

These activities are designed to extend upon your visit to *headland Sculpture on The Gulf* and encourage further reflection of students' ideas.

Reflect on your visit

1. What differences are there between seeing a sculpture in person and seeing a photograph of it?

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2. Which sculpture surprised you the most and why?

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3. Has your understanding of public sculpture changed since visiting *Headland Sculpture on the Gulf*? In what ways?

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Speaking sculptures

Choose a sculpture from the exhibition. Imagine that it has a voice. Write a monologue in the sculpture's voice that describes its mood, its memories, and its hopes for the future.

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Move a sculpture: change the meaning

1. Choose one of the sculptures from the exhibition. Answer the following questions

What, in your opinion, was the artist's intended meaning for the sculpture?
Justify your opinions with visual evidence.

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a. How did the sculpture's meaning relate to its environment?

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2. Imagine that you are able to move the sculpture to a different public setting (e.g. Queen Street, your school, a bus station, etc.) Consider the following:

a. How will people interact with it in this new setting?

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b. How will the sculpture be connected with its environment?

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3. Visual arts options:

a. Draw the new setting with the sculpture in place

b. Create a photomontage of the sculpture in the new setting

c. Cut out an image of your chosen sculpture and place it in a shoebox. Use collage materials to build the environment around your sculpture.

In an accompanying text, explain how the sculpture's meaning has changed when moved to the new setting. Compare and contrast with the sculpture on Waiheke.

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Make your own public sculpture

Plan a sculpture that is inspired by a particular location.

1. Choose a location that has some personal significance for you.
2. Research contextual information about this site. Record your findings with written notes, photographs and drawings.
3. From your research, select an idea that will be the basis for your sculpture.
4. Consider what materials, forms, textures, colours, symbols and scale will best communicate your intended meaning.
5. Experiment with different options. Consider how the audience might interact with your sculpture.
6. Create a model or sketch of your final design. Give your sculpture a title.
7. Describe how the setting inspired your final sculpture.

Curate your own sculpture trail

Choosing from the sculptures from the exhibition, students can create their own 'trails' by selecting sculptures that share the same theme. Students can map out the sequence of sculptures by printing out images and arranging them in sequence. Students can also produce exhibition labels for each work, which gives some information about each sculpture and how it relates to the overall exhibition.

Some suggested themes are:

- Cross cultural journeys
- Sculpture as social experience
- New materials in sculpture
- New Zealand histories