



***Tree House Architecture &
Tiny Towns
Online Workshops
The Furals
Teacher Resources
2021***

Ideal for: Tree House Architecture
Years F-9, Tiny Towns Years F-2

The 2021 Arts & Education Program is
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ABOUT THIS RESOURCE

This resource has been created to provide teachers with curriculum links to the Victorian Curriculum, and includes some preliminary and post show ideas and activities as to how to extend their experience of *Treehouse Architecture & Tiny Towns Online workshops*. The activities are designed to be open-ended and multi-ability. They may need differentiation for your specific cohort.

The performances and workshops included in the Arts & Education program are designed to offer students engaging arts experiences with strong links to the Victorian Curriculum and to VEYLDF, and VCE subjects where appropriate. Each Arts & Education program varies in its purpose and content and as a result the scope for integration across the curriculum varies. Please feel free to contact the Arts & Education team on (03) 9644 1808 or at education@rav.net.au,

If you have any questions about this resource, its content or its implementation within your classroom please do not hesitate to contact the Arts & Education Department.

ABOUT REGIONAL ARTS VICTORIA

Regional Arts Victoria inspires art across the state. Through creative facilitation, touring, education, specialised resources, artistic projects and advocacy, we develop and sustain creative communities and artistic practice all over Victoria.

Regional Arts Victoria is an independent, not-for-profit, membership-based organisation working in long-term partnerships with every level of government, fostering contemporary and innovative regional cultural practice across five decades. We advise and impact on decision-making across multiple portfolios and levels of government.

Regional Arts Victoria is the peak body for regional artists and arts organisations, and the leading organisation for regional creative practice in Victoria.

PARTNERSHIPS

Regional Arts Victoria facilitates the partnerships, the organisations and the practices that create new work.

- Regional Cultural Partnerships
- Creative Arts Facilitators
- Membership program
- Devolved grants programs
- Resources, workshops and events
- Sector advocacy and leadership development

PROGRAMMING

Regional Arts Victoria nurtures the experts who foster local artistic experiences and stimulate young minds.

- Arts & Education Program
- Connecting Places
- Touring programs
- Education resources
- Industry development resources and events
- Sector advocacy and leadership development

PROJECTS

Regional Arts Victoria presents major artistic projects that build local artistic leadership and legacy.

- State-wide projects including *Small Town Transformations and Artlands Victoria*
- Internal Creative Professional Development programs
- Sector advocacy and leadership development

ARTS & EDUCATION

Regional Arts Victoria's Programming department has nearly 50 years of experience touring work to schools, community halls and theatres across Victoria and Australia. The department programs are the Arts & Education, Touring Services and Connecting Places programs.

The Arts and Education program also provides significant subsidy assistance (up to 75% of program costs) to eligible remote and disadvantaged schools. Your school may be eligible so please contact us to find out more.

For general enquiries please contact: education@rav.net.au



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INTRODUCTION TO THE PROGRAM

In this online workshop, you can design and build your very own wooden treehouse. You will be given a variety of natural and recycled materials to transform with your imagination. Anything is possible – solar-powered roller coasters, clockwork time machines, multi-headed giant chickens. Do you want a triple spiral staircase or a bottomless sandpit? If you can dream it, build away! These workshops are delivered online, you may even work with the artist from inside their own treehouse! Materials are provided to the school.

Workshop 1A: Tree House Architecture (90 minute workshop) - Years F - 2

Have you ever read the Magic Far Away Tree or Andy Griffin's 13-Storey Tree House? Well, in this workshop you are going to design and build your very own miniature wooden treehouse as well as the equipment you need for adventures inside. You will be given a variety of natural materials including some recycled timber.

Anything is possible – turrets, helipads, moats filled with ravenous piranhas - and that's just the outside.

Inside is where the fun really starts. Do you want a triple spiral staircase or an ocean of molten chocolate? A multi-dimensional time travel portal or antigravity footy field? If you can imagine it, build away! You'll also learn how to make your treehouse strong enough to pass the deadly earth tremor test.

Workshop 1B: Tree House Architecture (90 minute workshop) - Years 3 - 9

First, you will construct the frame from a pre-drilled base and a pre-cut tree trunks. After this is done, you will assemble the floors from the treehouse flat-pack, add walls and roof. Once you got the frame built you get to explore your design skills from furniture, flooring, wallpaper, and window placement.

Once you're happy with the first design phase you make wire ladders, simple machines like levers and pulleys that lift visitors up to the top level of the treehouse where your catapult could sit. Finally, your design must pass the earth-tremor test. To receive your Certificate of Compliance your walls, roof, and floor must be sturdy with just the right level of support.

Then after phases 1 and 2 are complete you can populate the treehouse with quirky characters from your favourite books. Using wire, beads, paper, the fabric you can set the scene from writing retreat to a studio workshop.

As an added extra, you could bring along an iPod to create a short film using your treehouse and original characters invented by you.

Workshop 2: Tiny towns (90 minute workshop) – Years Foundation - 4

These projects are open ended and can come with several add-ons.

Tall Ship: This project allows students to paint and design their own boats. Using French watercolour paper for the sails families were able to make their own fleet that sometimes represented the heritage of their interests.

Miners' Cottage: Create a miner's cottage and use your imagination to create your own design using colour and mixed materials.

Mansion: This two-story reproduction double fronted Victorian celebrates the architecture around the suburbs surrounding inner Melbourne. When adding your own watercolour paint it's a great way to explore light and tone and texture and play with the shapes.



Mark Maxwell

Mark Maxwell is an artist and workshop presenter. His practice encompasses marques, woodwork, building, animation, set design and lighting. When creating miniature models he explores engineering principles and tries to design projects that promote open ended creativity. Mark has completed an Art and Design degree and has worked as technical engineer in many theatres. He presents workshops for Regional Arts Victoria, which brings professional art practitioners to schools, community groups, art galleries, libraries and art festivals



Carla Maxwell

Carla Maxwell is an Art, Design Technology and Robotics teacher who has completed a Masters of Information Technology in Education (by Research) at the University of Melbourne. She has also accomplished a Bachelor of a Teaching and Bachelor of Fine Art. This has allowed her to develop a unique perspective on teaching in a creative and integrated manner. Carla continues to plan activities for students that are fun, hands-on and experience based, taking into account aspects of mathematical and scientific principles

ONLINE DELIVERY: TECHNICAL INFORMATION

Treehouse Architecture & Tiny Towns Workshops are delivered through prerecorded short videos to show specific steps within the treehouse build, or tiny town series. Breaking the session down into bite size video chunks, helps drip feed the cohort at a pace suitable to them.

. Videos include the following:

- How to build a treehouse
- The design process how we make things in the workshops
- Add-ons what you could add to your treehouse (ladders, slides and furniture and miniature artworks including people or tiny house (extensions and landscaping)
- Adding people and characters (ways to make people)

Zoom live Crafting

The pre-recorded workshops are followed by a live crafting session over Zoom and a live Q&A webinar where the students can join in from anywhere in the world and get live support from the artist based on the on the build and theme.

All learners are then given the opportunity for small group coaching/consulting if they wish to have extra support.



SUGGESTED PRE-VISIT ACTIVITIES

The following activities are designed for teachers and students to explore before *Tree House Architecture* or *Tiny Towns*. They aim to give context to the workshops and get students inspired and thinking about the task ahead.

Activity 1: Treehouse / Tiny Towns Inspiration

Treehouse activity

Treehouses can come in all different shapes and sizes, from small DIY wooden structures in back gardens, to actual homes architecturally designed to sit high in the treetops. One thing all of them have in common is a sense of magic and creativity in their designs.

Use websites and books to research treehouse designs from across the world and make a slideshow or movie of your favourite images/ designs. For each image explain why you like this design and what makes it so special.

Present your slideshow to the rest of the class or break off in to small groups to share your findings.

Related Reading

Get some more inspiration by reading these treehouse stories with the class

[Treehouse Series by Andy Griffiths](#)

[The Magic Faraway Tree Series by Enid Blyton](#)

Tiny Towns Activity

Find images of buildings you like from around the world using websites and books, and make a slideshow or movie of your favourite images. Try and look for exciting and out of the ordinary designs. For each images explain why you like this building and what makes it so special.

Activity 2: Collage

Print off the images that students collected in the first activity and use them to make either a treehouse or building collage!

Cut out different elements from each of your favourite images and piece them together in a collage to create a new treehouse or building design e.g. a roof from one image, a door from another etc. Be as creative with the images as you can!

Activity 3: Get Building

Using your tree house/ building research and collage as inspiration, have a go at building a prototype treehouse or building. This could be done using lego, card or whatever craft materials you have available. Be creative with shapes, style, colours and patterns!

Alternatively, use a simulation programme like google sketchup to build your design.

After you have had a go, think about the following questions:

- Which areas of your design have worked well?
- Which areas could use improvement?
- Were there elements of your design that were more difficult to build?

SUGGESTED POST-VISIT ACTIVITIES:

(Activities that dissect and expand upon the content of the workshop/performance that the teacher and students can engage in post-performance).

Activity 1: Characters

Imagine the kind of character that might live in your treehouse / building. This could be a person, an animal or a fantasy creature – be as creative as you like! Answer the following questions to help flesh out your character.

- What do they look like? Think about hair, eyes, height, any noticeable characteristics.
- What sort of clothes do they like to wear?
- What do they sound like? i.e. how do they speak? Do they have an accent? Speak a different language? Have a deep or squeaky voice?
- What hobbies do they have? What is their favourite thing to do?
- Do they have any special talents or skills?
- Why does your character like living in your treehouse/ building? E.g. If your character loves cooking, does your building have a kitchen? If your character is an animal do they like living in the treehouse because it is close to nature? Does your building have a useful feature that your character would love?

Once you have a good idea of your character you can draw them, trying to demonstrate as many of the characteristics you identified above as possible. Once your drawing is complete, introduce your character to the rest of the class!

Activity 2: Storyboard

Your treehouse/ building is the setting, you have a character, now it's time to create a story! A story needs a beginning, middle and an end. Think about the following points to structure your story:

- Beginning – Set the scene
 - Introduce your treehouse / building and your main character.
- Middle – Problem
 - Something out of the ordinary happens to your character involving their house/ treehouse. A problem arises that needs to be solved. Maybe there is a leak in your treehouse roof and a storm coming! Maybe your character's friend is coming to stay and there is nowhere for him to sleep!
- End – Solution
 - How does your character solve the problem? E.g. finding materials to fix the hole in the roof, or setting up a hammock up outside for the friend to sleep in.

Divide a big piece of paper in to 9 sections to create Storyboard. Use the first 3 to draw the beginning part of your story- write a few words under each image to explain what's happening. Use the next 3 to do the same for the middle part of your story and the last 3 for the end part of your story.

Activity 3: Stop motion

Create a stop motion animation of your story! You'll need an iPad for this activity.

Character

First you will need to make a model of your character – make sure it is the same scale as your treehouse / building so they can comfortably fit inside it or interact with it.

Your character can be made from whatever craft materials you have available - pipe cleaners or wire make a good skeleton to add details too as this means your character can be moved in to different poses! Another good alternative is to use plasticine – again this material allows you to move your character into different poses later on.

Set Up

Once you have your character ready, download a stop motion animation app on your ipad or similar device. [Stop Motion Studio](#) has a fantastic free app for this.

Set up your ipad or device on a tripod in front of your treehouse/ building to keep it steady.

Make your movie!

Place your character in front of the camera and snap a photo using your stop motion app. Then move the character a tiny bit and snap another photo. Repeat this process however many times you need to have your character play out your story. When you play back the sequence of photos in rapid progression the character appears to move fluidly across the screen.

Top tip! The key is to take a lot of pictures and make small changes to the objects to make the movements look smooth.

Play around with the speed at which you play back the images – experiment to get the best effect of movement for your movie.

Resources

[Tinkerlab – Easy Stop Motion Animation for Beginners](#)

[Instructables – Stop Motion Animation for Kids](#)

[Stop Motion Studio App](#)



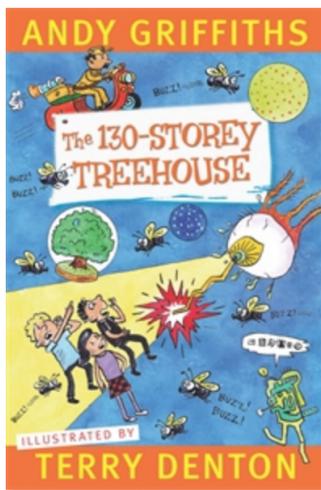
Activity 4: Design a new book for the Treehouse Series by Andy Griffiths

“Andy and Terry live in an incredible ever-expanding treehouse and create very silly books together. Andy writes the words and Terry draws the pictures... well, when they're not too distracted by all the amazing things going on in their incredible ever-expanding treehouse!”

Read one or more of the Treehouse series books and check out some of the crazy ideas featured in each book on [Andy Griffiths' website](#) for inspiration. Take a good look at the cover designs of each book.

- Create a Book Title, Cover, and Blurb for a new imagined book in the Treehouse series.
- Think about some of the features of the treehouse in the book series and come up with your own crazy ideas. Illustrate your treehouse ideas on your front cover, and describe them in the blurb of your story. See the below example from Andy's website for inspiration:

THE 130-STOREY TREEHOUSE



Andy and Terry have added 13 new levels to their treehouse and now it's even more out of this world than before! There's a soap-bubble blaster, a GRABINATOR (it can grab anything from anywhere at any time), a time-wasting level, a toilet paper factory (because you can never have *too* much toilet paper), a room full of mechanical grandparents, a super long legs level, an extra-terrestrial observation centre and the best bookshop-in-a-treehouse-in-a-tree-in-a-forest-in-a-book in the whole world!

Well, what are you waiting for? Come on up!

Resources:

[Andy Griffiths – Treehouse Series](#)

FURTHER READING

Books	<p>The Magic Far Away Tree</p> <p>The Treehouse Series created by Andy Griffiths</p> <p>Tap into the Magic Tree by Christie Matheson</p> <p>The Book of Trees by Piotr Socha</p> <p>The Tree Lady by H. Joseph Hopkins https://www.youtube.com/watch?v=EKCQfE4lb4g</p> <p>The Lorax written by Dr. Seuss</p>
Internet Sites	<p>25 EXTREME TREE HOUSES FOR KIDS</p> <p>https://kidsactivitiesblog.com/66119/25-extreme-tree-houses-kids/</p> <p>Colour-in Activities</p> <p>https://www.panmacmillan.com.au/three-fun-colouring-in-activities-from-the-117-storey-treehouse/</p>
Other	<p>Design the treehouse of your dreams with ABC's Make a Treehouse!</p> <p>https://www.abcya.com/games/make_a_treehouse</p> <p>Minecraft Education</p> <p>Work individually or in teams to create your own treehouse. Try to create a functional shelter within the branches of a nearby tree. Challenge yourself by setting a time limit. Don't forget a ladder or stairs to get in!</p> <p>https://education.minecraft.net/challenges/build-a-treehouse</p>

Learning Areas	Capabilities
<p>Visual Arts</p> <p>Strand: Visual Arts Practices Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks.</p> <p>Strand: Present and Perform Explore different ways of displaying artworks to enhance their meaning for an audience.</p> <p>Achievement Standard By the end of Level 4, students plan and make artworks that are inspired by artworks they experience. They use materials, visual conventions, techniques and processes to express their ideas in artworks.</p> <p>Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures.</p> <p>They discuss and evaluate the art making processes, materials and techniques they use to express their ideas.</p>	<p>Critical & Creative Thinking</p> <p>Strand: Reasoning Explore distinctions when organising and sorting information and ideas from a range of sources.</p> <p>Achievement Standard By the end of Level 4, students explain how to construct open and closed questions and use them for different purposes. Students select and apply techniques to generate a range of ideas that extend how problems are solved.</p> <p>Students describe and structure arguments with clearly identified aims, premises and conclusions. They use and explain a range of strategies to develop their arguments. They identify the need to make distinctions and apply strategies to make these.</p> <p>Students use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies. They practice and apply an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation. Students select and apply a range of problem-solving strategies.</p>
<p>Design & Technologies</p> <p>Strand: Engineering Principles & Systems Investigate how forces and the properties of materials affect the behaviour of a designed solution.</p> <p>Strand: Materials and Technologies Specialisations Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes.</p> <p>Strand: Creating Designed Solutions Investigating Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to create designed</p>	<p>Personal & Social Capacity</p> <p>Strand: Collaboration Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks.</p> <p>Achievement Standard By the end of Level 2, students show an awareness of the feelings and needs of others. They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. They recognise the importance of persisting when faced with new and challenging tasks.</p> <p>They describe their contribution to group tasks. They practise solving simple problems, recognising there are many ways to resolve conflict.</p>

solutions.

Producing

Select and use materials, components, tools and equipment using safe work practices to produce designed solutions

Strand: Data & Information

Collect, access and present different types of data using simple software to create information and solve problems.

Achievement Standard

By the end of Level 4 students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions.

Media Arts

Strand: Explore and Represent Ideas

Investigate and devise representations of people in their community, through settings, ideas and story structure in images, sounds and text.

Strand: Media Arts Practices

Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories.

Achievement Standard

By the end of Level 4, students describe similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in

<p>which media artworks are viewed.</p> <p>Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience.</p>	
<p>Mathematics</p> <p>Strand: Measurement & Geometry Using units of measurement Measure, order and compare objects using familiar metric units of length, area, mass and capacity</p> <p>Shape Make models of three-dimensional objects and describe key features.</p> <p>Achievement Standard By the end of level 3 students use metric units for length, area, mass and capacity. Students identify symmetry in natural and constructed environments. They use angle size as a measure of turn in real situations and make models of three-dimensional objects.</p>	

Contact the Arts & Education team at education@rav.net.au with further questions or, even better, examples of your work!

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