REGIONAL ARTS VICTORIA

Supporting the arts in regional Victoria

On Call Program

Wild City

by Kathy Holowko

Teacher Resources

2024

Ideal for Years F-6

The 2024 Creative Learning Program is
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THE EDUCATION STATE

VICTORIA State Government | Education and Training

Australian Children's Theatre Foundation

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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 **Wild City.** 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 Creative Learning program are designed to offer students engaging arts experiences with strong links to the Victorian Curriculum and VCE subjects where appropriate. Each Creative Learning program varies in its purpose and content and as a result the scope for integration across the curriculum varies.

If you have any questions about this resource, its content or its implementation within your classroom please do not hesitate to contact the Creative Learning team at education@rav.net.au

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	PROGRAMMING	PROJECTS
Regional Arts Victoria facilitates the partnerships, the organisations and the practices that create new work.	Regional Arts Victoria nurtures the experts who foster local artistic experiences and stimulate young minds.	Regional Arts Victoria presents major artistic projects that build local artistic leadership and legacy.
• Regional Cultural Partnerships • Creative Arts Facilitators • Membership program • Devolved grants programs • Resources, workshops and events • Sector advocacy and leadership development	• Creative Learning Program • Connecting Places • Touring programs • Education resources • Industry development resources and events • Sector advocacy and leadership development	• State-wide projects including Creative Workers in Schools, *Small Town Transformations and Artlands Victoria* • Internal Creative Professional Development programs • Sector advocacy and leadership development

CREATIVE LEARNING

Welcome to the 2024 Creative Learning Program! What was named our Arts & Education program is now the refreshed *Creative Learning Program*, still offering the fantastic range of arts experiences students across the state.

For over 50 years, Regional Arts Victoria has been the leader in providing educational arts experiences for children and young people across Victoria. Each year we offer a range of performances and workshop programs to schools throughout regional and metropolitan Victoria.

Spanning performances and workshops across a variety of art forms, our 2024 Creative Learning school incursion program offers opportunities for connection and positive impact spread across the entire program! We are pleased to be offering both in person experiences and accessible online programs with professional and experienced artists to educate and delight your students.

From engaging theatre to building your own urban landscapes, there are options for both primary and secondary ages to deepen creativity as artists and audiences, led by award-winning companies, regionally based and First Nations artists.

We have a fantastic subsidy program which means we can provide significant subsidy assistance (up to 75% of program costs) to eligible remote and disadvantaged schools. This helps our programs to be accessible and reach a diverse range of schools.

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INTRODUCTION TO THE PROGRAM

Wild City is a collaborative sculpture workshop that considers wild animals as citizens in human landscapes. Students are invited to creatively explore their ideas and solutions for co-existence with animals by transforming a bare landscape into a green metropolis, where humans and wild animals can thrive together.

Through building habitats and infrastructure, students consider how animals can live well, travel safely, and how their habitats could connect. Students work collaboratively to create a sculptural artwork, explore one another's ideas and observe how individual efforts combine to completely change the entire landscape.

Together students create a truly Wild City!

Wild City is an accessible and fun way for students of all artistic abilities and ages to express creative ideas through design thinking and making. Wild City provides real-world evidence of solutions based thinking to environmental issues in order to inspire thinking, learning and creativity. It's world building on a miniature scale, and we will all want to live there!

By looking at inspiring examples of infrastructure adaption and community projects from around the world, students are able to creatively explore their own ideas and solutions for co-existence. By presenting visual imagery and conversation at the beginning of workshops artist Kathy Holowko provides a thorough framework to understand the concepts of urban ecology. Kathy has scoured the world for great narratives and real-life examples of positive change like forest bridges, bat tiles, swift bricks, and hedgehog highways, to spark imaginations. Students will re-think how we create our world. Wild City is a hopeful and positive work that provides real-world evidence of solutions to environmental issues in a creative, fun and constructive way to envision a positive future.

Wild City explores themes such as history of country, evolution, human/animal architecture, specific species needs, ecology and designing cultural landscape which responds to real world environmental issues in a creative workshop. The work sets out to provide a positive future vision for ourselves and our native wildlife by exploring the science of urban ecology. Kathy is a rural Victorian artist that completed a Masters of Fine Art in the Netherlands where she was able to go on safari within a human-made, urban re-wilded nature reserve to explore the complexities of co-existence. Wild City is the outcome of searching for positive solutions to the Australian environmental issues of urban expansion, habitat loss and species extinction. With a deep love of nature, art and working with children, the infectious enthusiasm of Wild City hopes to leave participants with a sense of creative accomplishment, wonder and a new vision of the future.

The language and content delivery of the presentation information will shift accordingly for upper and lower year levels. Year 3 and 4 is the perfect age range for this work. Upper year levels will receive deeper conversation opportunities with the artist and more student exchange. Year 6 have the option of being provided with access to hot glue guns during the practical workshop to enable more complex constructions.

BIOGRAPHIES

Artist: Kathy Holowko

I am interested in our understanding of ecology and narratives that reconsider our world as a cyclical and shared habitat. I believe art can help us to learn, to think, to meditate; and to mirror cultural environmental ideologies in the hope of building positive future visions. I create public art, installations and playful projects that have appeared at Royal Botanic Gardens, Fed Sq, NGV, White Night and Sculpture by The Sea amongst others.

Completing a Masters in the Netherlands led me on safari through a human-made, re-wilded ecology exploring the complexities of co-existence, and to the development of 'Wild City' which won Peoples Choice at Art for Social Change. It had a successful season at the Sydney Opera House and a State Library Fellowship will see it turned it into a children's book. The touring program would support me to reach wider audiences and create clear curriculum resources for teachers. I would relish the opportunity to connect to communities across Victoria.

The GANAG instructional model.

GANAG stands for:

Goals

Access

New Info

Apply

Goal review.

The GANAG instructional model for lesson design was created by Jane Pollock and presented in the text *Classroom Instruction that Works* (Marzano, Pickering & Pollock, 2001). It grew from the work of Madeline Hunter who created a schema in the 1970s for lessons that is still useful today (Hunter, 2004).

Teachers can use the GANAG table below to generate ideas for lesson plans to integrate Wild City into curriculum delivery.

Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge:Oxon.
Marzano, R., Pickering, D. & Pollock, E. (2001). Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. ASCD: Alexandria, Virginia.

GANAG	9 High Yield Strategies		Unit : Wild City	
Goal Set the learning goal/benchmark or objective	- Setting Objectives & Providing Feedback - Reinforcing Effort and Providing Recognition	<u>Standards</u> applying to that lesson	Visual Arts, Science, Dance	
			Focus 1 - Pre	**Focus 2 - Post**
		<u>Learning Intention</u>	I can learn how Inaturalist/Seek is used to record data by citizen scientists	Be able to describe how animals use specific body parts for different purposes.
Access Access students' prior knowledge building engagement through establishing immediate relevancy; a "hook" that is a short introduction to the lesson	- Question, Cues and Advanced Organisers - Non-linguistic Representations - Identifying Similarities And Differences - Cooperative Learning	Possible <u>Instructional Strategies</u> to Try: - Review of previous lesson - Pair and Share - Turn and Talk - Brainstorming - Quick Write - Verbal check-in of prior knowledge - Visual to access prior knowledge	What is Inaturalist - Ask students to suggest what they think it is, Then show students the student version 'seek', Seek by iNaturalist · iNaturalist	Which beak would be best for eating fish and frogs? • How does the shape and size of a bird's beak influence what it can eat? • What might happen to the birds with long and sharp beaks if there were no fish left? • Why is it important for different birds to find food differently from one another?
New Information Acquire new information – declarative and/or procedural	- Summarising and Note Taking - Homework and Practise	Possible <u>Instructional Strategies</u> to Try: - Modelling and direct instruction - Student discussions - Academic feedback to students - Non-fiction writing, vocabulary and reading strategies to develop understanding of new information - Inquiry based questions and activities	What is data? How do we use data and how would a scientist use data? What is a citizen scientist? Why is this important? A member of the general public who collects and analyses data relating to the natural world, typically as part of a collaborative	Watch this video to learn about different types of bird beaks https://youtu.be/BjzYfiFm_tw?si=h0s_qMdjGHi6D3Nu

			project with professional scientists. This is important as we need Sitizens scientist to provide data to be analysed.	
Apply Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided	- Identify Similarities And Differences - Cues, Questions And Advanced Organisers _ Generate And Test Hypotheses	Possible **Instructional Strategies** to Try: - Guided Practice - Independent and group work - Student demonstration of learning objective - Student-to-student discussions using accountable talk - Ongoing checks for understanding - Continuous academic feedback to the students	Lets use the Seek app! Seek by iNaturalist · iNaturalist	Now its your turn! Have a look through the worksheet with a friend to investigate what kinds of beaks are on which kind of bird!
Goal Review Review what has been taught. How will the teacher know if students met the measurable objective?	- Setting Objectives And Providing Feedback -Reinforcing Effort And Providing Recognition - Homework And Practise	Possible **Means of Assessments** to Try: - Oral or written summary of lesson - Exit slip or quick write - Pair and share - Peer and individual review of work - Class discussion of topic - Cornell notes check	What did we find out about our local environment Group circle discussion about our findings.	Lets review together. Can you make a shape of a beak you know with your hands and describe it to your classmates?

INTERESTING QUESTIONS TO EXPLORE BEFORE THE WILD CITY WORKSHOP

- What is a mammal?
- What is the difference between a native animal and a domestic animal? (Make a list of domestic animals from pets to farmed animals, think about where they live).
- What is the difference between a native animal and an introduced animal? (Both of these animals can be considered wild, but what is the key difference? What effects do introduced species have on native habitat and animals?)
- What is a habitat? What types of habitat are there?
- Learn about what a variety of native animals need: where do they live, what kind of habitat? What do they eat, who eats them? How do they stay safe? How do they raise babies? Where do they sleep?
- Are they nocturnal? What does nocturnal mean?
- Learn to look for key identifying features and describe them.

ACTIVITIES

BIODIVERSITY POSTER & ANIMAL IDENTIFICATION SHEET

Learning areas marked in grey

ANIMAL IDENTIFICATION SHEET

- Animal ID Drawing - Drawings or photos of a specific species of animal is a great way to help think about and describe key features for identification. Making notes of key identifying features is a first step towards taxonomy.

BIODIVERSITY POSTER

Make a biodiversity poster in the classroom (keep adding to it as you find new animals in the school ground).

- Make a list of all of the animals you see around your school (you could consider including local sightings made at home too). Get to know some species you don't know yet by using some of the resources listed at the bottom. Make a column for what type of animal they are. You could add more specific details like whether they are a ground dwelling mammal or a tree dwelling mammal, etc. What time of day or night did you see them? What habitat were they in? How many? You can think of this as a basic biodiversity data survey of the area.

A long term 'post' activity to add to this would be to build a habitat and then re-do the survey. Compare results in the data collection before and after habitat was added.

RESOURCES:

PDF
WILD CITY animal ID info.pdf
This is a list of animals with some key information features listed

BOOKS
Field Guide to Australian Birds by Michael Morcombe
Field Guide to Mammals of Australia By Peter Menkhorst and Frank Knight
A Field Guide To Insects Of Australia by Paul Zborowski & Ross Storey

WEBSITE RESOURCE:
The backyard buddies website is a great resource, look under their 'explore' button for a list of birds, bugs and insects, mammals, frogs, reptiles: https://backyardbuddies.org.au/explore-backyard-buddies/

LISTENING
• Listening is a great way to know who is around
• Listen to birds here: https://inaturalist.ala.org.au/projects/australian-bird-sounds
• Here are some fun recordings: https://www.australianenvironmentaleducation.com.au/noises-in-the-night/
• This is a great resource on Frogs. If you download the phone app you can listen to frog calls and maybe ID frogs in your area, while the website has great PDF information all about frogs: https://www.frogid.net.au/schools
• Mammals: https://wildambience.com/wildlife-sounds/

NIGHT WALKS
Encourage parents to take their children out at night to explore their yard with a torch and see who is active. Or look out for a spotlight tour in the area. This could be a great excursion Mount Rothwell: https://www.mtrothwell.com.au/tours-bookings-1

Science, Science Understanding, Biological sciences
Level 1 & 2: • Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met • Living things grow, change and have offspring similar to themselves
Level 2 & 3: • Living things can be grouped on the basis of observable features and can be distinguished from non-living things • Different living things have different life cycles and depend on each other and the environment to survive
• Level 5 & 6: • Living things have structural features and adaptations that help them to survive in their environment
• The growth and survival of living things are affected by the physical conditions of their environment

Science, Recording and processing
Level 1 & 2: • Use informal measurements in the collection and recording of observations • Use a range of methods, including drawings and provided tables, to sort information
Level 2 & 3: • Use formal measurements in the collection and recording of observations • Use a range of methods including tables and column graphs to represent data and to identify patterns and trends
• Level 5 & 6: • Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data

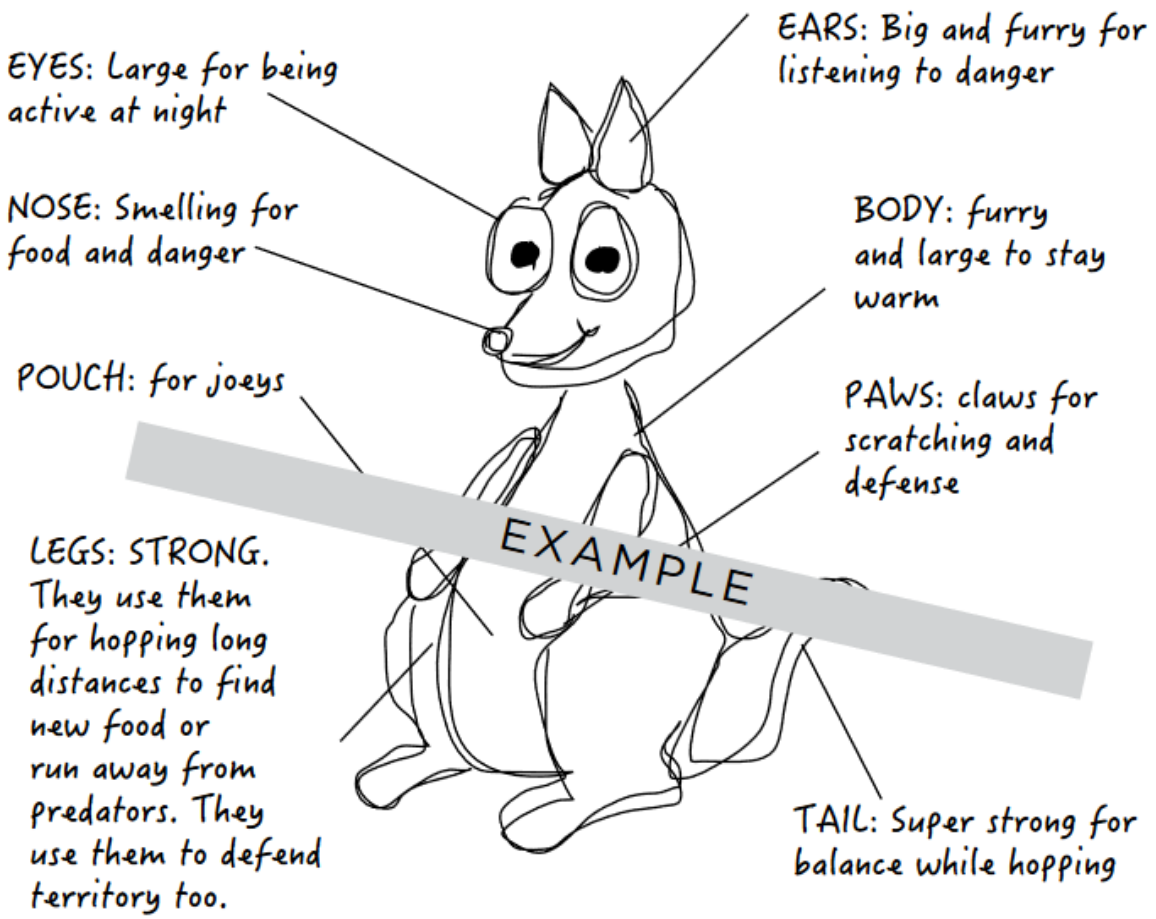
ANIMAL BIODIVERSITY LIST

ANIMAL	TYPE OF SPECIES	OTHER FACTS	HABITAT	SIGHTINGS
	• bird, bug/insect, mammal, frog, reptile	• ground dwelling mammal, tree delling mammal • Predator/prey	• Woodland, grassland, forest, desert, suburban, riverside, seaside etc	• amount
 Kangarooo	Mammal	Ground dwelling mammal	Open grassland	~~IIII~~

EXAMPLE

ANIMAL IDENTIFICATION SHEET

Draw the animal you have seen



ANIMAL IDENTIFICATION SHEET

Draw the animal you have seen

Describe your animal's features, such as:

Ears Leg Paw Eye Nose Pouch Fur Foot Tail Wings

Is your animal?

Fast/ slow

Small/large

A predator/prey

What does it eat?

Where does it live?

BACKGROUND NOTES

What is habitat?

A habitat is the type of place where living things including wild animal populations occur. It is a place where they have all the things that they need such as food, water, shelter and other animals. Australia has a variety of habitats due to its size and varying climates. The different climates are an important factor in creating the range of habitats, including: rainforests, forests, woodlands, Mallee, scrubs, heathlands, shrublands, grasslands, and wetlands. Even cities, suburbs, and urban spaces can be considered habitat for humans and animals. Over 60% of Australia's land is privately owned so providing habitat in schools and homes adds up to a lot!

Visit the museum site for more on this: https://australian.museum/learn/teachers/learning/habitats/

What is Biodiversity?

Victoria's Biodiversity Strategy (1997) states that 'biodiversity, or biological diversity is the variety of all living life-forms including plants, animals and micro-organisms, the genes they all contain, and the ecosystems of which they form a part'. Biodiversity includes all the living things such as plants, animals and fungi in an ecosystem. Genetic difference is key to animal species survival. Isolated habitats can have long term problems if genetic diversity is not maintained. This is why pocket habitats can be a problem and why wildlife corridors and allowing animals to travel safely across country is important. Biodiversity in a habitat means that a system is in place to ensure lots of jobs are done, for example in farming as much as 50% of pollination is carried out by native insects that fly to crops from nearby bushland. A healthy ecology is formed when systems including animals and plants support each other. It is a cyclic system which provides 'ecosystem services' such as soil formation, plant development, water retention, air quality and climate regulation along with keeping wild animal populations strong and healthy.

Aesthetics and Ethics

'Encounter value' is a scientific term that describes the meaningful worth in chance encounters with the wild animal. Biodiversity is a fundamental part of cultural identity, spiritual enrichment and recreation through nature's ability to give us beauty and tranquillity. No species or generation has the right to use up and/or take Earth's resources solely for its own benefit. For example, by causing the extinction of a species we are taking away the right of future generations to be able to have experiences with those species.

Urban ecology

Urban ecology is the scientific study of the relation of living organisms with each other and their surroundings in an urban environment.

A great book with activities that include artistic observation is 'A guide book to the creatures in your neighbourhood' https://www.thomvandooren.org/publications/books/a-guide-to-the-creatures-in-your-neighbourhood/

REFLECTION ON THE WILD CITY EXPERIENCE

Learning areas marked in grey

SOME PROMPTING QUESTION TO ASK

Level 1 & 2:

Science, Science Understanding, Content Description: Biological sciences

What 3 things do animals need?

What does habitat mean?

Ethical Capability (Understanding Concepts)

What native animal/s did you include in wild city?

Critical and Creative Thinking

What did you add to wild city to make them welcome?

Level 3 & 4:

Science, Science Understanding, Content Description: Biological sciences

What 3 things do animals need?

What does habitat mean?

Name one animal that need another for food?

Ethical Capability (Understanding Concepts)

What does urban expansion mean for animals? What problems do they face?

In the wild city workshop we considered wild animals as citizens in the urban space, what does this mean?

Why would we build habitat for animals in urban spaces or in our own yards?

What did you add to wild city to make animals welcome? Why? (Critical and Creative Thinking)

Level 5 & 6:

Science, Science Understanding, Content Description: Biological sciences

What does habitat mean?

Describe one animal and its specific habitat needs.

Ethical Capability (Understanding Concepts)

Before participating in the Wild City workshop did you think that cities and suburbs could be places for animals too?

Why do we need animals?

What does urban expansion mean for wild animals? What problems can occur for them?

In the wild city workshop we considered wild animals as citizens in the urban space, what does this mean?

Why would we build habitat for animals in urban spaces or in our own yards?

In the wild city workshop we considered wild animals as citizens in the urban space, what does this mean?

Why would we build habitat for animals in urban spaces or in our own yards?

What did you add to wild city to make animals welcome? Why? (Critical and Creative Thinking).

ACTIVITIES

MAKE AN 8 PAGE BOOK

USE THE REFLECTION QUESTIONS TO MAKE A BOOK

This is a fun activity and a great reflection tool. Using origami skills students can fold their own book and make a story or set of reflections on the Wild City experience using some of the promting questions listed previously. These books can then be opened up and photocopied, this means the books are 'published'. Students can keep a copy, give one to a friend or relative and put one in the school library (and I would love to se a copy). The book can be illustrated with maps, drawings of the contributions students made to wild city, and images of the animals they provided for.

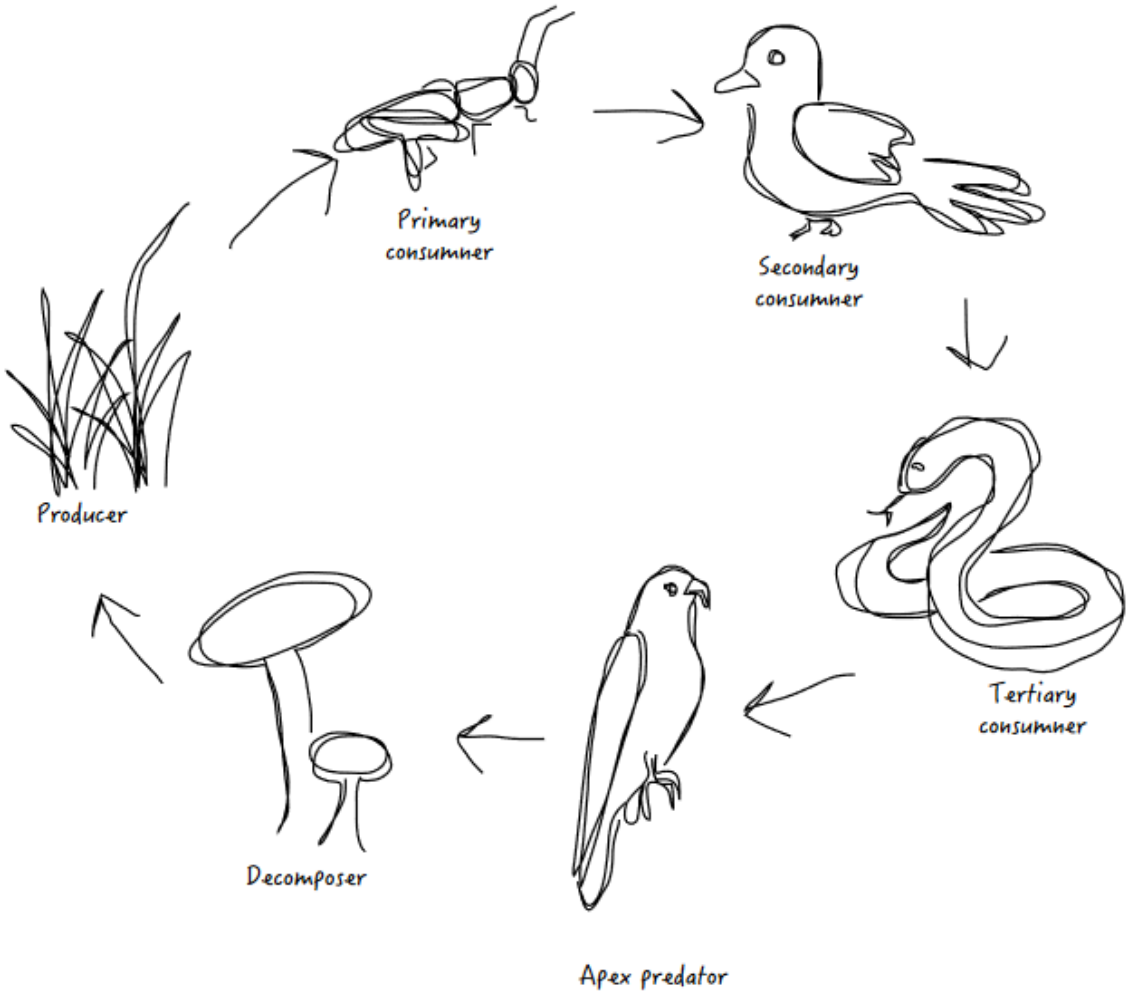
INSTRUCTIONS:

Here is a video explaining how to do it from Kid's Own Publishing:
https://www.youtube.com/watch?v=2V07NtRiLIY

You can publish your book by photocopying it. Give one to a friend or relative and put one in the school library!
Here is how to fold the copy:
https://www.youtube.com/watch?v=XMz9qg5hW6w&t=29s

As an artist I have made many books with children with Kid's Own Publishing: I can run this 8 page book making as a seperate workshop or do it yourself!
Here is a video of the process of making a published book 'Rainbow Fox' with pre-schoolers:
https://www.youtube.com/watch?v=_EQBGKmPkcM

MAKE AN ECOLOGY CIRCLE



ECOLOGY THROUGH DRAWING

• The arts: visual arts, Visual Arts Practices

Experiment with different materials and techniques to make artworks

• Science Inquiry Skills , Biological sciences

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met

Different living things have different life cycles and depend on each other and the environment to survive

• Science Inquiry Skills, Recording and processing

Use informal measurements in the collection and recording of observations

Use a range of methods, including drawings and provided tables, to sort information

The ecology circle could be simpler. such as flower, insect, bird, bird poo (fertiliser and seed disperser).

INTRODUCTION TO BIODIVERSITY THROUGH EXAMINING BIRD BEAKS

The bird beaks activity encourages students to explore how bird beaks are adapted to help them get food in different habitats, and how they can be likened to tools humans use such as tweezers or pliers, or a knife. The key concepts in this activity are biodiversity, species adaptation, evolution, habitat, and environmental change.

Key learning outcomes

- Be able to describe how animals use specific body parts for different purposes.
- Be able to explain how specific adaptations in animals aid survival.
- Be able to explain how environmental changes and habitat loss can impact animals.

Assessment opportunities

- Complete the activity sheet.
- Complete a short written summary of findings based on discussion about the activity sheet.

Discussion ideas

- Which beak would be best for eating fish and frogs?
- How does the shape and size of a bird's beak influence what it can eat?
- What might happen to the birds with long and sharp beaks if there were no fish left?
- Why is it important for different birds to find food differently from one another?

Activity extension ideas

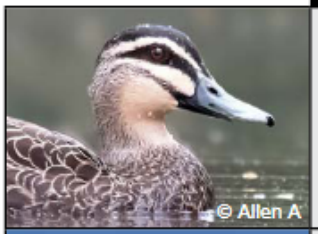
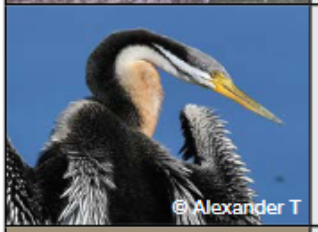
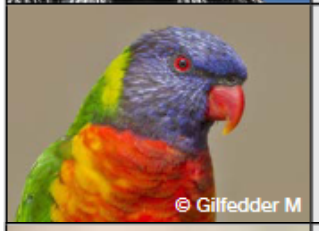
A. Examine the birds listed as examples in the activity sheet and research their characteristics such as geographic distribution, habitat, diet, and other body features that might help them in their environment (such as feet).
B. Conduct a bird survey on the school grounds. Try to identify the different beak types in the birds observed.
C. Get students to choose at least two food categories from the activity sheet table and design the ideal beak for eating the foods selected. Beaks can either be illustrated or constructed from materials like icy-pole sticks and paper, wooden cutlery, toothpicks etc.

Science / Foundation to Level 2 / Science Understanding / Biological sciences
Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met.
Science / Levels 3 and 4 / Science Understanding / Biological sciences
Different living things have different life cycles and depend on each other and the environment to survive.
Science / Levels 5 and 6 / Science Understanding / Biological sciences
Living things have structural features and adaptations that help them to survive in their environment.

Additional Curriculum Links (if students conduct extension activity 'C')
Design and Technologies / Foundation to Level 2 / Creating Designed Solutions
Investigating (VCDSCD018) Generating (VCDSCD019) Producing (VCDSCD020)
Design and Technologies / Levels 3 and 4 / Creating Designed Solutions
Investigating (VCDSCD028) Generating (VCDSCD029) Producing (VCDSCD030)
Design and Technologies / Levels 5 and 6 / Creating Designed Solutions
Investigating (VCDSCD038) Generating (VCDSCD039) Producing (VCDSCD040)

Bird Beaks Activity Sheet

Name:

	Type of Beak	Bird Examples	Description	Can it be used to eat insects?	Can it be used to eat fish and frogs?	Can it be used to eat nuts and seeds?	Can it be used to drink nectar from flowers?
 © Allen A	Flat wide bill	• Pacific Black Duck • Yellow-billed Spoonbill	• Works like a strainer • Has ridges along inner edges • Filters tiny plants and animals from water	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
 © Alexander T	Long sharp beak	• Australasian Darter • Great Egret	• Like a spear • Thick, long and very sharp	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
 © Gilfedder M	Hookbill	• Rainbow Lorikeet • Eastern Rosella	• Like a nut cracker or a pair of pliers	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
 © Allen A	Short sharp beak	• Golden Whistler • Gray Fantail	• Like tweezers • Narrow and strong	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
 © Ongley D	Slender curved beak and long tongue	• Eastern Spinebill • Yellow-faced Honeyeater	• Used as a probe • Long and slender like syringe	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

Activity sheet adapted from Birds in Backyards *Beaks, Feet and Feathers* to reflect birds found in the Maroondah area.

TAKE ACTION

REGISTER LARGE OLD TREES

Tree hollows are prime real estate for many of our birds and mammals. There is a housing crisis because hollows take up to one hundred years to form in a tree. We can protect our old large habitat trees by registering them with biolink (a group dedicated to linking habitats across Victoria. They have done a lot of work around Heathcote but want to know about all of the habitat trees, so if you have a tree that has multiple hollows register it here: https://static1.squarespace.com/static/59374e666a4963c6df22569f/t/6090d807424fda684220d153/1620105228385/Large+Old+Trees.pdf

- Nest boxes are temporary solution to filling in the need for tree hollows butt hey can fail. It's important to get good quality boxes with thick painted wood and with the inside of the roof charred to stop bees moving in. I can recommend Miles Geldard from Wildlife Nestboxes. https://wildlifenestboxes.com.au
- Ecology Restoration Australia specialise in creating hollow in existing trees by carving into large trees, this female owned business can also consult on planted habitat creation in your school. https://eraus.com.au
- Gardens for wildlife is a good way to find help and resources or could be a way to get community action to help build your garden and connect your garden to others https://gardensforwildlifevictoria.com/welcome/the-garden-visit/

BECOME CITIZEN SCIENTISTS

Take your nature knowledge up a notch and use the power of image recognition technology to identify the plants and animals all around you. Earn badges for seeing different types of birds, amphibians, plants, and fungi and participate in monthly observation challenges.
https://www.inaturalist.org/pages/seek_app

BECOME A PART OF THE AWARD INNING RESOURCE SMART SCHOOL PROGRAM

VIDEO that explains what it is: https://www.youtube.com/watch?time_continue=203&v=INsIZzjiWfc&embeds_referring_euri=https%3A%2F%2Fschool.ceres.org.au%2F&source_ve_path=Mjg2NjY&feature=emb_logo

MORE INFO: https://www.sustainability.vic.gov.au/energy-efficiency-and-reducing-emissions/resourcesmart-schools

- I would love to spend more time with you and would be happy to be an artist in residence to create habitat with children too.

SOME OTHER LEARNING AREAS COVERED IN WORKSHOP

The arts: visual arts

Content Description:
EXPLORE AND EXPRESS IDEAS

Level 1 & 2: Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create
Level 5 & 6: Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs

Example of link in show or in related pre/post activities:
Level 1 & 2: Students use assemblage sculpture to explore and express ideas about real world observations and information about wild animals in urban spaces by making an imaginative mini urban laandscape in the Wild City workshop.
Level 5 & 6: Wild City introduces a framework to explore the idea of co-existence with the wild animal, students will have watched the video of professional artist Kathy Holowko explaining the ways that her sculptural practice expresses ideas and concepts (yet to be made). This background along with the workshop presentation can serve as inspiration for creating their own artwork within Wild City that expresses the idea of urban ecology and co-existence. It explores the belief that wild animals can be considered citizens in human built landscapes by showing real world examples through visual arts research methodology and shows how art can be a way to think through ideas. The artwork can express the belief that it provides a model for future visions of their world or for real world actions.

(CURRICULUM LINK):
The arts: visual arts

Content Description:
PRESENT AND PERFORM

Level 1 & 2: Create and display artworks to express ideas to an audience
Level 3 & 4: Explore different ways of displaying artworks to enhance their meaning for an audience
Level 5 & 6: Create and display art work considering how ideas can be expressed to an audience

Example of link in show or in related pre/post activities:
Level 1 to 6: Wild City is a collaborative artwork made between the artist and a group of students working togther. The artwork is displayed as a miniature urban landscape where each student works alone or in a pair on one section of the cityscape. Sometime neighbouring students start to join their habitats allowing animals to travel across the space. At the end of a workshop the barren urban landscape has changed into a lush green space where humans and animals co-exist. We can then tour the city as a group to explore each others work and see that togther we have transformed an entire city. The collaboratibve artwork is an exhibition piece where audiences could (and have) explore the work and see a new vision of the future through the eys of children. The work appears as a model city or architectural scale model often used to sell new housing or building concepts. Our Wild City is a model city that wwe will all want to live in!

CROSS-CURRICULUM PRIORITIES

• Learning about Aboriginal and Torres Strait Islander histories and cultures
In the Wild City presentation at the start of the workshop it introduces the changing landscape pre and post colonisation and its effects on native animals. The idea of aboroginal life pre colonisation is considered and ideas of totem animals is introduced.

• Learning about Sustainability
Wild City presents a world view where animals are considered citizens in the urban landscape. It introduces positive examples from around the world on what we can contribute to create a more sustainable future for animals in an expanding human build world. The concept of sustainability is presented in a way that supports habitat building which helps maintain animal life but also benefits human life. The real world examples of community actions and infrastructure changes allows students to examine the diversity of actions and values that can influence sustainable development. The workshop provides students with the opportunity to participate creatively and to see themselves as having the capacity to act in ways that will help to establish more sustainable ways of living (on a mini scale).

FURTHER READING

https://www.youtube.com/watch?v=-aGJ7X9IooM
Watch 'Wild City' introduction.

https://vimeo.com/269569747?embedded=true&source=vimeo_logo&owner=36868059
Watch 'Wild City' at ArtPlay.

https://vimeo.com/user36868059
Watch Kathy's current and previous projects.

CURRICULUM LINKS – Victorian F-10 Curriculum

Learning Areas
Science Strand: Science Understanding Biological sciences Level 1 & 2: Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042) - Living things grow, change and have offspring similar to themselves (VCSSU043) Level 2 & 3: - Living things can be grouped on the basis of observable features and can be distinguished from non-living things (VCSSU057) - Different living things have different life cycles and depend on each other and the environment to survive (VCSSU058) 5 & 6: - Living things have structural features and adaptations that help them to survive in their environment (VCSSU074)- The growth and survival of living things are affected by the physical conditions of their environment (VCSSU075 **Example of link:** Level 1 & 2: Wild City introduces animal architecture and how animals live in different places and make their homes safe for their offspring in different ways. In the presentation at the start of the workshop the artiste discusses how animals have basic needs such as food, water and shelter. We take into consideration the changes that animals go through to live in human landscapes and gain an understanding that new adaptions can be made. Level 3 & 4: Pre activities of Animal ID drawing, Animal Biodiversity poster and Bird Beaks activity sheet all illustrate that observable features can distinguish between animals (living things). Other pre-resources help identify each animal as predators or prey, where they live, how they protect their babies. During the presentation we explore how animals are dependant on each other as food and how important their habitat or environment is to their health, safety and survival. We also explore how humans are animals too, and that we depend on these things as well. Level 5 & 6: Pre activities of Animal ID drawing, Animal Biodiversity poster and Bird Beaks activity sheet all illustrate that structural features and adaptations help them survive. Wild City explores the physical conditions of expanding human landscapes and their effects on animal survival. By building new habitat and joining fragmented habitats we explore how animal's environments can become a safer place to ensure their growth and flourishing.

The Arts: Visual Arts

Strand: Visual Arts Practices
Level 1 & 2: Experiment with different materials, techniques and processes to make artworks in a range of art forms

Level 3 & 4: Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks Level 5& 6: Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks

Example of link
Level 1 & 2: Wild City includes a range of different materials that students can utilise to express their own ideas by using the technique of assemblage. By arranging compositions, they can adapt and build structures in order to create a sculptural artform. The process is to listen to a workshop presentation and engage in discussion about a range of key concepts that help understand urban ecology. They are invited to use sculptural materials to reimagine a mini urban space provided by the artist to create a wild city that expresses their own ideas on how to co-exist with the wild animal. This is explored in a number of ways such as creating habitat, joining pocket habitats with wild life corridors, providing safe passage and shelter - all made in miniature.

Level 3 ,4, 5 & 6: Wild City includes a range of different materials that students can utilise to express their own ideas and explore visual conventions such as: composition, colour, balance, proportion, scale, line and symbolism. By using the technique of assemblage students follow a process through which they can adapt and build structures to create a sculptural artform and make artwork. The process is to listen to a workshop presentation and engage in discussion about a range of key concepts that help understand urban ecology. They are invited to use sculptural materials to reimagine a mini urban space by the artist provided to create a wild city that expresses their own ideas on how to co-exist with the wild animal. This is explored in a number of ways such as creating habitat, joining pocket habitats with wildlife corridors, providing safe passage and shelter - all made in miniature. It is a collaborative process. A technology that can be included is for students to use a camera (iPad) to document their work.

Capabilities

Critical and Creative Thinking

Strand: Questions and Possibilities

Level 1 & 2: Consider personal reactions to situations or problems and how these reactions may influence thinking. Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

Level 3 & 4: Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas

Level 5 & 6: Experiment with alternative ideas and actions by setting preconceptions to one side. Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities

Example of link

Level 1 & 2: Students generate new ideas and express them through the sculptural workshop. They will be introduced to the idea of urban ecology and "living with" wild animals which is presented as new information that has been gleaned from across the world (example of adaptions). They can make their own choices after considering their personal preferences about what animals to include in their city, how to include them, where to include them and what they might provide for them by building it. They will modify the cityscape presented to them and explore different possibilities for the way urban spaces could be made and will be promoted to problem solve things like how to mitigate habitat fragmentation or keep animals safe across roads.

Level 3 & 4: Students will be able to select from a range of materials and use the sculptural technique of assemblage to generate a range of ideas to solve the problems of habitat loss, urban expansion and species extinction by seeing inspiring examples of how we can include animals as citizens in urban spaces from across the world. Students will add to the model city to think about how they might contribute positively and solve problems by creating animal habitat and infrastructure within urban spaces. These ideas will be visualised using materials and ways to which will help embed the learning presented about urban ecology.

Level 5 & 6: Students will be presented with a model city and be asked to think about how we can create and live in urban spaces differently. They can compare their current understanding of human spaces to some alternatives shown in the workshop presentation where wild animals are included. They can copy, borrow, and compare aspects of the existing solutions in order to apply these to new creations of their own. The sculptural artwork that they make becomes a visual model where they have expressed this learning and exploration of alternative ideas. They practice visualising ideas and apply learning strategies after a presentation by an artist.

Ethical Capability

Strand: Understanding Concepts

Level 1 & 2: Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts

Level 3 & 4: Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations. Discuss the ways to identify ethical considerations in a range of problems

Level 5 & 6: Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles

Example of link

Level 1 & 2: In the workshop students can illustrate and describe verbally how they have changed the familiar layout of an urban space into something with a more ethical outcome for animals.

Level 3 & 4: In the post activity students can express writing some examples from the workshop presentation that explain how animals are considered citizens in urban spaces, these are examples of ethical principles. They can express actions taken around the world to combat habitat loss and urban expansion and how they tackled these philosophical issues themselves with the wild city by showcasing how they tackled these issues within the sculptural installation.

Level 5 & 6: In the post activity students can express writing or have a class discussion about the ethical principles of habitat loss, urban expansion, and species extinction. Examples from across the world will be shown in the workshop presentation to contextualise the philosophical

concept of cohabitation and sharing habitat with wild animals within urban ecology science, these innovations are used as ideas to inspire positive action. They can identify their own issues related to these themes and express solutions within the sculpture.

Cross Curriculum Links

Sustainability

Futures - aimed at building capacities for thinking and acting in ways that are necessary to create a more sustainable future

- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
- Promoting reflective thinking processes in young people and empower them to design action that will lead to more a more equitable and sustainable future
- Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

Example of links to Sustainability related content descriptions:

Geography

Levels 5 & 6: Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096)

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