



Education resource

Bright Sparks 2024

Poster Exhibition: *Let's Make Food Magic*

Image: Bright Sparks 2023, installation view.
Photo: Mischa Wang

Incinerator Gallery
Visual arts with Burley Griffin heritage

 City of
Moonee Valley

Bright Sparks 2024

Poster Exhibition: *Let's Make Food Magic*

Suitable for: Years Prep (Foundation)–Year 10

Incinerator Gallery invites school students who live or study in Moonee Valley to enter the Bright Sparks poster exhibition.

Have you ever been told not to play with your food? Now's your chance to explore all the playful possibilities that food has to offer (aside from filling your tummy of course). What if pizza grew on trees? Or different coloured apples gave you different superpowers? Pick up your favourite art supplies and show us the magic of food.

Posters may be created from any medium, for example: paint, felt tipped pens, ink, photograph, digital prints, to name a few. Collaged artworks must be able to withstand handling and storage without elements falling off. Pastel or charcoal works should be sprayed with fixative so not to smudge.

Posters should be no larger than A3 in size.

See incineratorgallery.com.au/call-for-proposals-awards/brightsparks/ for details on How to enter, Terms and Conditions and Selection Criteria.

Key dates

- Posters will be accepted at Incinerator Gallery from 1 October to 24 November during regular opening hours (Tuesday to Sunday, 11–4).
- Posters will be displayed at Incinerator Gallery from Saturday, 7 December 2024 to Sunday, 19 January 2025.
- The Bright Sparks exhibition will open alongside Fireworks on Friday, 6 December 2024 at 6pm.
- Prizes to be awarded at the opening are:
- Mayoral Award for Bright Sparks \$50 art supplies voucher
- Incinerator Bright Sparks Award \$50 art supplies voucher

Education resource

This education resource has been produced to support educators in guiding their students through the Visual Arts area of the Victorian Curriculum from Foundation to Level 10. It is presented in the structure of Look, Think, Make, to prompt the observational, conceptual and practical components that underpin Visual Arts learning.

The content and exercises within are designed to deepen students' understanding and appreciation of Visual Art around the chosen theme of the Bright Sparks 2024 exhibition theme, 'Let's Make Food Magic'. Using the activities within this resource may be helpful to students in creating poster designs to submit for the exhibition, however, is not essential to submitting posters for exhibit.

Primary: Foundation–4



Sedey Mabel Stephen

Kara meta (My home) 2012

watercolour and fibre-tipped pen

National Gallery of Victoria, Melbourne

Purchased, Victorian Foundation for Living Australian Artists, 2014

© Sedey Mabel Stephen, courtesy of Erub Erwer Meta (Darnley Island Arts Centre)

[2014.1960](#)

Sedey Mabel Stephen is a Torres Strait Islander artist. She is from an Island called Mer. Mer is one of a group of Islands that makes up the Torres Strait Islands which sit above the very tip of Queensland.

Primary: Foundation–4

Sedey Mabel Stephen



LOOK

Ask the students to look at Sedey's painting. Use the following questions to encourage students to describe what they can see. Encourage them to reflect on how this artwork is different or similar to their own homes.

- List the things you can see in this painting
- Does your house look like this? How is your house different? Does it have more windows or less? Is your house a different colour or the same colour?
- Do you have plants that you can eat growing in your garden? What kind of plants do you think are growing in Sedey's Garden?
- What animals do you think live with Sedey? Do any animals live with you?

THINK

These prompts will help guide students to imagine what unconventional foods growing in a garden might look like, encourage them to be silly and over the top.

- If you could grow any food you wanted in your garden, what would you want it to be?
- Would a pizza grow on a tree like an apple or at the top of a flower stalk like a daisy?
- What would an ice cream plant look like? Would it be hard and frosty? Or melty and sloppy?
- If you had a tree that grew toast, would it grow with jam or Vegemite or hummus, or no toppings at all?
- Instead of grapes on a vine – would you grow falafel? Or meatballs? Or dumplings?

MAKE

Make Your Magical Garden

Suggested Materials

Drawing:

- A3 paper stock
- Pencils
- Pastels/crayons

Collage:

- A3 paper stock
- Glue sticks
- Scissors
- Magazines – look for old cookbooks, homes and gardens, National Geographic etc.
- Pencils

A. Drawing (Foundation–4): Students are encouraged to draw their own house and an imagined garden similar to Sedey's. Encourage them to draw their favourite foods growing all around them.

B. Collage (Levels 3–4): Ask students to cut out images of plants and of different foods or create their own out of coloured papers.

Encourage students to place pictures of plants and food together on an A3 sheet of paper to create new and more magical versions of these plants growing in their imaginary garden. Students should spend some time exploring the placement of pictures on the page before gluing anything down.

Once students are happy with the placement of their pictures they can start gluing images onto the base paper. Encourage them to sign the artwork as well.

(Optional) Final pictures could be laminated by the teacher for protection.

Curriculum Links Level F-4:

Aims: Through observational, imaginative and sensory investigations, students begin their own creative practice; Foundation (VCAVAV018). Level 1-2 (VCAVAV022), Level 3 & 4 (VCAVAV026)

Primary: Level 5–6



Hassan Hajjaj
Love Maroc 2010
chromogenic print
[Copyright the artist](#)



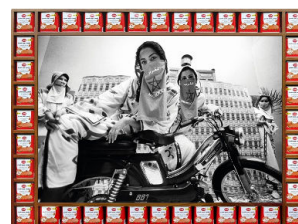
Hassan Hajjaj
El Seed 2016
metallic Lambda on 3mm diabond, in artist's frame
[Copyright the artist](#)

Hassan Hajjaj is a Moroccan/British photographer. He was born in Morocco but moved to London, in England, with his family when he was 12 years old. Britain and Morocco have very different cultures, and Hajjaj has experienced both. His photographs are usually portraits of his Moroccan family and friends, as well as the wider community. He uses patterns and objects that represent his Moroccan heritage and community. Hajjaj started taking photos like this to show his British community what Moroccan culture is really like.

'I wanted to show my friends that we have something cool' – Hassan Hajjaj, [The New York Times](#).

Primary: Level 5–6

Hassan Hajjaj



LOOK

- What stands out to you in these photographs? What catches your eye first?
- Which artwork do you like better? Why/why not?
- Can you see any food in these photos?
- How do you think these artworks have been made? What techniques might the artist have used?
- What do you think that artist is trying to say with these photographs?

THINK

These prompts will support visual art thinking through group discussion before engaging in an independent brainstorm. Encourage students to discuss in small groups.

- **Why use food to frame pictures of people?**
Hajjaj has utilised food and food containers as picture frames for these portraits. If he wants to show Moroccan culture, why include pictures of food?
- **Why is food a good representation of identity?**
We eat food every day! Often the foods we eat are connected to where we live, where are our family is from, or even special occasions. We can learn things about someone's cultural or national identity by looking at what they eat.
 - For example: In Australia sometimes we have fairy bread at birthday parties. Other countries might not do this. So, if you were in a different country and told someone you had fairy bread at your 10th birthday party, they could probably guess you grew up in Australia.
 - Another example: If someone said they rarely have loaves of bread in their house, but they always have pita – what might that tell you about that person?
- **What foods do you think represent your culture or family?** What foods do you think best represent your family? Why?

MAKE

Portrait Collage

Suggested Materials

- A3 paper stock
- Scissors
- Glue
- Photographs (students to bring a photo from home)
- Found materials – food packaging labels, pieces of food packaging, print outs of food, magazine pictures etc.
- (optional) patterned fabric
 - You could ask students to bring in some fabric from home that is specific to their cultures, i.e. kente cloth, tartan, batik, yuzen silk etc.
 - Or get a pack of generic, bright coloured off-cuts from any textile store

Preparation

- Ask students to think about how they would use food to represent a family member and their cultural identity, ask them to pick a specific family member, or themselves, and bring a photo of them to class. Alternatively, they could draw themselves or a family member and use this instead of a photograph (Stress that the photo will be used in collage so make sure it is a copy or duplicate)
- Students bring a photograph of a family member from home or;
- Students take a photograph of a family member which teachers can print at school
- Ask students to bring from home pieces of food packaging (clean of course), food labels or supermarket catalogues – encourage them to bring things that they think represent the person whose portrait they picked

Primary: Level 5–6

Hassan Hajjaj



In Class:

- Students glue portrait of family member in the centre of an A4 piece of paper and use food packaging/labels etc. to create a border
 - The border should represent the person's culture, nationality or community in some way

OR;

- Glue patterned fabric to paper
- Cut around the figure of the family member in the photo
- Glue figure in the centre of the fabric
- Use food packaging/labels etc. to create a border

Curriculum Links Level 5–6:

Aims

Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs (VCAVAE029)

Present and Perform: Create and display artwork considering how ideas can be expressed to an audience (VCAVAP031)

Secondary: Level 7–10



Campbell Soup Company

The souper dress 1967

screen-printed wood pulp and cotton

National Gallery of Victoria, Melbourne

Purchased, 1991

[CT76-1991](#)

This dress was made in the mid-1960s, around 60 years ago. During that time, disposable paper dresses became really popular and were often made by companies trying to sell things such as food, hair care products or phone books. These dresses were only meant to be worn two or three times before being thrown out. The 1960s were a time when 'fast fashion' became more popularised, meaning fashion production that values speed and quantity over quality and sustainability. The clothes produced by fast fashion often end up in landfill, creating large amounts of rubbish that pollute many parts of the world.

Secondary: Level 7–10

Campbell Soup Company



LOOK

Below are some simple prompts to consider:

- What colours has the manufacturer used?
- Is there text present? What does the text say?
- List everything you can see. (Keep it simple – think colours, shapes, words, linework)
- What art elements are present here?
- What art principles have been used here?

THINK

Encourage smaller groups to discuss the design amongst themselves before opening up the discussion to the whole class. These prompts will help facilitate discussion.

- This dress is not made of Campbell's soup cans, but it is made to look like it is. Do you think you could use real left-over soup cans to make a piece of clothing?
- How do you think the manufacturer has made this work?
- What do you think is the point of making a dress with a brand of food all over it?
- Why do you think these dresses might not last very long?
- What kind of materials do you think might be better for the environment? Consider the food we eat, are there any leftovers that you think might be better than paper?
- Do you think that using food leftovers or containers is a way to make easily degradable clothes? Or to reduce waste? Why or why not?

MAKE

Food as Fashion

Imagine you are the head designer of a fashion house that makes sustainable clothing by recycling used food wrappers and leftovers. Design an outfit that uses products leftover from your school lunch, Sunday dinners, or a theatre visit! Encourage students to design two or three separate items of clothing.

Suggested Materials

- A3 paper stock
- Scissors
- Glue
- Pencils
- Water colour pencils/paint
- Paint brushes
- Fine line pens

Using fashion design sketches as aesthetic inspiration, ask student to start sketching a design of a piece of clothing made from either food leftovers or wrappers/containers. They could design a jacket made from chip packets, a skirt made of juice bottles, or a hat made from apple cores.

Encourage them to draw the front and back of their items to get them thinking about the object in the three-dimensional realm as well. You could hang coats or jumpers or other items of clothing around the classroom so they can see the shape of the clothes.

Curriculum Links Level 7–10:

Aims

Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks (VCAVAE033)

Develop skills in planning and designing art works and documenting artistic practice (VCAVAV036)



180 Holmes Road Aberfeldie 3040



11am—4pm, Tuesday to Sunday



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