



A Special 'Welcome Back' to School

Term 2 – Week 7
Tuesday 26th May 2020

How wonderful it was to be able to welcome our students in the upper and lower classes back to school this morning! Our school has been so quiet without the sounds of children's laughter, and today it feels as though its heart and soul has returned.

The excitement amongst the Class 1 and 2 children to be reunited with their teachers and one another was very heart-warming to see. It was quite a moment for their parents too. Many have treasured the time that they have had with their children and the insights into the Steiner curriculum they have gained over the past few weeks. There were a few sighs of relief too as Yun-Hsuan led the children across the field and down to their classroom. Some parents remarked that it felt like the first day of school all over again!

We were pleased to welcome some new families and their children to our school this morning, some of whom have been participating in our distance learning program all term but had yet to sit at a desk in their classroom. Today will be a special day for them as they get to know their classmates for the first time.

We have taken the opportunity while the students have been away to continue to renovate and beautify our school. Although our major project has been to replace the floors in Classes 3 and 4, we have also rebuilt the cabinetry and repainted the rooms. Elsewhere around the school, we have repaired the wooden outdoor furniture, repainted the Art room and Student Support spaces, and added two new cubbies to the Class 1 and 2 playground.

I would like to take this opportunity to thank and acknowledge all of our staff who have worked so tirelessly in so many different ways this term. Steiner education is child centred by design, and although the children have had to be away from school, they have certainly never left our thoughts.

John Stewart, Education Administrator



One of our new cubbies ready for the children today

Calendar

TERM DATES 2020

Term 1	28/1 – 27/3
Term 2	14/4 – 19/6
Term 3	14/7 – 11/9
Term 4	5/10 – 11/12

May

Mon 25	Student Free Day
Tue 26	Return to School - Kindergarten, Classes 1, 2, 11 & 12

June

Fri 5	Reports Writing Day	Student free day
Mon 8	Queen's Birthday Public Holiday	Public Holiday
Tue 9	Return to School – Classes 3 – 10	
Fri 19	End of Term Two	

July

Mon 13	Staff Conference	Student free day
Tue 14	Term Three begins	

CONVEYANCE ALLOWANCE

Barry

The Victorian Department of Education and Training will continue to make all Conveyance Allowance payments to schools and parents - including public bus, private car and private bus.

Payments will continue to be made for all eligible students regardless of whether the student is physically attending school or learning from home.

ARRIVING AT SCHOOL THIS MORNING





Music teachers (L to R) Celia, Damien, Tomi and Jenny

Last week, the music teachers created musical videos for our students and school community in place of regular music lessons. We would also like to share them with all our newsletter readers.

Here are the links and descriptions of the music we played:

'Czardas' A Hungarian dance by the Italian composer Monti.

https://drive.google.com/file/d/12qwyHIHbLW1SADxxIRLhDHA_oQqBZsrD/view?usp=sharing

'Somewhere Over the Rainbow' a ballad composed by Harold Arlen for the 1939 movie *'The Wizard of Oz'*.

<https://drive.google.com/file/d/1R6qeN-2epZePH6HZ5FsBZOHmg8B5CUpS/view?usp=sharing>

A string Trio arrangement of Franz Schubert's *'Serenade'*.

<https://drive.google.com/file/d/1KQpgyK5d2sHK4-WFh5b3cSfbwDl129Tc/view?usp=sharing>

'Oblivion' by Astor Piazzolla, an Argentinian tango composer.

<https://drive.google.com/file/d/1KQpgyK5d2sHK4-WFh5b3cSfbwDl129Tc/view?usp=sharing>

Redemption Song- unplugged classic by the great Bob Marley.

<https://drive.google.com/file/d/1ENDxNwX6pnadzb4BOyvzqWM4or-04HID/view?usp=sharing>

Stellar by Starlight. Beautiful Jazz Ballad which has been covered by many Jazz greats.

https://drive.google.com/file/d/166DqSzUaj_DU04_Z-ivbZmfpx7Hec-aQ/view?usp=sharing

Cantaloupe Island. By the great Jazz Pianist Herbie Hancock.

https://drive.google.com/file/d/1l9seeVY_ubvbXX4PrQI784AagBjQmRMb/view?usp=sharing

Summertime. Jazz classic From Gershwin's Porgy and Bess

https://drive.google.com/file/d/1vSP11WD5G_FmZLIFdfq2lZKwyuu1CIQ5/view?usp=sharing

Dylan is going to entertain you with two modern classics from Canadian Violinist Owen Pallet. Dylan uses a loop pedal in his performances.

The first piece is 'This is the dream of Win and Regine'

<https://drive.google.com/file/d/1WRjI4jP3cRaxemT79u6cHTVRoxSW8FH3/view?usp=sharing>

The Second is 'Many lives'

https://drive.google.com/file/d/1f1X42iPGFCYW05Vh2xlMrBc_y-lHzNsg/view?usp=sharing

To finish this week of music sharing is a beautiful original piece by Andrew.

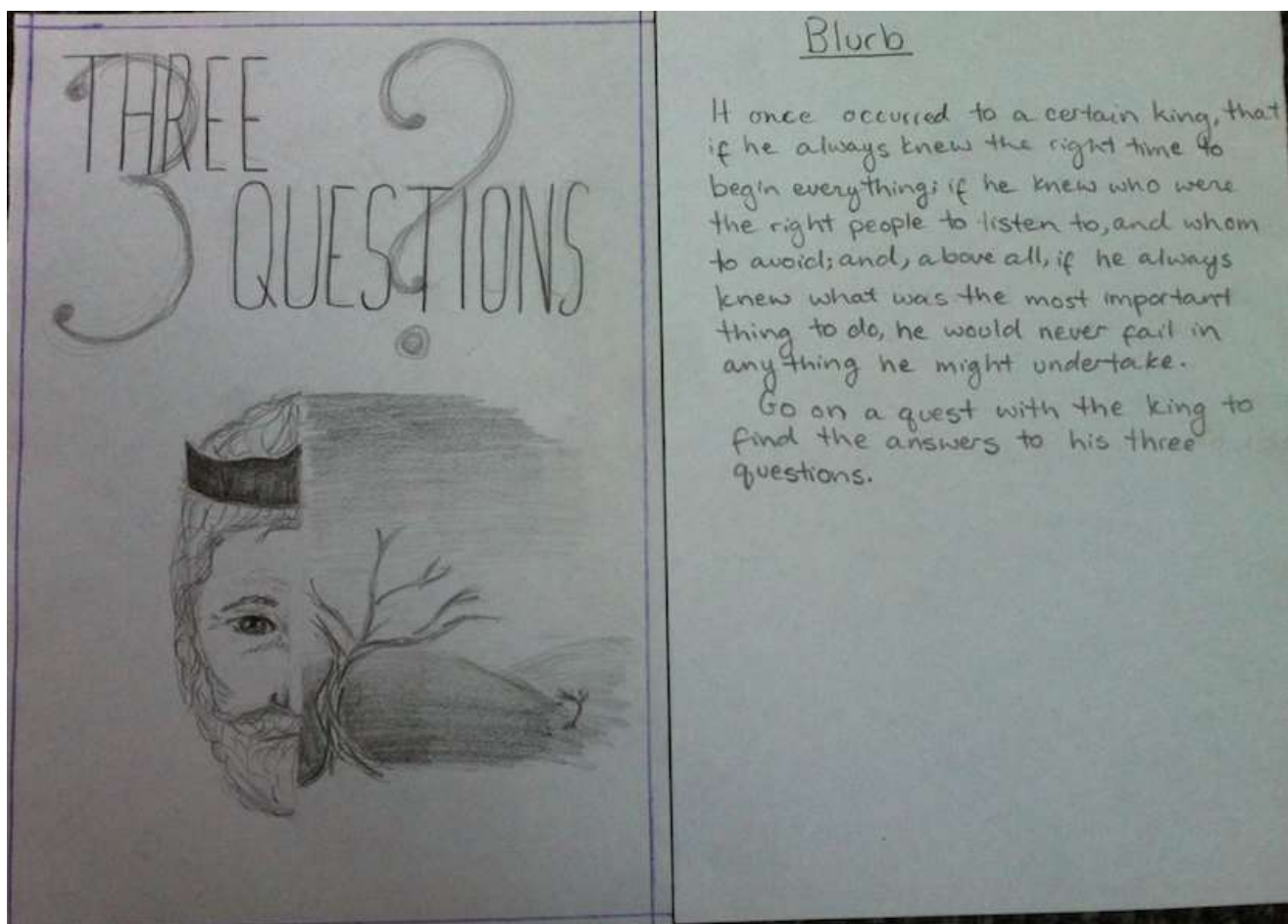
https://drive.google.com/file/d/1f1X42iPGFCYW05Vh2xlMrBc_y-lHzNsg/view?usp=sharing

I hope you enjoy this music sharing as much as we did putting it together for you. I would like to thank the Musicians for their great work and Howard for all his extra work as the sound engineer.

CLASS 9 ENGLISH - THE THREE QUESTIONS

Belinda

The 'Three Questions' responses below are based on our exploration of short stories in Class 9 English Practice lessons. The students were set this short story by Leo Tolstoy ('Three Questions') to read. They were then asked to write a blurb or to design a cover for the story. Some students chose both.



The children have been enjoying the stories this term. They have heard “The little gnome who had to stay home” by master therapeutic story teller/writer Susan Perrow; “Sweet Porridge” by Brothers Grimm and are now hearing “Little Briar Rose” by Brothers Grimm.

Story building and telling during indoor play was a big theme in Mother Holle first term with many wonderful stories. The children and parents/carers have created many beautiful story scenes at home now too with whatever was on hand – sometimes with the help of siblings at other times the child alone has created the story.

The power of a child’s imagination can be seen with the way items are transformed into objects, characters etc. The less form an object has the easier it is to transform it into something else such as the gnomes and teapot pictured. A walk-in nature will often be enough to collect and find inspiration for all kinds of creative play.

While this time at home has offered many families a rich experience of their education in the home, we are looking forward to being reunited in person next week to once again share our songs, stories and play in Mother Holle, trusting that the gifts of the past 6 weeks will carry on in children’s homes into the future.





*LYSS Class 5
Indian Feast 2020*



Here are some lovely 'home learning' pictures from Class 2 last week. We welcome them back to their classroom today.



As part of our ongoing exploration of darkness and light in Class 9 Art, students generally explore methods of print making. As they would not have a printing press and other necessary tools at their disposal through remote learning, the class were set the task of producing a scratchboard image. This process involves scratching away at a black surface to reveal the white beneath. This not only teaches fine line-work skills which are transferrable to etching, it also asks students to think differently about the relationship between darkness and light. In being asked to reveal the light, rather than drawing the darkness, students need to consider their chosen image and recognise what emerges in the highlights, and what recedes into shadow.

This can be a detailed and time consuming process; I am so proud of the care and effort that so many students have put into the creation of their art. Well done class 9!



Lily Brock



Kiera Steventon



Ella Plant



Erica Ronalds

As the conclusion to the History of Art Main Lesson, Class 11 were asked to research an artist of their own choosing from the 20th or 21st century. This task asked students to investigate the ways in which the time period, culture and the artist's own biography all helped to shape their artistic practice, and in turn, the impact that these artworks had on the world. Alongside their research, students also analysed artworks and created their own artistic reproductions. Although this work had to be completed from home, the time, care and effort that the class gave to the task is very clear. Well done, and thank you class 11!



Above left:
Painting by Finn Mager, after the work
of Ben Quilty (*After Afghanistan*)

Above right:
Painting by Hoshi Kiers-Bontjer, after
the work of Vanessa Bell (*Basket of
Flowers*).

Left:
Painting by Tara Hamer, after the work
of Edvard Munch (*Self Portrait in
Front of the House Wall*)

Sunflower Seeds.

An Analysis of the work of Ai Weiwei, by Karuna Jones

Ai Weiwei's art piece *Sunflower Seeds* is one of his most well known works. The work is an installation made of millions of handmade porcelain sunflower seeds, and was commissioned by the TATE, in the UK.

The project took place from 2008 – 2011, and sought to engage the Chinese town of Jingdezhen which sits 100km from Beijing. The townspeople were known as masters of porcelain, yet after the fall of the Mao government, who had commissioned all of their work, many were left without work.

The sunflower project involved 1600 workers from the town. Each seed was handcrafted with traditional methods; old techniques transformed into a contemporary language. The sunflower represented the loyal followers of the Mao party, a political symbol of the cultural revolution. The sunflower seed is also often a symbol of compassion, shared as a street snack, showing friendship and kindness.



Ceramic sunflower seeds, handmade and painted by Karuna Jones. After the work of Ai Weiwei (Sunflower Seeds).

The interactive exhibition allowed human engagement, asking people to question the human condition, and the importance of the work before them. *Sunflower Seeds* comments on social, political and economic issues faced in China. The sunflower seed is a symbol of hope, of nature's relationship with human kind. The installation format of the artwork allowed the audience or viewer to have an embodied experience of the art; to feel the texture, shape and work put in to create just one fake seed, to feel underfoot or in ones hand the weight of the art. This allowed the viewer to choose for themselves their experience of the work, and that affects the meaning.

Sunflowers are a strong symbol of China; politics, friendship, food, hope, change.

The work was made large enough to create a potent effect and significance. Each seed is hand crafted, it is millions of individual artworks as one. The work was created by 1600 artists and artisans; this is their work, carried by a known name in the art world, making visible the unseen masters.