

CONTRIBUTOR GUIDELINES



ART*icle*

The Journal of Art Education Victoria

CONTRIBUTING TO ARTICLE

Those involved in any area of visual arts and education are encouraged to submit articles. We are looking for material covering a range of topics/areas e.g. current art and education/curriculum issues, examples of successful units of work and activities, professional development and career progression, theoretical discussions, reviews of books and DVDs, reviews of exhibitions, etc.

If you have not written for publication before and would like to discuss the process, please contact our office and speak to Holly Stanton or one of the other staff. You may also wish to discuss your idea for article before you begin writing.

Please note that conference papers will be considered for publication, but will not be refereed.

HOW TO SUBMIT AN ARTICLE

Articles can be emailed to: monique.conrad@aev.vic.edu.au Accompanying images can be emailed or sent on a CD by post. Please provide images of the highest quality/resolution possible.

COPYRIGHT

By submitting an article you grant Art Education Victoria permission to publish your work (in print and electronically). If you later wish to have the work published elsewhere we ask that you include a line stating that it was originally published in *ARTicle* and provide the publication details e.g. Originally published in *ARTicle* Volume 8, Issue 2, p.8

If your article contains images or lengthy quotations please ensure that you have cleared them for copyright with the artists or writers before you submit. If you need advice please contact our office or visit: <http://www.copyright.org.au/information/advice>

WORD LENGTH

Unsolicited articles should not exceed 3000 words. Reviews should be 500–850 words. * An additional set of guidelines are available for those wishing to write reviews.

FORMATTING

Please keep formatting to a minimum:

- headings/sub-headings in bold,
- book or artwork titles in italics,
- single space only after full stops,
- text double-spaced with no extra space between paragraphs.
- use endnotes, rather than footnotes,
- and all references should follow the style guide below.
- Preferred Font Century Gothic

IMAGES

Please do not embed images within Word documents, simply note which image is to appear where and send images separately (by email or on CD) as JPEG or EPS or PSD. Please provide images of the highest quality/resolution possible.

CHECKING WORK

Writers are expected to check their work for grammatical, spelling, and typographical errors before submission. Please use the style guidelines on the following page when checking your work.

BY-LINE

Please include a brief by-line e.g. John Smith, Smith School, Somewhere Nice

STYLE AND REFERENCING GUIDELINES

All articles submitted must follow these guidelines.

REFERENCING

Article uses 'intext' referencing not footnotes or endnotes. Within the article, the style is (author, date, p.) ie (Jackson, 1998, p.47)

Reference List

At the end of the article cite all items referred to in the text, in alphabetical order by author, or by title for items without authors.

The order is surname, initials or first name (date) title: subtitle. Place of publication: Name of Publisher.

For book and journal titles use title case and italicise titles.

For example:

Matthews, John (1999) *The Art of Childhood and Adolescence: The Construction of Meaning*. London: Falmer Press.

Victorian Curriculum and Assessment Authority (2005) *Victorian Essential Learning Standards* East Melbourne: VCAA.

For journal articles or chapters in books, use lower case, enclose in single quotes and do not italicise.

For example:

Ritchhart, R (2001) 'From IQ to IC: A dispositional view of intelligence', *Roepers Review* 23 (3) pp.143-151.

Moss, Geoff (1992) 'Postmodernizing the picture book', in Hunt, Peter, ed. *Literature for Children: Contemporary Criticism*. London: Routledge pp.51-65.

Websites should be cited in full e.g. <http://www.aev.vic.edu.au>

Details of articles published on the web should be referenced in the standard form, as above.

STYLE

Quotes

- quotes to be designated by single quotation marks
- quotes within quotes to be designated by double quotation marks
- quotations of more than two sentences/four lines should be indented, without quotation marks
- ellipses are to be used to mark the omission of words within quotations (note that only three points are used, with no space either side), e.g.
- 'There are only seven cloaks still in existence...two of which are in the Museum Victoria.'

Dates and numbers

- dates to be given as follows: 10 September 2001 (day-month-year, no punctuation)
- eighteenth century (not 18th century, C18)
- 1970s (not 1970's, seventies, '70s)
- Term 4 (not Term Four), Level 5 (not Level Five)
- numbers from one to ninety-nine are to be written out in full. Numerals for 100 onwards. The exceptions to this are 95-year-old, 2am (otherwise time is written out in full e.g. seven o'clock, ten to six)

Spellings

WRITING A REVIEW FOR ARTICLE

Reviews submitted for publication should be approximately 450-1000 words. If necessary, it may be cut down.

We have a selection of resources for review in the office, however we welcome reviews of any resource you think will be useful to AEV members. We can help obtain review copies of books and press passes for exhibitions.

Your review must include:

- Title of resource
- Author
- Publisher
- Publication date
- ISBN
- Reviewer's name
- Word length

The aims of the review are to:

- Give the reader a concise summary of the content.
- Offer a critical evaluation of the content.
- Suggest whether or not AEV members would find the resource useful.

BEFORE YOU WRITE YOUR REVIEW

These questions may help to focus your thinking as you prepare your review.

Purpose

- Why did the author write the book? Check the preface/introduction.
- Does the author intend to inform, persuade, entertain, teach?
- Who is the intended audience?

Authority

- What are the author's qualifications in the subject?
- Have they written anything else?

Content

- What are the author's main ideas or themes?
- What is the approach to the subject (topical, analytical, chronological, descriptive)?
- Is the subject covered adequately?

Style and Format

- How well does the author express his/her ideas? Is the writing style clear, engaging and interesting?
- Is the style suitable for the subject and for the intended audience?
- Does the author use charts and illustrations effectively?

Context and Significance

- What new approach or new information does this work add to its field?
- How does this book compare to other works on the same subject?

Evaluation

- Has the book helped you understand the subject in question?
- Would you recommend the book to your reader?
- Would the book be useful for primary, secondary or tertiary educators/students?
- Would you recommend it as a teaching resource, for professional development, or general interest/reference?

HOW TO STRUCTURE THE REVIEW

There are as many different ways to structure a review as there are books to write them about. This is a basic guide which incorporates the focus points you used in while preparing your review.

On the following page is a sample review written using this structure.

Introduction

Some people will only have time to read the introduction – this is your chance to grab their attention. Make a bold or topical statement, or find a fascinating detail to draw your reader in.

Make sure you also tell your reader some basic information: what the book is about, who the author is and where he/she stands in the field, why they wrote the book and who is the intended audience.

Identifying the book's particular novelty, angle, or originality allows you to show what contribution the piece is trying to make. So, put the book into context. For example, you might situate the book in the context of:

- a recent issue or event (e.g. it addresses 'art and asylum seekers')
- a tradition of publishing on the same subject (e.g. it debunks past theories)
- the needs of the reader (e.g. it is relevant to VELS, or it is the only book available on the subject)

Body

Give more detail about the content of the book and evaluate how well it covers the subject matter. Describe and evaluate how well the information is arranged, written, illustrated, etc.

You may want to compare it to other books on the subject. You could also give examples of how your readers could use the book as a resource.

Conclusion

Sum up or restate your overall view and make the final judgment regarding the book. Evaluate the book for your reader. Will they find it useful and should they buy it or not?

General tips

If you include comparisons to other books, keep them brief so that the book under review remains in the spotlight.

Avoid excessive quotation. However, using some key quotes will give your reader a sense of the author's writing style.

Always try to balance your description/summary with an equal amount of analysis and evaluation.

Designs of the Times: Using Key Movements and Styles for Contemporary Design

Lakshmi Bhaskaran

Rotovision, 2005

INTRO

- title
- main theme

Designs of the Times offers a comprehensive survey of twentieth-century design movements and styles from Arts and Crafts through to Deconstructivism.

- author's authority
- purpose
- content

Author Lakshmi Bhaskaran, a design journalist and editor, believes that "design has infiltrated our everyday existence" and has become a language of its own. If this is true then we must understand the language of design before we can talk the talk. This book aims to be a design dictionary; it intends to teach us the language of design and offer some inspiration along the way.

BODY

- content

Arranged chronologically, each chapter covers a different design movement. Within each chapter, key facts and characteristics offer a quick summary while the main text offers a more in-depth description and discussion of the features, origins and influences of each style.

- content

A selection of 'Later Applications' shows how the styles have directly and indirectly influenced contemporary design. For example, the influence of the Esthetic movement on Philippe Starck's Juicy Salif lemon juicer produced by Alessi, or the Bauhaus influence on the Apple's iMac.

- style and format
- (+ some evaluation)

The content is well researched and Lakshmi's writing is clear and engaging. This is complemented by a clear and functional layout, with excellent cross-referencing. All this adds up to a very accessible book – you could read it through from cover to cover without a hint of boredom, or simply dip in and out of it as the need arises.

- style and format
- (+ some evaluation)

The text is enhanced by well-chosen and beautifully photographed examples in full colour, including everything from artworks, furniture, household objects, architecture, fonts, and posters.

- content
- style and format
- (+ some evaluation)

A series of four timelines (classified by style, design, designer, and world events) offer an easily accessible overview of the sequence, parallels and developments of design movements. If you've heard of a particular product, movement or person you can easily place them in the bigger picture. Using the timelines I could see parallels that might not otherwise have revealed themselves, for example, did you know that Tupperware was designed in the same year World War II ended? This is obviously not an earth-shattering discovery, but it did get me thinking.

Intended as a resource for designers and students, this book would certainly be useful in the school library or the art room as a quick-reference design encyclopaedia and as an ideas sourcebook to spark some inspiration.

CONCLUSION

- evaluation

As you would expect from a book about design this is a beautiful object in its own right, even down to the silky paper stock on the cover. Perhaps the author is on to something — design is everywhere — it even gets a mention right now.