

<p>1. TOPIC: What interests do you and the children have? What dimensions of the NZC do you wish to explore? (Brainstorm, then choose one idea to take forward)</p> <p>Telling the story of the Kahikatea tree felling in Waikato</p> <p>Remnant forests – importance of these to nature</p> <p>Working together vs working alone...</p>	<p>2. ENTERPRISE: Who are people that might deal with this area professionally? (RESEARCH), Brainstorm then choose one idea to take forward (Use 'possible enterprises' grid' here)</p> <p>Public Art experts – create large scale works</p> <p>3. PAST HISTORY: / EXPERT FRAME What past successes would this enterprise have enjoyed? What are they particularly renowned for? (Consider frame distance here)</p> <p>Just completed a Mural for township of RUSSELL showing significant dates in pioneer history</p> <p>Also created Anzac memorial sculpture in the past.</p>	<p>4. COMMISSION & CLIENT: What is a might be asked to do & who would ask the</p> <p>HCC ask us to create a public art piece for the Anglesea street.</p> <p>They have been inspired by building projections online. However, in current climate, the budget new equipment is available. Thus we are limited projection time, using only the tools of standard programme.</p> <p>After consultation with local stakeholders and iv been made to create the projection on the them The Kahikatea in Hamilton, Past and present". tender process. We have today to come up with</p> <p>HOWEVER – they do not want literal interpreta they would like us to abstract it....</p>
<p>5. TASKS: What would the company need to do to carry out the commission professionally? (Refer to generic tasks grid for some ideas here – others will emerge from the commission itself)</p> <p>Collect sample material from Kahikatea trees</p> <p>Take photos, observational drawings</p> <p>Research historical aspects</p> <p>Visit site for final mural – take measurements</p> <p>Interview different people for their stories</p> <p>Research other public projection projects</p> <p>Upskill on how to use PPT effectively</p> <p>Professional development on what it means to 'abstract' an image</p> <p>Professional development on how to make 30 seconds effective – structure – unity – colour – timing – principles and elements of visual art</p> <p>Does the history of the wall / hill itself come into this?</p>		<p>6. PRODUCTIVE and KEY TENSIONS: What are s</p> <p>“What if.....”</p> <ol style="list-style-type: none"> 1. A representative of the diary industry obj changes to the choice of images 2. We have to operate within a limited budg 3. Pressure of time – this is a tender proces and we hear their ideas are looking good 4. Kaitiaki has concerns that projected imag nurture shadows – can we please explain 5. Council's 10 year plan threatens the futu this art piece, or is it disposable? 6. Environmental lobby group challenge us strands – how will this art piece help? 7. Someone from our company 'leaks' our i

In planning for productive tensions, key tensions and multiple perspectives, refer to Conventions list.

Remember also to allow frequent opportunities for reflection



HOOK – ESTABLISHING COMPANY – BUILDING SHARED PAST – BUILDING BELIEF – COMMISSION – INQUIRY – PRODUCTIVE TENSION – PRODUCTIVE TENSION RESOLVED – KEY TENSION – COMPLETED – REFLECTION



- Hook (Photo from the past – draining wetlands – recreate as a still image. Hear the thoughts. Who is NOT represented here?)
- Establish company – through meeting convention – discussion of past successes. Designing office – minute particulars
- Commission delivered. Letter from Council
- Brainstorm 'next steps' to tackle this commission
- Building belief – watch film clip of building projections from overseas
- Plan route for field trip
- Travel to wall. Take measurements
- Travel to remnant bush. Collect samples. Observational drawings. Photographs. ENCOUNTER WITH TIR as KAITIAKI (masked) – tells of the guardian of remnant forest. Complains that all people seem to do is take, drain, withdraw the life force from the land. Tells story of Cook's people (mistaking Matai). Then choosing them for butter boxes. Asks them to include this in the story.
- Offers to show them others' perspectives. Humans who consider themselves guardians too, in different ways. 1. Dairy farmer vs 2. environmental respectful conversation at the boundary of the land)
- Company returns to work on the commission.
- Skills teaching framed as 'Professional development' – abstracting, PPT, sequencing etc.
- Sharing of work in progress to 'client'
- Continued work on project as individuals (submit as assignment)

8. LINKS TO CURRICULUM: Identify curriculum learning areas, AOs, strands, Key Competencies emerging from your plan.

9. ASSESSMENT: Identify formative and summative assessment possibilities (keep these appropriate to the company frame)

10. PRACTICALITIES: Identify practical requirements, resources, timeframes etc