events, are often designed for outdoor spaces and fulfill various purposes eg. beautification, commemoration, enjoyment, celebration, social comment, community identity, status and education. Some of the new public artwork genres incorporate community-based art, politically-charged performances, digital projections and cultural events.

There are numerous public art projects in the Northern region reflecting the local shire councils' growing commitment to the genre. If providing art in public spaces has in the past been a rather adhoc business, it is quickly becoming big business. The Homebush Bay works created for the 2000 Sydney Olympics totalled \$7.5 million and were the largest single commitment to public art to date in Australia.

Along with policy developments there has been a steady increase in private sponsorship for and commissioning of public art by entrepreneurs, looking to enhance market value of their properties. While there is currently no legislation or by-law requirements for corporate owners to incorporate public art into their property it appears that the private sector is taking the initiative in public art to obtain a competitive edge. No one from the private sector is commissioning artists to be kind. They are doing it because it makes good commercial sense.

There are ongoing debates about whether public art should be of most benefit to artists, to the commissioning clients or site owners, to the public who have no choice but to live with the art, or to the environment from which the art product is made. For that matter each and every structure added to the environment, including housing, becomes public art by default. Whichever stance is taken, there are complex processes and issues involved in the commissioning, design, completion, installation and maintenance of artworks many of which need to exist unsupervised, for many years in the public domain. Suitability of the product for context, quality assurance, cost, co-ordination of subcontractors, durability, cultural sensitivity, community consultation, autonomy of artists, safety, vandalism risks, acknowledgement, maintenance, pigeon poo, drink drivers, individual egos and public liability are all critical considerations. While professional artists working alone or in a small consortium and on a commission basis are responsible for making most outdoor public artworks, there are other groups who do so, with varying degrees of professional support. Collaboration is a necessary aspect for most works so there is little room for inflated egos or individual aesthetic preferences which can delay or derail the even most promising projects.

The contribution of non-professional groups to public artwork is not well researched. What is evident in discussions of the few studies available is that while community involvement in making public art can be very rewarding, it is also very hard work. These and other issues are central to the Public Art focus in ED4123 through direct involvement in projects, in-class discussions, research and assessment. For most students this is the first time they have been part of a collaborative art team and it is invariably the first time they have been asked to gift artwork to their community. Our teacher education context requires a curriculum focus with authentic assessment. It is with a sense of collaborative pride that I commend all of the works from the 2008 ED4123 cohort to you.

*Linda Ashton*

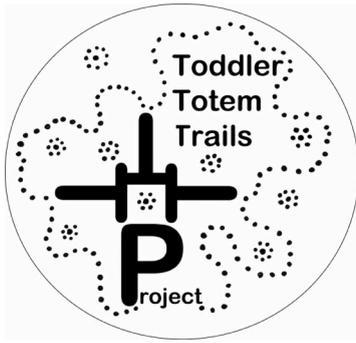
# Toddler Totem Trails 2007 - 08

The TTT project(Toddler Totem Trails) was a major Community engagement activity for JCU SOE for 2007/08. Following a successful proposal by Dr. Ashton and securing of funding and community partnerships, 6 family clay plaque making days in 3 local parks began in March 07. At these Sunday fun days JCU students ventured with art materials into the community, inviting residents with young children to attend. Each of the events provided free sausage sizzles and drinks by Mundingburra Rotary Club, discounted entertainment by Melville's Farm and access to free ceramic materials and tuition for the plaque making process. JCU art and community service students attended and scaffold the plaque making experience.

The clay plaques on large bollards were partly inspired by the Geelong Baywalk Bollards which display over 100 historical 2.5m high community characters along the foreshore. Our completed TTT will celebrate 400 local children from Vincent, Heatley and Gulliver, displaying their names, birth dates and decorative bits if desired, on their fired and varnished plaques. The interactive experience with community and in particular with local Indigenous families has been very rewarding for pre-service teachers. While the original grant was to focus on children under 6yrs of age, many extended family members and teenage siblings have also made plaques. As well as being guided through the practical process, the children receive a special TTT badge, experience one on one time with cuddly, furry baby animals, enjoy the jumping castle, pony rides or chairplane ride. To accommodate the older children, JCU invited Heatley Secondary College yr 9 and 10 art students to paint suitable designs on smaller concrete bollards, kindly donated to the TTT Project by TCC Parks and Gardens. By installing the high schoolers' colourful painted works near the toddlers' plaques, we hope to create a sense of guardianship and protection - a strong anti-vandalism strategy.

All firing and final decorating of the 400 clay plaques occurred at JCU. School of Education students and community service volunteers have assisted with transporting the soft clay pieces back to uni, storing them, curving, drying and firing them before carefully added colour and bling as selected by the child and their family. Installation of the bollards has been taken on through Townsville Towing, Life Be In It Community Carpentry, JCU and Mundingburra Rotarians who all collaborated to install the totems at TCC approved sites. The response by locals has been amazing. By November 2008 all 400 plaques will be displayed in their outdoor gallery spaces, encouraging families to walk regularly and visit their child's unique named art. JCU would like to especially thank Ray Pendle from Rotary Mundingburra, all community partners, sponsors and local business groups (including Bendigo Bank) and the many enthusiastic individuals and community members who have contributed to this ongoing this project making it a worthwhile reality.





The 3 Tees in the TTT logo stand for Toddler Totem Trails. They also represent the 3 suburbs involved. The Tees are arranged in the shape of community walking paths with the P for Project also symbolising the parkland meeting places where the bollards with plaques are installed. The dots mark more individual trails as families walk from home to the parks and back.



A 2007 - 08 Project Celebrating Community



# I'd Rather Be .... A Story about Change

**Copies of this picture book will be donated to various community groups this evening.**

*Little rainbow is not happy with her life. She thinks she is boring because she only has curves for shapes. She decides to leave the sky and try out some different body types. Little rainbow has never really appreciated her other feature .... beautiful colours. These never fade as she explores the world. Will she leave the sun and clouds forever or can she find a way to be a rainbow with a difference?*

The vibrant illustrations in this book were made with acrylic paint using just primary colours to mix the secondary colours. Plastic squares (bread clips) were used to blend small dabs of pure colour in experimental abstract patterns on large sheets of paper. When these dried they were cut up into small pieces and carefully pasted onto the drawn animal outlines as a collage. About 70 education students each contributed colourful pieces to the collage which was completed over a few weeks.

Dr Linda Ashton taught the students how to make the pictures. She also took digital photos of each page and photo-shopped the words in to fit around the animal outlines. The story is in poem form and was created collaboratively through brainstorming. Sometimes the words blend in with the pictures rather than appearing in standard left to right rows as in conventional books. This encourages children to search for camouflaged words - an important skill when reading print on a computer screen. Once familiar with the rhythm of the poem children can use predictive decoding strategies to go back and find any words they may have missed in a reading.

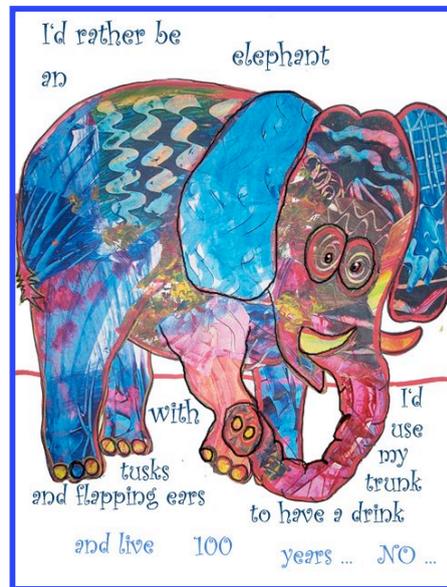
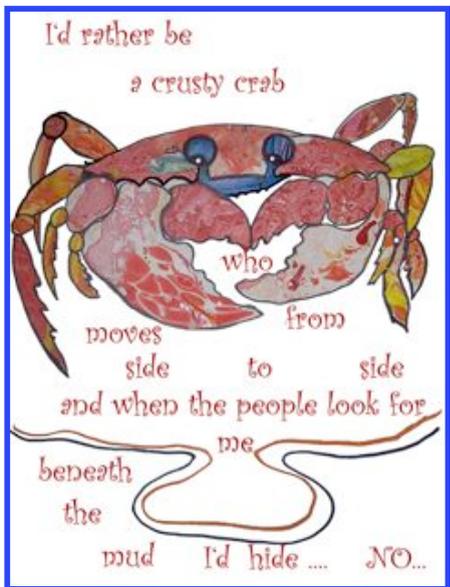
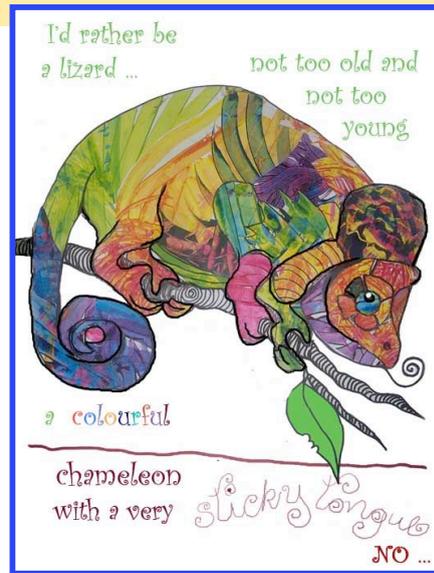
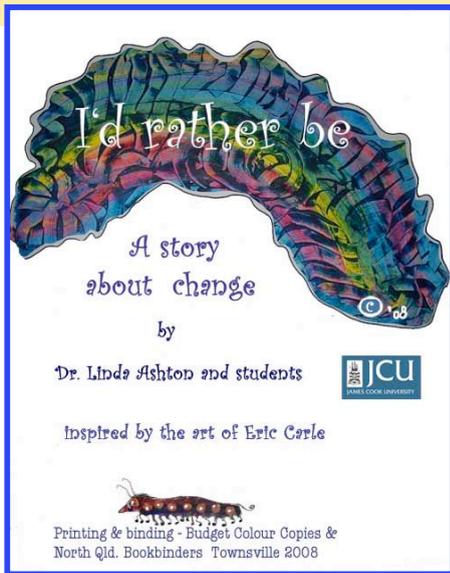
We hope you enjoy reading the story as much as we enjoyed creating it. Maybe you would like to draw some of our pictures. Maybe you could make some of your own bread clip art and cut it up for another animal collage. Our story has poems for many kinds of animals ... a mammal, reptile, amphibian, marsupial, crustacean, bird, fish, echinoderm ... but we have left lots out.

ISBN 9780980468731  
edlea@jcu.edu.au

Limited edition print \$70 Aus.

**A few limited edition signed copies are available for sale this evening (see library display & order forms).** 8.

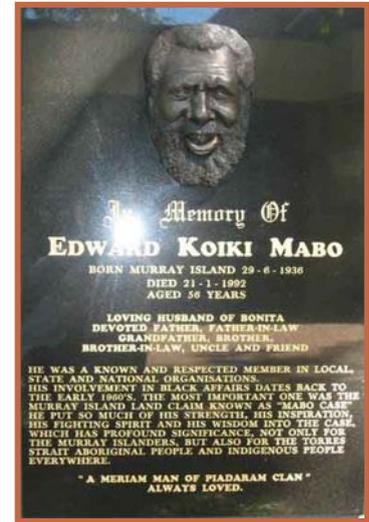
# I'd Rather Be .... excerpt pages



# The Learning Circles



The 2008 **Learning Circles** Art project is a collaborative Art Project for permanent public display at **JCU's Eddie Koiki Mabo Library (Townsville Campus)**. The classic portholes of the ground floor internal wall (previously external) were the key feature around which we designed the new relief surface. Since the library building was opened in 1969, a work by ceramics artist Peter Travis has been displayed as part of the library's art collection. The untitled panel is displayed in the first level stairwell on the opposite side of the Learning Circles wall. Clay impressions from Travis' work were incorporated into the 2008 Learning Circles.



The two artworks, though ceramic, are very different in style and technique and provide relevant metaphors for how university communities have become much more diverse since 1969. They also mirror how approaches to teaching and learning have changed during the 40 year time span. The Travis panel is ordered, mechanistic, made from precast templates and completed independently by a commissioned professional artist. The 2008 work by students, staff and members of the public has flowing, organic patterns which symbolise responsive pedagogies and learning pathways and a collaborative approach to achieving things. The humble clay medium captures rich textures in each work. This work is a gift to JCU in 2008, the 40th anniversary of the opening of the library on the Townsville Campus.





The Learning Circles project was planned as part of a first year student retention strategy and to welcome new JCU students to campus. In late 2007 Linda Ashton and Peter Hanley from Teaching and Learning Development met to discuss how the JCU mentor program which he co-ordinates, might incorporate a community art project. Meeting in the Learning Centre, the large bare concrete wall (except for the 6 glass porthole windows) begged adornment and provided place and inspiration for the Learning Circles name. Formal application to the University to approve the concept was made and permission gained from the architect who designed the library building. The intention was to complement rather than superimpose a new design. Within a few weeks a design concept and plan for completion had been developed. Fortunately, the artists were given the flexibility of allowing the final design to evolve. Doing so carried risks and benefits but in this case facilitated a much stronger design contribution by each student rather than merely sticking pieces onto a predetermined design on the wall. The trust shown by the University in this regard is much appreciated.

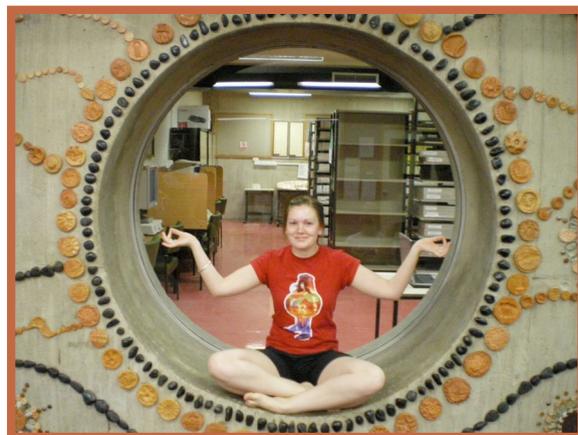
Once most of the clay shapes had been made by first year students and bisque-fired, Linda Ashton and 30 students in a School of Education semester 2 subject took on the installation of the work in the library space. Additional pieces were made along the way and varnished, then installed over a number of weeks. Circular mirrors kindly donated by Twin Cities Glass & Aluminium were incorporated. Natural stone pebbles, glass beads, some silver sparkles and gloss varnish added the final touch. The pre-service teachers simultaneously researched public and community art genres for their educational opportunities. Some students from different degrees assisted through significant community service hours and melded in with the education students to complete the project. Bob and Zuni each spent many hours working on the Learning Circles. A community artist Janine Jumeau has assisted with previous JCU community art projects and has again become a regular, welcome guest in our 08 class.

The final outcome sees a large permanent artwork installed at the University through a sense of belonging, networking and volunteering. If privately commissioned, the work would exceed \$25000 in materials and labour.



## JCU Graduate Qualities

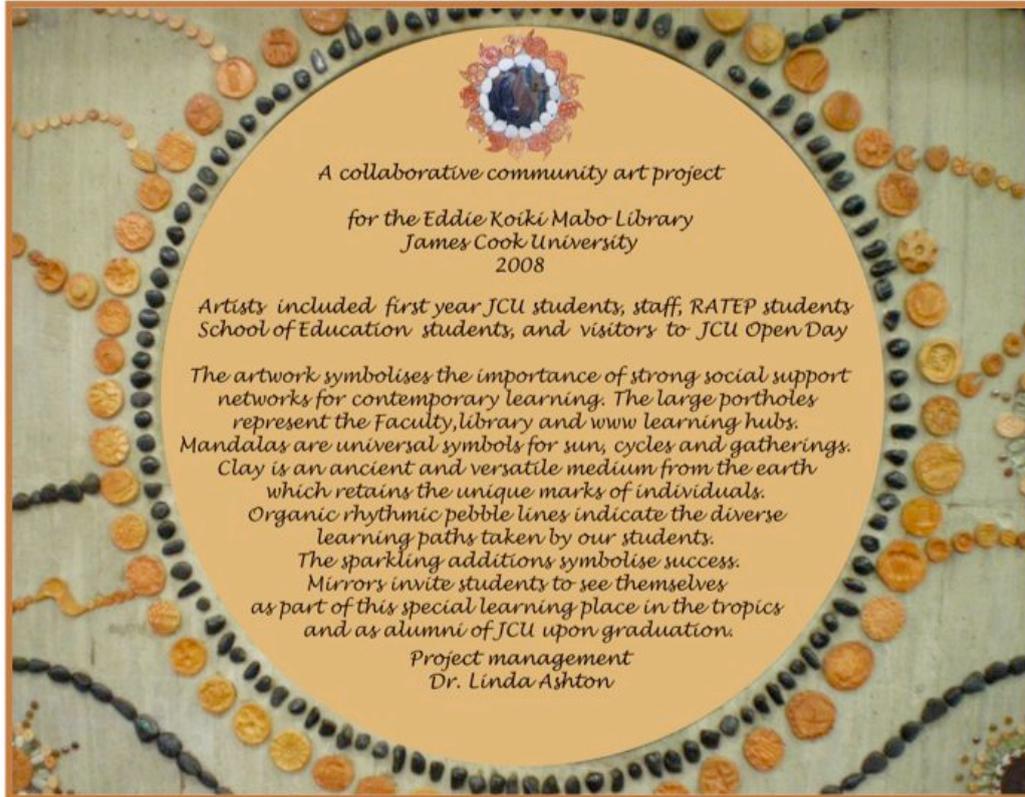
- exemplary personal and professional moral and ethical standards and intellectual development
- an understanding of Indigenous Australian issues and cultures
- an understanding of regional issues
- a sense of professional, community and environmental responsibilities
- willingness to contribute to the intellectual, cultural and social life of the regional, national and international communities



Four Ozzie tree seedlings will be given away to counter the environmental footprint of resources for the art projects in 2008.



# Learning Circles Didactic and Certificate



## Individual Student Projects 2D, virtual and 3D



As well as public and community art experiences students in ED4123 have completed a drawing course to address the common problem of how to respond to children when they say “I can’t draw”. Most teachers avoid this cry for help assuming that drawing (realistically) is largely an innate or natural ability. Through drawing exercises, practice, relevant readings, in-class discussions and an assignment (see displays), each pre-service teacher develops a clear understanding of how to intervene constructively in this vital area of learning. They also recognise that drawing experiences are more about brain functioning and perceptual thinking than about making a satisfying picture.

Most students have applied the drawing experience in some phase of making their individual works, in the medium of their choice. Their individual artist statements provide title, medium, intent and meaning for the works. Some students have also chosen to display the assignment from the semester’s intensive drawing experience.

Following an investigation of Creative Thinking Strategies and P.O. students were scaffolded in making an individual work. They were required to track specific lateral thinking. The skills encouraged included - posing questions, combining ideas, changing ideas, fluency, flexibility, activating curiosity, practising connection thinking & collision thinking, acting on chance moments, sharing design problems with peers, displaying perseverance, problem solving and responding within culturally & environmentally responsible parameters. The work had to be portable, safe and finished with strong technique and reflected upon in a written artist statement. Recycling was a specific focus. Some of the pieces are designed for classroom use with funky functional features added.



## Meet the 2008 Artist ~ Educators



Linda Ashton



Michelle Ayres



Kristy Barnes



Dianne Bryde



Anthony Campianello



Jasmine Clark



Margo Collins



Caitlin Cox



Lloyd Dawson 15.

# Meet the 2008 Artist ~ Educators



Suzy Fedorowytch



Joanna Francis



Amanda Fudge



Carmen Gallagher



Mikaela Greaney



Renae Griffin



Sarah Henderson



Rhonda Inkson



Meagan Lindsay 16.

## Meet the 2008 Artist ~ Educators



Emma Rimmington



Immogen Ryan



Renee Smith



Charmaine Soper



Hana Stinson



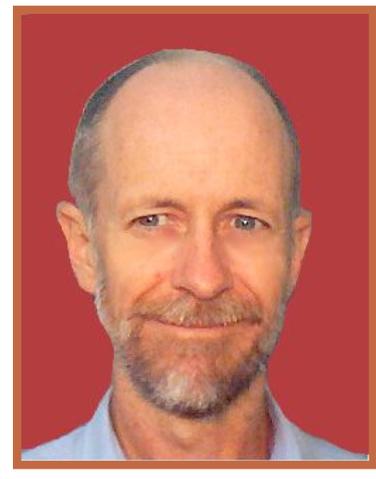
Jennifer Stuart



Emma Weir



May Wetterling



Bill White

## Meet the 2008 Artist ~ Educators



Sarah White



Hannah Wilcox



Janine Jumeau



Zuni Wild-drake-kave

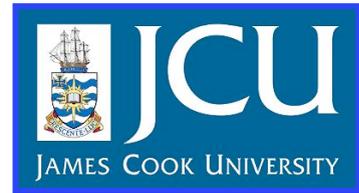


Bob Nordin



Thanks go to our generous sponsors, business and community partners in 2008

JCU Teaching and Learning Development for major sponsorship  
 JCU Student Mentor Program  
 Twin Cities Glass and Aluminium for mirrors  
 JCU Student Association for catering  
 Prof. Nola Alloway for sponsorship  
 Prof. Andy Vann for sponsorship  
 Dr. Ed Errington for sponsorship



For 2008 JCU Picture Book Production



For Toddler Totem Trails 07- 08



Children grow from good beginnings



Stronger Families and Communities Strategy

An Australian Government Initiative

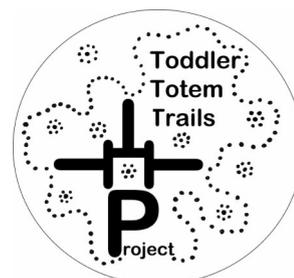


Life. Be in it.™

Community Carpentry



everyone's family





## Exhibition Night Comments, Contacts & Autographs



