The resources below will help your students to get the most out of their excursion to Melbourne Zoo and will extend your students understanding after their visit. It also has some helpful logistical information that will ensure that you have a good understanding of how your day will be structured and the key locations for the program.

PROGRAM OUTLINE

The Art of Conservation has been designed to align with the Visual Arts curriculum and Zoos Victoria’s mission to be the world’s leading zoo-based conservation organisation.

Animals have been the muse of many artists across millennia, from the earliest paintings of Bison in French caves to the work of Joel Sartore in his National Geographic Photo Ark series, and have been represented in a myriad of ways.

During The Art of Conservation program at Melbourne Zoo, students will have the opportunity to view, respond and interpret animal conservation artwork and use the cultural and contemporary frameworks to ultimately answer the question, “can art save a species?”

Following an educator-guided session students will be accompanied through a viewing of Joel Sartore’s National Geographic Photo Ark exhibition where they can apply their art analysis skills to this exclusive photo exhibition showing at Melbourne Zoo from July 1 - October 1, 2017.

Students will also have the opportunity to explore Melbourne Zoo and select additional artwork to refine their skills of art analysis or take the opportunity to create their own pieces of art work.
WHEN YOU ARRIVE

Please bring your booking confirmation and a school order form (purchase order) to the admissions window at the Rail Gate entrance; we will confirm student and adult-helper numbers at this time.

While the organising teacher is liaising with our Rail Gate Staff our School Engagement Officer will lead your students in through the student entry. Your students will be waiting for you on the other side of the Rail Gate.

The map below will show you the key locations for the Art of Conservation program. The two locations highlighted are the locations in which the educator facilitated sessions will occur. Please arrive 5 minutes before your allocated session time at Digest Ed\textsuperscript{1} to begin your first session, please check your booking confirmation for your allocated time.\textsuperscript{2}

\textbf{The Art of Conservation: Key Locations}

\textsuperscript{1} Digest Ed is a learning space at Melbourne Zoo.

\textsuperscript{2} If you arrive at the Zoo after your allocated commencement time, we may be unable to accommodate your students as this will affect all other schools participating on the day. Where possible, our staff will endeavour to do their best by your students and provide an alternative. However, due to scheduling restrictions, this cannot be guaranteed and the education program may be cancelled.
# Program Outline

<table>
<thead>
<tr>
<th>What</th>
<th>Activity</th>
<th>Where</th>
<th>Time Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>Organising teacher to present <strong>Booking Confirmation</strong> and <strong>Purchase Order</strong> to Rail Gate staff.</td>
<td>Rail Gate Entrance</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Educator Facilitated Session 1</strong></td>
<td>Teachers and students arrive for their introduction workshop; this session focuses on using the cultural and contemporary frameworks to analyse art-works (pre and post 1990)</td>
<td>Digest Ed (Refer to following map; please meet at the allocated time)</td>
<td>40 Minutes</td>
</tr>
<tr>
<td><strong>Educator Facilitated Session 2</strong></td>
<td>Teachers and students are accompanied to the exhibition space. Using analytical frameworks, students will answer the question, ‘Can Art Save a Species?</td>
<td>Photo Ark Exhibition in Leopard Lodge</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
| **Student Independent Activities** | **Student Directed Art analysis**  
Students practice their art analysis skills, applying them to artworks located in and around the trails at Melbourne Zoo.  
**Student Directed Art Practice**  
Students create artwork on site, inspired by the 300+ species in the Melbourne Zoo collection. | Zoo trails/precincts (Refer to your program map for locations and pictures of artwork.) | Determined by organising teacher |
|               |                                                                         |                                  | Determined by organising teacher |
PREPARING FOR YOUR STUDENTS FOR THEIR VISIT

We recommend that you show your students this video, The Sixth Mass Extinction | Joel Sartore ([https://goo.gl/QO3wXD](https://goo.gl/QO3wXD)) in order to give them an understanding of Joel Satore and his purpose for his work.

Please ensure that each student has 2 printed copies of the writing guidewith them in order to help them participate in the learning activities whilst at Melbourne Zoo. These templated are located below on pages -

Critically analysing art can be a daunting task for any student, below we have provided a resource that describes Feldman’s method for art analysis. There is also some prompts and questions that may be used to help students analyse artworks using the cultural and contemporary frameworks.

FELDMAN’S METHOD

**DESCRIPTION**

Description is the first step in the process of critiquing art. During the description process critics make observations about what they see. These observations must be objective with no inferences or expressions of personal opinion, listing only what is seen without using value words such as ‘beautiful’ or ‘ugly’. What is the written description on the label or in the program about the work? What is the title and who is (are) the artist(s)? When and where was the work created? Describe the elements of the work (i.e., line movement, light, space). Describe the technical qualities of the work (i.e., tools, materials, instruments). Describe the subject matter. What is it all about? Are there recognizable images?

**ANALYSIS**

Analysis is the second step in art critiquing process. At this point the critics express their thoughts about the message of the artwork. Analysis relies heavily on the critic’s knowledge of the elements of art and principles of design to articulate in knowledgeable style the information seen in a work of art. To describe how the work is organized as a complete composition the critic should ask the following questions: How is the work constructed or planned (i.e., acts, movements, lines)? Identify some of the similarities throughout the work (i.e., repetition of lines, two songs in each act). Identify some of the points of emphasis in the work (i.e., specific scene, figure, movement). If the work has subjects or characters, what are the relationships between or among them?”

**INTERPRETATION**

Interpretation is the third step of the critiquing process. The critics express their opinion about what they think the artist is trying to say by describing what it means to them, how it makes them feel or what expressive qualities the piece has. The critic should ask the following questions: What expressive language would you use to describe the qualities (i.e., tragic, ugly, funny)? Does the work remind you of other things you have experienced (i.e., analogy or metaphor)? How does the work relate to other ideas or events in the world and/or in your other studies?
JUDGEMENT

Judgment or theory is the final step in the art critique process. During the judgment the critics state their own opinion about the work of art. The artwork assessed whether the piece is a success or failure by asking the following questions: What qualities of the work make you feel it is a success or failure? What criteria can you list to help others judge this work? How original is the work? Why do you feel this work is original or not original?

CULTURAL FRAMEWORK PROMPTS

- How have historical or contemporary events have shaped the intentions of the artists and our understanding of the artwork’s meaning?
- When and where was the work made?
- Who was the artist?
- Has the artist’s personal circumstances influenced the work.
- Did they have any significant life events? For example, Accidents, death in the family, broken heart etc.
- How do the social, political, cultural, artistic and/or religious contexts of the artwork contribute to it’s meaning?
- How are values, beliefs and attitudes and social context reflected in this art piece? How do these values, beliefs and attitudes compare to the values of today?
- How does the placement or location of artworks affect their interpretation?
- What are the symbols or metaphors explored or utilised in the artwork that contribute to the meanings and messages?
- What signs and symbols in the work reveal cultural information?
- How was the artwork reviewed or critiqued during the time in which it was made? Was the work considered challenging or innovative?

CONTEMPORARY FRAMEWORK PROMPTS

- What does the artwork say to you? What in the work tells you that?
- How does the artwork make you feel? Why? How have contemporary art ideas and issues challenged traditional understandings of artworks and their significance?
- What are the symbols or metaphors from contemporary culture utilised in the artwork and how do they contribute to its meanings and messages?
- Has the artist referenced any symbols or metaphors from previous artworks?
- How is the artwork of the past interpreted from a contemporary point of view? How does this differ from the way it was interpreted when it was made?
- How does the placement or location of the artwork in a setting other than the intended setting impacted on its meaning and value?
- What new media or technologies has the artist used to make or produce the artwork?
- What is the impact on the viewer of new media applications or technologies and other emerging art forms?
• How has the internet, virtual technology and augmented reality changed the way artworks are viewed and presented? How has social media changed the way audiences view art? How does this differ from traditional ideas about viewing and experiencing artworks in museums and galleries?

• How does the choice or presentation of subject matter, or media, materials, and techniques or processes reflect or challenge artistic or social traditions?

• What political concerns such as globalisation, and environmental and social issues, are expressed in the artwork? How do these concerns challenge and influence the viewer’s interpretation of artworks?

• Has the artists appropriated any practices or content? Are they making references to other works?

• How have contemporary art ideas and issues challenged traditional understandings of artworks and their significance?

• How does the choice or presentation of subject matter or medium, materials and techniques reflect or challenge artistic or social traditions?

• How might artworks of the past take on new or different meanings, in the context of contemporary ideas and issues?

LEARNING ACTIVITY

Students are to select 2 artworks with animals as subject matter, one created pre-1990 and one post-1990. Some examples of pieces and their biographical information have been provided below.

Students may then write an art analysis piece using the cultural framework for one of their chosen works and another art analysis piece using the contemporary framework for the other.

Students may use the above description of Feldman’s method or the Cultural and Contemporary Framework prompts as a guide.

EXTENDING YOUR STUDENTS

Ask students to compare and contrast their two-selected works using either the Cultural or Contemporary Frameworks.
ART PRACTICE

ART VS SCIENCE – COMPARE AND CONTRAST

Compare and contrast the artworks below. We have provided some prompts below to help guide your thinking.

“Tiger” 1912 by Franz Marc

German Expressionism

A picture from “Two years in the jungle: the experiences of a hunter and naturalist in India, Ceylon, the Malay Peninsula and Borneo.” 1904 by William Temple

Scientific sketch

SKETCH PRACTICE

Choose an animal as a focus and create sketches in your own artistic style & in a scientific style.

• Consider the purpose of each type of artwork and use these ideas to create a distinct style in each drawing.

• Justify your choices with detailed annotations.
Responding to works of art – Writing Guide

Student’s name: ________________________________________________________________

Artwork title & Year Produced: ___________________________________________________

Artist’s name: __________________________________________________________________

Artist’s birth/death date: _________________________________________________________

When was this photo taken? ______________________________________________________

Description
Describe what you can see in the artwork.
### Analysis

1. What art elements or principles has the artist used?
2. What is the focal point in the artwork? Why is your attention drawn to it?
3. What materials or techniques has the artist used to create the artwork?

### Interpretation

*(Cultural Framework)*

1. What meanings or messages do you think the artist was trying to convey?
2. How has the artist created meaning in this artwork?
3. For what purpose was this artwork made?
4. What signs, symbols or art elements and principals have been used to create this meaning?
5. How has the cultural context that the artwork was created in influenced it?

How has the cultural context influenced the artwork?

How has the culture, which the artwork was created in, been influenced by it?
Interpretation

(Contemporary Framework)
1. What meaning or messages can you see in the artwork?
2. What elements in this artwork give it these meanings or messages?
3. Has the artist made references to well-known imagery or artwork?

Judgement

1. Is the artwork successful in communicating its meanings and messages?
2. Were the messages or meanings clear?
3. Was it aesthetically pleasing?
STUDENT LED LEARNING ACTIVITIES

Students are invited to explore the Zoo and apply their art analysis skills on the many artworks displayed around the Zoo grounds. Many of the artworks around the Zoo have been marked as a blue star on the map and a small sample of what the artwork looks like has been provided. To view a high resolution version of this map online click this link. [https://goo.gl/ocnV5t](https://goo.gl/ocnV5t)

EXTENSION ACTIVITY

Respond to a chosen artwork within the Zoo property through a piece of creative writing. For example, you may choose to write a narrative, poem or speech to respond to the artwork you have chosen.

You can also access a high resolution version of this map online by following this link.

To view a high resolution version of this map online click this link. [https://goo.gl/ocnV5t](https://goo.gl/ocnV5t)
CAN ART SAVE A SPECIES?

ACTIVITY

Conservation is often seen as a purely science based endeavour. However, we know that data alone doesn’t change people’s minds. For example, people still smoke even though they know the sickness it can cause. Artwork can be a powerful medium to affect people’s attitudes towards contemporary issues in conservation. The following activity is designed to help you reflect and respond to scientific knowledge through an artistic lens.

Read through one of the articles/multimedia pieces/data-based research provided or find a piece of your own choosing.

Use the questions below as a creative prompt to create a piece of visual work that reflects the struggle of this species in the wild, the human impact on this species, or the likelihood of this species’ survival in the coming decades.

- Which species is the focus of this article?
- How are they being affected out in the wild?
- What effect will this have on their local eco-systems?
- What makes this species unique?
- How can we help?

Choose a medium that reflects this plight (e.g. “found objects” from coastlines to focus on the struggle of marine wildlife). Can your piece of art help to save a species?

EXAMPLE

“Up Sh*t Creek” Sculpture & Objects (Ceramic, wood, steel) by Chris Stubbs

SH*T CREEK is a whimsical look at the possible future of Australia’s flora and fauna. I hope that the work will make people pause, enjoy, and consider their obligations to all inhabitants of this planet.
ARTICLES

- [https://apps.npr.org/lookatthis/posts/whales/](https://apps.npr.org/lookatthis/posts/whales/)
  Ocean Noise Pollution (specific focus: whales)
  Multimedia article by NPR

  “Help Save the Orange Bellied Parrot”
  Comic article by First Dog on the Moon

  Lord Howe Island Stick Insect
  Photo journal by Sydney Morning Herald

  “And Then There Were None”
  Multimedia article by The Age

- [http://www.conservation.org/nature-is-speaking/Pages/default.aspx?gclid=Cj0KEQjwyZjKBREU-WG9ayT-ZEBEiQApZBFuHSsHmgUm6qPjUT53wKX1Kh4yjirHWSwLVFg1D0yhlaAhdo8P8HAQ](http://www.conservation.org/nature-is-speaking/Pages/default.aspx?gclid=Cj0KEQjwyZjKBREU-WG9ayT-ZEBEiQApZBFuHSsHmgUm6qPjUT53wKX1Kh4yjirHWSwLVFg1D0yhlaAhdo8P8HAQ)
  Nature is Speaking
  Collection of short films by Conservation International

RESEARCH/DATA

  “Gallery: Australia’s Endangered Keystone Species”
  Australian Geographic

  “Another Australian animal slips away to extinction” - The Conversation

- [http://www.pnas.org/content/112/15/4531.full.pdf](http://www.pnas.org/content/112/15/4531.full.pdf)
  “Ongoing unravelling of a continental fauna: Decline and extinction of Australian mammals since European settlement” - scientific paper. Page 2: Table of Extinct mammals since the arrival of European settlers in Australia

PHOTO ARK CHALLENGE

Share your Photo Ark inspired artwork with the world in the Photo Ark Challenge.

This sharing platform has been created by National Geographic in order to give young artists the opportunity to share their work with the global community.

You can upload your work by clicking the submit button at the bottom of this web page.


FURTHER RESOURCES

[https://www.nationalgeographic.org/projects/photo-ark/](https://www.nationalgeographic.org/projects/photo-ark/)

Saatchi Gallery Art Mag – Us, Animals and Art History


Conservation inspired art using toxic waste to create colours - [http://www.johnsabraw.com/#/about/bio](http://www.johnsabraw.com/#/about/bio)


The Sixth Mass Extinction | Joel Sartore - [https://www.youtube.com/watch?v=49lzBOB4HB4&t=12s](https://www.youtube.com/watch?v=49lzBOB4HB4&t=12s)

Endangered Studio: Joel Sartore at TEDxDeExtinction - [https://www.youtube.com/watch?v=z4fsN1D-EVk](https://www.youtube.com/watch?v=z4fsN1D-EVk) “Can we get people to care?”

Photo ark: Joel Sartore at TEDxMidwest - [https://www.youtube.com/watch?v=tHfPft_5Bs](https://www.youtube.com/watch?v=tHfPft_5Bs)

Photo ark: Joel Sartore at TEDxMidwest - [https://www.youtube.com/watch?v=tHfPft_5Bs](https://www.youtube.com/watch?v=tHfPft_5Bs)

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**CURRICULUM LINKS LEVEL 9 & 10**

**Critical & Creative Thinking**

**Questions & Possibilities**
- Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044)
- Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions (VCCCTQ045)
- Meta-Cognition
- Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051)
- Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability (VCCCTM053)

**Reasoning**
- Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question (VCCCTR046)
- Consider ambiguity and equivocation and how they affect the strength of arguments (VCCCTR049)

**Ethical Capability**

**Understanding Concepts**
- Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance (VCECU019)
- Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU020)
- Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues (VCECU021)
- Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches (VCECD022)
- Investigate how different factors involved in ethical decision-making can be managed by people and groups (VCECD023)

**English**

**Writing – Creating Literature & Creating texts**
- Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447)
Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449)

Language for Interaction – Expressing and Developing Ideas
Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (VCELA432)

Science
Science as Human Endeavour
The values and needs of contemporary society can influence the focus of scientific research (VCSSU116)

Analysing and Evaluating
Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138)

Communicating
Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)

Visual Art
Explore and Express Ideas
Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works (VCAVAE041)

Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works (VCAVAE040)

Visual Arts Practices
Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes (VCAVAV042)

Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043)

Present & Perform
Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044)

Respond & Interpret
Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences (VCAVAR045)

Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints (VCAVAR046)

VCE ART STUDY GUIDE

Unit 2 – Area of Study 1 Artwork & Contemporary Culture

Unit 3 – Area of Study 1 Interpreting Art

Unit 4 Area of Study 1 – Discussing Art

This program can be used to address the area of study and outcomes in:

- VCE VISUAL ART UNIT 2: Artworks, experience and meaning.
  - Area of Study 1 – Interpreting Art.

- VCE VISUAL ART UNIT 3: Artworks and contemporary culture.
  - Area of Study 1 Artwork & Contemporary Culture

- VCE VISUAL ART UNIT 4:
  - Area of Study 1 – Discussing Art