



THE ORYX

The weekly newsletter of Windhoek International School

FROM THE DIRECTOR

Staffing

I cannot repeat often enough that the most important element in any school is the teaching staff.

Excellent facilities help. Choosing the right curriculum is important. Creating a healthy school climate is essential. Communicating with and working with parents makes a huge difference. Schools with abundant teaching materials are likely to do better than those without. Good leadership can move a school forward while poor leadership can hold it back. And so on.

But nothing – nothing – is more important than the teachers at whose feet your children sit from Monday to Friday.

So, recruiting, motivating, developing, and retaining the best teachers we can is the key to making a school great.

We have five vacancies to fill this year and we have so far made four appointments. One more position remains to be filled.

I look forward to introducing the new teachers to the community in due course but (and you've heard me say this before) attracting and hiring the best teachers is hard and it gets harder every year.

With best wishes

Peter MacKenzie

PRIMARY PRINCIPAL

Danai Maramba and I were recently having a conversation about how different our experience in school was compared to what our students at WIS are experiencing through the PYP. While I always liked school, how I would have thrived and enjoyed learning more in an environment that encouraged inquiry.

A typical day in school for me was reading a text, answering questions, doing a page of Mathematics. Science, Social Studies and Geography were all taught through textbooks. There were no hands on experiments other than what was suggested in the textbook and even these were basic. Field trips or the use of manipulatives were non-existent. The teacher did most of the talking. We didn't necessarily work in groups. We sat in rows. Art and PE were taught by the homeroom teacher. An additional language wasn't introduced until Grade 6 and that was taught by the

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Dates to Remember

April 2017

- **10 - 13:** *Secondary Week B*
- **12:** *Year 13 Farewell Assembly*
- **13:** *Year 13 Last Day*
- **14 - 17:** *Easter Weekend*
- **22:** *PTA Family BBQ - Fun Walk*

homeroom teacher using a recording and a book of pictures. We did go to music and that involved singing songs from a book.

Of course the use of technology as a tool for learning wasn't even thought of yet! I can't imagine our students now, enjoying learning in this way.

As a teacher, once I was introduced to the PYP there was no turning back. The program is hard work and time-consuming but it's never boring. It's fun and exciting to observe the children as they discover and make sense of their learning, especially when they have an "aha" moment of understanding a new concept.

What comes to mind is the expression, "If you always do what you always did, you will always get what you always got." I'm glad that students at WIS are not getting the same type of education that I did. Students at WIS are learning to be confident, caring, knowledgeable and internationally-minded. They are learning to question what they don't understand or when they disagree with something. They are learning the life skills of cooperation, communication, working with others, and self-management. They are learning that they can make a difference even in a small way. Students at WIS are learning how to learn.

Regards,
Beth Smith

Year 4 Field Trip to Okapuka



As part of our Sharing the Planet unit, Year 4A and 4B visited Okapuka Ranch to find out more about local flora and fauna. The field trip helped us to gather information and inquire into 'the conditions that fauna and flora need in order to survive' as well as 'the interdependence within ecosystems, biomes and environment.'

This is what the students had to say about the field trip:

"I learned that trees communicate through the wind and the reason why we see so many little leaves on the trees is because most of them were eaten off by the giraffes. After 2 minutes of the giraffe eating, the tree becomes sour." - Abigail

"I enjoyed that we learned a lot about animals. It was fun as we were very close to the water and to the crocodiles." Maygen.

"I think that the trip to Okapuka was an extraordinary experience because of how I learned how the flora and fauna adapted to the hot dry biome called the savanna."- Tapiwa



"We learned about the 'White Rhino' and that the name was given because of its mouth." Hakumeni

"I learned that the male giraffes bang into other male giraffes to fight and then the hair on the horns goes off. I also learned that the females eat off the lower bushes and the males eat off the tall trees."- Jerry

**Kirsten Hildebrandt and
Charne De Ath**



#learningatwis

A picture says a thousand words! We are telling a WIS story through social media. See how you can [GET INVOLVED HERE](#) via one of the social media tools.

KG1 visits the Petting Zoo

Kindergarten 1 class visited the Petting Zoo in Kleine Kuppe for our unit of inquiry under the transdisciplinary theme 'Sharing the Planet'. Throughout this unit we will inquire into what living things are, learners will gain awareness of living things in the world around them. They will explore our natural world and identify the things around them that are alive. The visit to the petting zoo gave the learners the opportunity to venture of our school community and explore living things in our wider community



The real animals can be a connection to the real world and inspire learners to want to learn more. The agenda of zoos is for learners to make that connection with animals and ultimately take better care of this planet we share. A trip to the zoo can expand the children's knowledge to encompass the whole world. The students saw a variety of animals for example monkeys, bunnies, horses, goats, cows, ducks etc.

Learners were outside, away from the school and they got the opportunity to explore with the animals by feeding

them, playing with them and connecting with them. The learners were energized to explore and discover the



new and exciting things to find at the petting zoo which are not part of their everyday environment.

KG1 Team

SECONDARY PRINCIPAL

"There's a line between the two. And sometimes it becomes difficult to draw the line.

Arrogance or aggressive behavior is all about being haughty, "my way or the highway" in decision making. An arrogant person is rude and doesn't listen to another person's point of view.

Assertive behavior connotes tactful language, congruence in speech, tone, and body language, saying what is on your mind/your opinion, you are not rude, but you make your point to the other person, while at the same time realizing that the other person has the same right to be assertive.

An assertive person sticks to his opinion unless they have/find a legitimate and substantiated reason to change their point of view.

<https://www.quora.com/What-is-the-difference-between-assertiveness-and-arrogance>



Assertive People: are open to other opinions.

Arrogant People: believe only their opinion matters. Assertive People: listen to others.

Arrogant People: ignore everyone else.

Assertive People: act constructively and inclusively.

Arrogant People: dictate.

Assertive People: engage people and draw them towards them.

Arrogant People: push people away.

Assertiveness is when you speak for yourself but you keep in mind views and rights of others .

Arrogance is when you are bothered just about yourself ..

In educating our children, we aim to give them the best in every respect - education, home, and much more. In the process, sometimes we do not realise that too much of a good thing can also have the opposite effect: our children don't realise and understand that it should not be taken for granted to have everything, that they should acquire a character of self-confidence and assertiveness but still be empathetic and understanding towards others in their community who might not have the privilege of having it all. Sometimes our times seem to send the message that what you have is more important than who you are.

Here at WIS, we strive to instill the attributes of the IB Learner Profile in our students. If you are reflective, caring, knowledgeable and inquirer about the world around you, you can also be a risk taker, because you take your environment into consideration. You can be yourself and not come across as arrogant, because you are a part of a bigger picture.

Regards,
Maggie Reiff

A Poem for Daniela and Tia

At their Final Art Exhibition

4 April 2017

by Melissa A. Kandido

We sketch blueprints of dreams
We play with tangrams and pointillism and fingerpainting
We design experience and process pathways as a passage into
 a new realm of understanding
We imagine a world where Helvetica is married to
 Da Font and find ourselves lost in a
 downward spiral of downloading

We elevate our craft and simultaneously
humanity
We experiment with broken glass to reassemble rainbow beauties
We honor women's voices and experiences and
Non-photo-shopped
With stretchmarks
bodies

We embroider quilted mindmaps into workbook pages
We express passion between Frida and Diego in papercutting stages
We apply critical thinking skills to every decision for a piece and create spaces
in which you
must react
Because our experiences are beyond facts and statistics
We mix concepts, space and time to refine
refigure
redo
reinvent until
we
are satisfied

We cultivate a cultural revolution by challenging tradition—asking more,
demanding
more/to emblazen us into herstory because these artists
will rewrite history.

We finesse acrylics like Shug
sings to Celie
 of Purple
We advocate for voices
 silenced and for those who experience violence
We support our sisters, mothers, and grandmothers
We sculpt emotional experiences
We doodle as exorcism and push paint to process anger
We manifest femininity in all its forms to challenge societal norms
We engrave our veins of blood into the soul of each piece
because
art is
always
personal

We educate how to grab

back and regain control of what is
ours

We entertain the idea of synesthesia to sense music through colours

We adorn our bodies with tattoos

adorn our bodies with clothes

adorn paper with our visions

We beautify scarred bodies and wrinkled wisdoms

We draft curatorial rationales only to rearrange 1,2,3, times or even completely

We polish glass and break it and polish it again

and hang it and then rearrange it

We wow with savvy skills soaring from the wall to your senses

even if

our work puts up your defenses.

We affect our communities to enheARTen us all

We stroke intellect with our brushes

with our pens

with our charcoal

with our camera

We dig inside ourselves to bring our inner selves to the surface

We unravel reality and learn to embrace the unknown

We pursue the light

to poke holes in darkness

and shed new shadows on truth

ART matters

Why does ART matter?

Does ART matter?

What's the matter with ART?

Perspectives and Appreciation of ART

By Mrs. Kandido

For many, art matters. For some, art matters but not as much as another subject or area of life, so it loses in the priority list of the mind. Still, others question why anyone would pursue the arts. The arts have a complex relationship with society; the spectrum is wide as it pertains to perspectives of art and what qualifies as art.

RAUTIA ABNER ARTIST STATEMENT

I exist, I consume, therefore I create. My version of Descartes' Cogito ergo sum. To create a pleasing aesthetic journey for my being, which is designed to stimulate observers, rewards my soul. To inform, to accuse, to challenge what is deemed as my Oshiwambo female "norms" is amongst the reasons for creating. To empower, as I aspire to improve at what I do. To disturb? These are my reasons to create. To portray my mental potpourri within restraints. Namibian by blood, and once Cuban by passport, I have been graced with the contrasting cultures of either witnessing women on pedestals or crushed beneath those of men. African women told to feed the egos of men, Worship the grasslands upon which they tread, And silently sear in their man-made cages. Though my work does not liberate us, — women and feminine men — it is an ode in which I honour those who have fallen to Gender Based Violence, hate crimes, as well as a visual reminder that culture should not equate to inequality. My work is birthed from the womb of curiosity and serendipitous encounters, granted some are serendipitous mishaps. As for materials, my camera is the most comforting, yet I attempt to work with the unfamiliar, and at times unusual, to serves my subjective meanings for the pieces. They feed to theme of "Oh Sweet Patriarchy". My current work grew from an acceptance and a constant exploration of identity. It stems from the obscure, my obscure. Yet also, my natural jubilation. I am exploring the morbid and the merry, attempting to alter my perceptions. As well as yours.

As an artist, as a teacher who teaches English, Geography, History and Art, it feels natural for the connections to spark throughout all my interests and subject matters. As a person who sees the world through connections and fascinations, I try to help others see the connections and appreciate art for all that it offers, even if "liking" the piece or form or medium is not part of that experience. Liking something and appreciating it are too often used interchangeably, which is incorrect application of the words' meanings. You may not have a liking or personal preference for a style, a subject, a medium yet you can still appreciate the skill it took to create, the nature of the concepts expressed and the effort that went into the creation. I may not like snakes but

I appreciate their role in the food chain and ecosystem. I may not like washing dishes, but I appreciate the need for doing them.

For Rautia Abner and Daniela Sandao, art matters. These two IBDP Visual Arts students recently opened their final exhibition, “Y(our) Re-axshun” at the Omba Gallery on Tuesday 4 April. Their two-year art-journey and process was not an exercise in wanting viewers to like their work, (although, no one can deny that having your work ‘liked’ is a positive feeling.) Their desire is clearly stated in their artists’ statements and delve deeper into humanity—our beauties and challenges—rather than the surface of being liked for aesthetically pleasing images.

Surely, artists must also consider how the viewer experience the art in both time and space. As Brieber, Nadal, Leder and Rosenberg stipulate, context modulates this relationship. Semantically, context is created when you read the title of the piece, the description from the artist and if you can converse with the artist about her intentions, ideas and engage in a personal engagement with the creator.

If you attended Tuesday’s opening, perhaps you got a tour from the artists—journeying with them from piece-to-piece or concept-to-concept. Maybe you asked a question. Perhaps you discussed ideas with other viewers. And all that matters. Your experience at that time, in that place, with the buzz of the gallery will contrast a walking view of the gallery now (YES! You have not missed it—the exhibition is open through 11 April 2016, so please visit). Additionally, where you are (mentally, emotionally, neurologically, psychologically) and what you, the viewer brings to the space and the pieces matter. Your experiences, beliefs, and thoughts are an unseen epistemological experience as you engage, like or dislike and appreciate the pieces. Both interactions are authentic, albeit different, but no less valuable.

DANIELA SANDÃO ARTIST STATEMENT

I am not my gender, my sexuality or my fertility. I am not a property for men to bargain the best price to purchase or rent or borrow; I am not the size or length of my skirt. I am my art, my opinions, and my beliefs — a spirited soul with freewill and the urge to explore; I am a woman.

From my early years, I have always been told that women are strong, beautiful beings that deserve gratification and respect. However, as the 21st Century has proven, we seem to be going back in time rather than improving ourselves. Gender continues to be a prison for most as it is the cause of discrimination and controversy for many. I am not a controversy. I am woman. I aim to counter the images of women as synonymous with weakness with our power — the power of giving life, of projecting beauty and uniqueness. My respect is not reflected in the male gaze, but rather my own inner reflection.

My work provokes the viewer to react — positive or negative — I’m not leaving any room for uncertainty or apathy. I aspire to rouse the heart from outside the ribs, beat in a way to break the mundane and push itself back in with introspection. We are the topic of laws imposed upon our bodies and whilst our minds and spirits are disregarded. I am motivated to stir a reaction that recognizes female diversity and the beauty in our full humanity.

My media is integral in this journey. It opens up a path of emotional clarity between viewer and artist that surpasses all verbal attempts. The thick, vibrant acrylic pushes my boundaries by providing the manifestation of fresh and fluent brushstrokes that add texture, drawing in viewers to this spectacle of colors. The sweet, gentle charcoal brings me to my level of comfort, the feeling of charcoal running across a clean sheet of paper leads to an immense feeling of contentment and ease as it calms the soul and gives the piece a sense of fragility.

At the end of the day, my aim as an artist is to make certain issues a topic of conversation. The idea is to make both the viewer and subjects feel safe and comfortable when discussing the issue at hand. I aim at empowering women by highlighting the struggle and difficulties that one has to experience as a female.



Besides the experiential aspects of art, why does art matter, if at all? What skills does art provide?

Twentieth-century German philosopher Ernst Cassirer explained the importance of the arts as follows: ‘Science gives us order in thoughts, morality gives us order in actions; art gives us order in the apprehension of visible, tangible and audible appearances.’ Tia and Daniela worked through experimentation and technique iterations in order to bring a visible meaning to their concepts in a way that is meaningful to them and how they process the world in which they live. They practiced on-going decision-making and problem-solving skills. Both students recreated their glass pieces for a second time, after having already completing it once, demonstrating patience and perseverance-- life skills, indeed.



EB Feldman, defending arts education in the US during the 1980s, argued that it should not be about creating artists

but about something broader. He suggests arts education can imbue in young people a sense of the satisfaction that comes from working to create something, the ability to use and understand language effectively, and a profound sense of 'the values that permit civilised life to go on'. As part of the IB DP Visual Arts course requirements, Tia and Daniela demonstrated dedication and focus when they wrote curatorial rationales, three comparative studies and explanations of ideas and concepts in their three process workbooks (totally over 300 pages in two years!) Their art journals tell a story, express the journey both traveled.



The philosopher Susanne Langer suggested that 'Art is the objectification of feeling, and in developing our intuition, teaching eye and ear to perceive expressive form, it makes form expressive for us wherever we confront it, in actuality as well as in art.' Both Tia and Daniela delved into their art-making process with the confidence to confront any shortcomings in technique or discomfort with media. They were open to the experience of being a risk-taker despite wanting to produce masterpieces. They allowed themselves the growth mindset and time to grow. They confronted their culture, their society and the issues that face women in these spaces. This dialogue is essential.



Earle writes, "The importance of arts education in the school curriculum is that it can begin to introduce students to another way of understanding themselves and the world, and different ways of expressing thoughts, experiences and feelings that are not easily expressed in everyday symbols and signs. A good arts education is built on and reflects recognition of the specific and unique way that the arts shape our thinking and our lives." Tia and Daniela implemented shadows, oranges, glass, guns, cloth, angles, liquids, light and darkness to signify and symbolize their conceptual themes. Artists gain life-skills needed for many professions, so in many ways, art is a conduit to career training:

1. Creativity - Being able to think on your feet, approach tasks from different perspectives and think 'outside of the box' is a skill used in many professions.

2. Confidence - The skills developed through explaining artistic creations and concepts, not only train you how to convincingly deliver a message, but also build the confidence you need to lead. Art allows students to make mistakes, further iterate and find resolution.

3. Problem Solving - Artistic creations are born through the solving of problems. How do I turn this clay into a sculpture? How do I portray an emotion through a medium? Students who engage in the arts are consistently being challenged to solve problems. All this practice problem solving develops students' skills in reasoning and understanding. This will help develop important problem-solving skills necessary for success in any career.

4. Perseverance - When a student tries a media for the first time, she/he knows that creating a masterpiece is not an option; however, when that child practices, learns the skills and techniques and doesn't give up, that masterpiece is that much closer. In an increasingly competitive world, where people are being asked to continually develop new skills, perseverance is essential to achieving success.

5. Focus - The ability to focus is a key skill developed through ensemble work. Keeping a balance between listening and contributing involves a great deal of concentration and focus. It requires each participant to not only think about their role, but how their role contributes to the big picture of what the artist creates.

6. Non-Verbal Communication - Through experiences in performing arts, students learn to breakdown the mechanics of body language. They experience different ways of moving and how those movements communicate different emotions.

7. Receiving Constructive Feedback - Receiving constructive feedback about a visual art piece is a consistent part of any arts instruction. Students understand that feedback is part of learning and it is not something by which to be offended or to be taken personally. It is something helpful. The goal is the improvement of skills and evaluation is incorporated at every step of the process. Each arts discipline has built in parameters to ensure that critique is a valuable experience and greatly contributes to the success of the final piece.

8. Collaboration - Most arts disciplines are collaborative in nature. Through the arts, students practice working together, sharing responsibility, and compromising with others to accomplish a common goal. In this case, Tia and Daniela might have been independent in their art creation but they worked collaboratively towards the final exhibition--they understand that their contribution is necessary for the success of the whole.

9. Dedication - When students practice following through with artistic endeavors that result in a finished product or exhibition, they learn to associate dedication with a feeling of accomplishment. They practice developing healthy work habits of being on time, respecting the contributions of others, and putting effort into the success of the final piece.

10. Accountability - When students practice creating something like an exhibition, they learn about

how their ideas and art affect other people. They learn time management. Through the arts, students also learn that it is important to admit that you made a mistake and take responsibility for it. Because mistakes are a regular part of the process of learning in the arts, students see that mistakes happen. We acknowledge them, learn from them and move on.

So we invite you to better understand how you appreciate art. You don't have to like it, but to respect Tia and Daniela's



dedication and journey from idea to production, from book to exhibition is something we hope to inspire. Arts matter. Arts are everywhere—from your favorite athletic shoe logo to curtain designs or font choices. Lastly, it is not just an art teacher who says so. The Arts are well-researched as purposeful endeavors for all aspects of education:

- 1) A 2002 report by the Arts Education Partnership revealed that schoolchildren exposed to drama, music and dance are often more proficient at reading, writing, and math.
- 1) A study of Missouri public schools in 2010 found that greater arts education led to fewer disciplinary infractions and higher attendance, graduation rates and test scores.
- 1) In “Neuroeducation: Learning, Arts and the Brain,” Johns Hopkins researchers shared findings showing that arts education can help rewire the brain in positive ways.
- 1) The 2006 Solomon R. Guggenheim Museum study on art education showed a link between arts education and improved literacy skills.
- 1) A 2011 study called “Reinvesting in Arts Education” found that integrating arts with other subjects can help raise achievement levels.
- 1) A 2005 report by the Rand Corporation, “A Portrait of the Visual Arts” argues that art education does more than provide students a creative outlet. It helps connect them to the larger world, ultimately improving community cohesion.
- 1) The Center for Arts Education published a report in 2009 that suggests arts education may improve graduation rates.

To glimpse the exhibition, the process portfolios and their work, watch this video: <https://animoto.com/play/WdhEtKj7J3b01f5qbicZdg> but better yet, go experience it out for yourself.

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COME HAVE A LEKKER BRAAI WITH US!
DATE: Saturday the 8th of April,
PLACE: Andrew Kloppers str. 5001 Khomasdal.
TIME: The Braai will begin at 9:00 till in the afternoon

*A Group of Dedicated students banded together to raise funds for the Namibian Children's Camp. Students from **WIS** and **St. Pauls** collaborated to make this braai a success. These funds will all be given to underprivileged children to give them the funnest experience at the Camp .
Bring your stomachs and wallets to help underprivileged children.*

Please Come Support us!
More information about Namibia Children's Camp on their Facebook page



College of the Arts Presents



Baroque
Soloists with Orchestra

que
FESTIVAL

7 & 8 April 2017
19:30

Autumn & Spring
from Vivaldi's Four Seasons

Performed by Jürgen Kriess and Enrico Palascino
Conductor: Alexander Fokkens
Dutch Reformed Church Windhoek
Corner of Luderitz and Munamava Street
Opposite Old State House



Ticket Sales with Hermien Vries at
College of the Arts (374 102) or at the doors.
Enquiries: Johanita de Waal 081 272 9922

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Cozy Kitten

WARM UP THIS WINTER WITH A FURRY FELINE COMPANION!

ALL CATS & KITTENS ARE READY FOR THEIR FUREVER HOMES!



DATE: SUNDAY, 09 APRIL 2017

TIME: 15:00 - 18:00

PLACE: JASPER STREET, #33, ACADEMIA



N\$ 600.00 PER KITTEN
N\$ 1000.00 FOR TWO KITTENS

CPSN OPEN DAY
CAKE & COFFEE ON SALE!

SELL YOUR RAFFLE BOOKS & STAND A CHANCE TO WIN AMAZING PRIZES!

WIS FAMILY BBQ

RAFFLE DRAW | FUN WALK | ICE CREAM | JUMPING CASTLE | MUSIC | PLANT A SEED ... AND MORE!

22ND APRIL | SATURDAY | STAFF CARPARK | 8:00 - 16:30

Join us for a day of fun!
DON'T MISS OUT!



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