

The background of the cover is a vibrant, abstract artwork. It features a large, central heart shape with a textured, brownish-red interior and a border of alternating red and white stripes. Surrounding the heart are several hands in various colors (yellow, brown, blue, white) and orientations, suggesting a sense of community and shared experience. The overall color palette is rich and diverse, with a dark blue background.

# OUR CAPTIVATING CULTURE

Teacher Resources

## INTRO TO PROGRAM

Stepping through often unfamiliar territory with teaching and learning about Aboriginal Art in your classroom will be a thing of the past - work with a First Nations multidisciplinary artist and educator to nurture your knowledge and create a culturally safe learning environment and ongoing partnership where you and your students remain curious learners about Aboriginal Arts Practices and traditions.

Emma Stenhouse is constantly connected with her Ngarrindjeri heritage. A multifaceted creative, she explores diverse practices. Each piece is braided with learning, exchange between artist and viewer, a continuation of culture - a platform for cross cultural exchange, with skills and knowledge passed down from her Elders, and a vast teaching background, workshops are a wonderful way to engage and connect with cultural Arts Practices.

Emma is an experienced, skilled and passionate educator. Her successful immersion program imparts her knowledge of culture, including traditional indigenous creative practices guided by Elders. Based around nature, her program is conducted as an opportunity to creatively share experiences with one another through a nature collage and in addition, create personal artwork from these collages. This is a sensory program that recognises that we are all shaped by our cultural background, which influences.

## PROGRAM DESCRIPTION

### Visual Art | First Nations | Culture

In this hands-on workshop, students will deepen their understanding of Aboriginal Arts practices and traditions, building respectful connections and creative confidence in exploring Aboriginal perspectives through art. Workshop offerings include:

- Visual Art: students will create transient collage with elements of nature, then develop a story inspired by their artwork. This story will guide the creation of a watercolour painting, which can also be digitized.
- Weaving: spend time yarnning whilst learning contemporary weaving, based on the Coil weave of Ngarrindjeri women, using sustainably sourced raffia.

## MEET EMMA

Emma Stenhouse is taking the first steps on her journey in belonging and becoming connected with her Ngarrindjeri heritage.

Her work is predominantly inspired by nature, connection to country using elements of contemporary art and traditional iconography.



Emma ignites the flame of love for Country in other hearts and minds. A multifaceted creative, she explores diverse practices. Each piece is braided with learning, exchange between artist and viewer, a continuation of culture - a platform for cross cultural exchange.

An experienced early childhood educator, Emma imparts her knowledge of culture, implementing programming including traditional indigenous creative practices guided by Gunditjmara elders. A gatherer and sharer of knowledge, she uses this to guide her own journey.

She builds capacity for others to learn and develop their own connections.



## EDUCATIONAL BENEFITS

### Art Form: Visual Art

This program offers hands-on, age-appropriate visual arts experiences that build on students' existing knowledge and extend their learning about culture and storytelling.

Through making, viewing and sharing, students explore how stories can be communicated using natural materials, visual symbols, colour and composition, with a strong emphasis on process, curiosity and respectful cultural immersion.

The learning is designed to be visible and shared: students document their thinking and creative choices, and staff can support this through classroom discussion, reflection and an online gallery or display. This approach strengthens understanding for students while also building shared language and confidence for teachers, and it creates an opportunity for the wider school community to engage with student stories, perspectives and cultural learning.



# THE GANAG INSTRUCTIONAL MODEL

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).

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.

Teachers can use the table below to assist in integrating the program into their curriculum delivery.

# UNIT: OUR CAPTIVATING CULTURE

## FOUNDATION - 6

(VC2AVAFD01, VC2AVA2D01, VC2AVA2C01, VC2AVA4C01, VC2AVA6C01, VC2AVA4E01 / VC2AVA6E01)

GANAG	9 HIGH YIELD STRATEGIES	Possible Instructional Strategies	STANDARDS APPLYING TO LESSON FOCUS 1	FOCUS 2
<p><b>Goal</b></p> <ul style="list-style-type: none"> <li>- <b>Setting Objectives &amp; Providing Feedback</b></li> <li>- <b>Reinforcing Effort And Providing Recognition</b></li> </ul>	<ul style="list-style-type: none"> <li>• Setting Objectives &amp; Providing Feedback</li> <li>• Reinforcing Effort And Providing Recognition</li> </ul>	-	<p><b>Nature Forage</b></p> <ul style="list-style-type: none"> <li>• Students will gather and sort natural materials and use them to create a transient collage that communicates a personal story.</li> </ul>	<p><b>Know Your Artist</b></p> <ul style="list-style-type: none"> <li>• Students will learn about First Nations art practices and iconography and create an individual artwork (e.g., watercolour) inspired by their collage/story.</li> </ul>
		-	<ul style="list-style-type: none"> <li>• <b>Learning Intention:</b> I can make an artwork that communicates an idea/experience and share the meaning respectfully.</li> <li>• I can use selected natural materials to create a collage with a clear beginning/middle/end "story".</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning Intention:</b> I can describe one icon/symbol and what it communicates (and why context matters).</li> <li>• I can explain one way culture and background can shape how we see the world and each other.</li> </ul>
<p><b>Access</b></p> <p>Access students' prior knowledge building engagement through establishing immediate relevancy; a "hook" that is a short introduction to the lesson</p>	<ul style="list-style-type: none"> <li>• Question, Cues And Advanced Organisers</li> <li>• Nonlinguistic Representations</li> <li>• Identifying Similarities And Differences</li> <li>• Cooperative Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Review of previous lesson</li> <li>• Pair and Share</li> <li>• Turn and Talk</li> <li>• Brainstorming</li> <li>• Quick Write</li> <li>• Verbal check-in of prior knowledge</li> <li>• Visual to access prior knowledge</li> </ul>	<p><b>Quick yarnning circle:</b></p> <ul style="list-style-type: none"> <li>• "What does culture mean?"</li> <li>• "What is one tradition/place/food/story that matters to you?" (opt-in sharing).</li> </ul>	<p><b>Quick visual prompt:</b></p> <ul style="list-style-type: none"> <li>• Show examples of patterns/symbols (non-specific) and ask: "What could this mean?" → introduce idea that symbols have context and rules.</li> <li>• Establish norms: Culturally safe learning space = curious questions + respectful listening + no shaming.</li> </ul>

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GANAG	9 HIGH YIELD STRATEGIES	APPLYING STANDARDS	FOCUS 1:	FOCUS 2:
<p><b>New Information</b></p> <p><b>Acquire new information – declarative and/or procedural</b></p>	<ul style="list-style-type: none"> <li>Summarising and Note Taking</li> <li>Homework and Practise</li> </ul>	<ul style="list-style-type: none"> <li>Modeling and direct instruction</li> <li>Student discussions</li> <li>Academic feedback to students</li> <li>Non-fiction writing, vocabulary and reading strategies to develop understanding of new information</li> <li>Inquiry based questions and activities</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a transient collage is (temporary arrangement of natural materials) and that we can photograph it to keep a record.</li> <li>Model safe, respectful handling of natural items (care, shared materials, leave-no-trace mindset).</li> <li>Teach visual language: texture, shape, form, pattern, contrast, focal point (use materials to explore these).</li> </ul>	<ul style="list-style-type: none"> <li>Introduce: First Nations art is diverse (not “just dot painting”) and is connected to story, community, Country, and cultural responsibilities.</li> <li>Teach: iconography/symbols communicate meaning; discuss cultural appropriation in age-appropriate terms (“some designs/stories are not ours to copy”).</li> <li>Introduce how artists plan big works: story, colour palette selection, mapping, and respecting copyright/IP.</li> </ul>
<p><b>Apply</b></p> <p><b>Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided</b></p>	<ul style="list-style-type: none"> <li>Identify Similarities And Differences</li> <li>Cues, Questions And Advanced Organisers</li> <li>_ Generate And Test Hypotheses</li> </ul>	<ul style="list-style-type: none"> <li>Guided Practice</li> <li>Independent and group work</li> <li>Student demonstration of learning objective</li> <li>Student-to-student discussions using accountable talk</li> <li>Ongoing checks for understanding</li> <li>Continuous academic feedback to the students</li> </ul>	<ul style="list-style-type: none"> <li>Students sort gathered items by colour / texture / shape / size and select a limited palette for their collage.</li> <li>Students create a transient collage that represents a personal story (identity, belonging, connection to place).</li> </ul>	<ul style="list-style-type: none"> <li>Students choose one collage element and translate it into an artwork (e.g., watercolour) using line/shape/pattern and considered colour choices.</li> </ul>

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GANAG	9 HIGH YIELD STRATEGIES	APPLYING STANDARDS	FOCUS 1	FOCUS 2
<p><b>Goal Review</b></p> <p><b>Review what has been taught.</b></p> <p><b>How will the teacher know if students met the measurable objective?</b></p>	<ul style="list-style-type: none"> <li>• Setting Objectives And Providing Feedback</li> <li>• Reinforcing Effort And Providing Recognition</li> <li>• Homework And Practise</li> </ul>	<p>Oral or written summary of lesson</p> <ul style="list-style-type: none"> <li>• Exit slip or quick write</li> <li>• Pair and share</li> <li>• Peer and individual review of work</li> <li>• Class discussion of topic</li> <li>• Cornell notes check</li> </ul>	<p>Pair-share: students explain their collage story using sentence stems:</p> <ul style="list-style-type: none"> <li>• “This represents...”</li> <li>• “I chose this because...”</li> <li>• “My story is about...”</li> </ul>	<p>Students practise respectful speaking/listening by sharing their artwork meaning with a partner or small group.</p>

# SUGGESTED POST ACTIVITIES: OUR CAPTIVATING CULTURE

## Foundation - 6

Activities that dissect and expand upon the content of Our Captivating Culture that the teacher and students can engage in post-performance.

GANAG	9 HIGH YIELD STRATEGIES	APPLYING STANDARDS/LEARNING INTENTION	FOCUS 1
<p><b>Goal</b></p> <p><b>Set the learning goal/benchmark or objective</b></p>	<ul style="list-style-type: none"> <li>• Setting Objectives &amp; Providing Feedback</li> <li>• Reinforcing Effort And Providing Recognition</li> </ul>	<p>I can select and present my artwork in a digital gallery with a clear title and explanation.</p> <p>I can explain my choices (materials, symbols, colours, composition) and what my artwork communicates.</p> <p>I can publish and share respectfully, considering audience and cultural safety.</p>	<p><b>Online Art Gallery Creation</b></p> <ul style="list-style-type: none"> <li>• Students will curate and publish an online gallery of their artworks that communicates their story/meaning to a wider audience.</li> <li>• Students will write a short artist statement (and/or record audio) explaining materials, process, and message.</li> </ul>
<p><b>Access</b></p> <p><b>Access students' prior knowledge building engagement through establishing immediate relevancy; a "hook" that is a short introduction to the lesson</b></p>	<ul style="list-style-type: none"> <li>• Question, Cues And Advanced Organisers</li> <li>• Nonlinguistic Representations</li> <li>• Identifying Similarities And Differences</li> <li>• Cooperative Learning</li> </ul>	<p>Possible Instructional Strategies to Try:</p> <ul style="list-style-type: none"> <li>• Review of previous lesson</li> <li>• Pair and Share</li> <li>• Turn and Talk</li> <li>• Brainstorming</li> <li>• Quick Write</li> <li>• Verbal check-in of prior knowledge</li> <li>• Visual to access prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Show 2–3 examples of online galleries (school newsletter page, class blog page, simple slideshow) and ask: "What makes a gallery easy to understand?"</li> <li>• Turn and talk: "What do we want our community to learn from our exhibition about culture and stories?"</li> </ul>

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## Foundation - 6

GANAG	9 HIGH YIELD STRATEGIES	APPLYING STANDARDS	FOCUS 1
<p><b>New Information</b></p> <p><b>Acquire new information – declarative and/or procedural</b></p>	<ul style="list-style-type: none"> <li>Summarising and Note Taking</li> <li>Homework and Practise</li> </ul>	<p>Possible Instructional Strategies to Try:</p> <ul style="list-style-type: none"> <li>Modeling and direct instruction</li> <li>Student discussions</li> <li>Academic feedback to students</li> <li>Non-fiction writing, vocabulary and reading strategies to develop understanding of new information</li> <li>Inquiry based questions and activities</li> </ul>	<p>Teach “What curators do”:</p> <ul style="list-style-type: none"> <li>Choose what to include</li> <li>Group works by theme</li> <li>Write labels that help the audience understand</li> </ul> <p>Mini-lesson: how to write an artist statement (model one):</p> <ul style="list-style-type: none"> <li>Title:</li> <li>Materials/process:</li> <li>Meaning/message:</li> <li>One choice and why (colour/symbol/material)</li> </ul> <p>Teach respectful and safe publishing:</p> <ul style="list-style-type: none"> <li>First names only (or initials) if required by school policy</li> <li>No identifying photos of students unless permitted</li> <li>Ask permission before using someone else’s words/images</li> <li>Cultural safety reminder: explain meaning of your work; don’t “claim” restricted symbols/stories</li> </ul>
<p><b>Apply</b></p> <p><b>Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided</b></p>	<ul style="list-style-type: none"> <li>Identify Similarities And Differences</li> <li>Cues, Questions And Advanced Organisers</li> <li>Generate And Test Hypotheses</li> </ul>	<p>Possible Instructional Strategies to Try:</p> <ul style="list-style-type: none"> <li>Guided Practice</li> <li>Independent and group work</li> <li>Student demonstration of learning objective</li> <li>Student-to-student discussions using accountable talk</li> <li>Ongoing checks for understanding</li> <li>Continuous academic feedback to the students</li> </ul>	<p>Students select 1–2 artworks and:</p> <ul style="list-style-type: none"> <li>Photograph artwork (and optional process photo)</li> <li>Write a 40–80 word artist statement (or record a 20–30 sec audio)</li> </ul> <p>Class forms gallery teams (rotations):</p> <ul style="list-style-type: none"> <li>Curators: group artworks by theme (Belonging/Place/Family/Nature/Identity)</li> <li>Editors: check spelling, clarity, respectful language</li> <li>Designers: choose layout, headings, banner image, exhibition title</li> <li>Publishers: upload images/text to the chosen platform (Seesaw, Google Slides, school website, OneNote, etc.)</li> </ul>

# UNIT: OUR CAPTIVATING CULTURE

## Foundation - 6

GANAG	9 HIGH YIELD STRATEGIES	APPLYING STANDARDS	FOCUS 1
<p><b>Apply (continued)</b></p> <p><b>Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided</b></p>	<p>-</p>	<p>-</p>	<p>Include an “About the Incursion” section:</p> <ul style="list-style-type: none"> <li>• 3-5 dot points describing what students did (nature forage, transient collage, artist learning, sharing stories)</li> <li>• Include acknowledgements required by school (e.g., Traditional Owners, visiting artist/company, partners)</li> </ul>
<p><b>Goal Review</b></p> <p><b>Review what has been taught.</b></p> <p><b>How will the teacher know if students met the measurable objective?</b></p>	<ul style="list-style-type: none"> <li>• Setting Objectives And Providing Feedback</li> <li>• Reinforcing Effort And Providing Recognition</li> <li>• Homework And Practise</li> </ul>	<p>Possible Means of Assessments to Try:</p> <ul style="list-style-type: none"> <li>• Oral or written summary of lesson</li> <li>• Exit slip or quick write</li> <li>• Pair and share</li> <li>• Peer and individual review of work</li> <li>• Class discussion of topic</li> <li>• Cornell notes check</li> </ul>	<p>Class discussion:</p> <ul style="list-style-type: none"> <li>• Which theme appears most in our works and why?</li> <li>• What do we hope our community feels/learns from the gallery?</li> </ul>

## FURTHER READING

### **Picture books and kids' literature: Culture, identity, belonging**

*A curated list of Australian picture books celebrating diversity and identity (great for F–6 selection):*

- <https://www.sbs.com.au/voices/article/empathy-starts-early-5-australian-picture-books-that-celebrate-diversity/r8x9uj25q>
- <https://www.lwb.org.au/news/15-books-with-diverse-representations-that-kids-love/>

### **Indigenous children's books lists**

*Classroom-friendly starters; use to choose titles appropriate to your cohort:*

- <https://www.teachstarter.com/au/blog/12-must-have-books-for-sharing-indigenous-culture/>
- <https://www.bookbaskets.com.au/blog/picture-books-about-aboriginal-and-torres-strait-islander-histories-and-cultures/>
- <https://www.rileycallieresources.com.au/journal/2021/12/21/10-indigenous-picture-books-for-10-important-learning-topics>
- <https://kooricurriculum.com/blogs/news/top-books-that-embed-aboriginal-perspectives-in-children-s-interests>

### **Using picture books to build intercultural understanding**

*Teacher reading + rationale; includes "windows and mirrors" framing:*

- <https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/hsie/media/documents/geography-history-english-creative-arts-es1-s1-s2-s3-s4-s5-picture-books-intercultural-understanding.pdf>

### **Nature-based / transient art: inspiration and classroom ideas**

*Andy Goldsworthy (nature art / ephemeral art) – classroom inspiration resources:*

- <https://www.redtedart.com/kids-get-arty-andy-goldsworthy/>
- <https://www.twinkl.com.au/resource/andy-goldsworthy-inspired-nature-art-photo-pack-t-ad-1657205021>
- <https://www.leftfootlearning.com/post/nature-art-andy-goldsworthy-preschool-unit>
- <https://www.amazon.com.au/Andy-Goldsworthy/dp/0810933519>

# FURTHER READING

**Curating and exhibiting: making a student gallery (including online)  
Australian Museum – step-by-step “create an exhibition in your  
classroom/school” guide:**

- <https://australian.museum/learn/teachers/history-learning-resources/classroomexhibition/>

**NAVA educator guide (PDF): “How to stage a student exhibition”  
(excellent practical checklist):**

- [https://visualarts.net.au/media/uploads/files/NAVA\\_How\\_to\\_stage\\_a\\_student\\_exhibition\\_ptvSi7H.pdf](https://visualarts.net.au/media/uploads/files/NAVA_How_to_stage_a_student_exhibition_ptvSi7H.pdf)

**Museums Victoria – “Exhibition basics” (labels, layout, design, digital  
images, audience experience):**

- <https://museums victoria.com.au/education/small-object-big-story/5-exhibition-basics/>

**National Gallery of Australia – learning resources (look/think/create  
style activities):**

- <https://nga.gov.au/learn/for-teachers-students/>

**MAPh (Museum of Australian Photography) – education resources and  
learning programs:**

- <https://maph.org.au/learn/>

**Working with First Nations art respectfully (teacher-facing reading)  
NAVA guide: working with First Nations artists in the classroom (cultural  
safety, engagement, permissions):**

- <https://visualarts.net.au/guides/2023/how-work-first-nations-artists-classroom/>

**Monash University Museum of Art (MUMA) – student learning resources  
incl. Aboriginal and Torres Strait Islander artists (useful for “Know Your  
Artist” extension):**

- <https://www.monash.edu/muma/education/student-learning>

# FURTHER READING

## Curriculum Links – Victorian F-10 Curriculum 2.0

Learning Area	Victorian Curriculum	Strand	Level	Example
<b>The Arts:</b> Visual Arts	VC2AVA2C01 – use visual conventions, visual arts processes and materials to create artworks that communicate ideas, experiences and observations	Creating	1-2	Students select a finished work, photograph it, and upload it with a title and short explanation of what it communicates.
<b>The Arts:</b> Visual Arts	VC2AVA4C01 – use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaning	Creating	3-4	Students publish their artwork with an artist statement explaining meaning/perspective and choices (colour, pattern, material, composition).
<b>The Arts:</b> Visual Arts	VC2AVA6C01 – plan and create artworks using visual conventions, visual arts processes and materials to communicate ideas, perspectives and meaning	Creating	5-6	Students curate their work (choose best piece, refine label/statement, decide display order/theme) to communicate intended meaning to a wider audience.
<b>The Arts:</b> Visual Arts	VC2AVA4E01 – explore and describe artworks, and why/when/how visual arts are created and/or presented across cultures, times, places and other contexts	Exploring	3-4	Students compare how art is presented in different contexts (classroom display vs online gallery vs community exhibition) and choose a layout that supports audience understanding.
<b>The Arts:</b> Visual Arts	VC2AVA6E01 – explore ways visual conventions/processes/materials communicate ideas and meaning across cultures/contexts (incl. Aboriginal and Torres Strait Islander Peoples)	Exploring	5-6	Gallery “About” section includes respectful context: students explain influences and how meaning is communicated (without copying restricted cultural symbols/stories).

# FURTHER READING

## Cross Curriculum Links – Victorian F-10 Curriculum 2.0

<b>Aboriginal and Torres Strait Islander Histories and Cultures</b>	<p>Introduction (F-10 VCAA Version 2.0 site) (<a href="https://f10.vcaa.vic.edu.au">f10.vcaa.vic.edu.au</a>)  <a href="https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/introduction">https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/introduction</a></p>
	<p>Structure / Organising Ideas (Country/Place; Culture; People) (<a href="https://f10.vcaa.vic.edu.au">f10.vcaa.vic.edu.au</a>)  <a href="https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/structure">https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/structure</a></p>
<b>Sustainability</b>	<p>Introduction (F-10 VCAA Version 2.0 site) (<a href="https://f10.vcaa.vic.edu.au">f10.vcaa.vic.edu.au</a>)  <a href="https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/sustainability/introduction">https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/sustainability/introduction</a></p>
	<p>Structure / Organising Ideas (Systems; Worldviews; Responsible design; Futures) (<a href="https://f10.vcaa.vic.edu.au">f10.vcaa.vic.edu.au</a>)  <a href="https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/sustainability/structure">https://f10.vcaa.vic.edu.au/cross-curriculum-priorities/sustainability/structure</a></p>
	<p>Sustainability (<a href="https://www.vcaa.vic.edu.au">Victorian Curriculum Authority</a>)  <a href="https://www.vcaa.vic.edu.au/curriculum/foundation-10/cross-curriculum-resources/cross-curriculum-priority-sustainability">https://www.vcaa.vic.edu.au/curriculum/foundation-10/cross-curriculum-resources/cross-curriculum-priority-sustainability</a></p>

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**VIEW PROGRAM ONLINE**

## Regional Arts Victoria's Partners:

