



Video 1 Teacher Resource

- **Day/Video 1: What is the *Where? Where? Wedgie!* Project?**

Tuning in: In the first of nine videos and resources, following the first *Where? Where? Wedgie!* survey weekend, this education resource identifies Arts, HASS, English and Science classroom inquiry questions and activities to get you thinking and learning about all things wedge-tailed eagle.

[WWW! Video 1 - Introducing Dr Clare and Dr James \(2:06\)](#)

Introducing Dr Clare and Dr James

Here's a short introduction to the project where you'll meet James and me, and discover what *Where? Where? Wedgie!* is all about...

Activity 1 ([See, Think, Wonder](#) / [Acting and applying](#)):

Finding out: What comes to mind when you hear the name 'wedge-tailed eagle' ?

Imagine you meet someone who has never seen or heard of a wedge-tailed eagle.

How would you describe it?



Going further: How would you draw it?

A large, empty rectangular box with a thin green border, intended for a drawing or illustration.



Left: Katherine Cooper, 'Aquila' - Wedge-tailed eagle. 110 cm x 80 cm.

Watercolour and gouache on 640 gsm hot press rag paper.

Shared with permission from Katherine Cooper (www.katherinecooperart.com)



Right: Katherine Cooper, 'The Flight Path' - Tasmanian Wedge-tailed Eagle (*Aquila audax fleayi*), 100 cm x 120 cm.

Watercolour and gouache on 640 gsm hot press rag paper.

Shared with permission from Katherine Cooper

www.katherinecooperart.com)



Sorting out: The wedge-tailed eagle has captured the fascination of many artists practising in Tasmania. We have been fortunate to have obtained permission to include examples of some magnificent wedge-tailed eagle paintings from some incredible visual artists practising in Tasmania (we'll see more when we get to Day 6: Threats). You might like to also revisit these paintings with Day 2's activities).

Reflect and Act: Artists look to and engage not only with the subject of their artwork; they too are deeply inspired by the artists and aware of the artwork around them. Why is it important to acknowledge the ways our own artwork can be inspired by the techniques and motivations that other artists use to create their work?

Appropriation: What is it?

Before any artmaking, it is important to have a conversation with students about the importance and difference between drawing inspiration from artworks they like and not copying the style of another artist. For example, Appropriation is a strategy traditionally associated with Western Art movements, such as Pop Art, but cultural appropriation, such as copying and using styles and techniques culturally situated in artworks, is not acceptable. These can be complex differences and distinctions for primary students to grasp, but it is not beyond them and it is important to start having these conversations early in their education. These conversations are to be encouraged and revisited often throughout the process.

- Adapted from the [Hadley's Art Prize Education Kit](#) (2022)

It is important to acquaint yourself with any engagement resources and cultural protocols that have been developed by the community of the Country you and your students work on. Further to this, there are a number of support materials referred to in the Links to Further Resources/References section on this resource. These may help inform your approach to having this important conversation with your students before they start making their artwork.



Australian Curriculum v9.0 links:

Content Descriptors Year 3-4:

English (Strands: Literature, Literacy)

- (Sub-strand: Creating literature) Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts (AC9E3LE05)
- (Sub-strand: Interacting with others) Use interaction skills to contribute to conversations and discussions to share information and ideas (AC9E3LY02)

Visual Arts (Strands: Presenting and performing, Developing practices and skills)

- Share and/or display artworks and/or visual arts practice in informal settings (AC9AVA4P01)
- Experiment with a range of ways to use visual conventions, visual arts processes and materials (AC9AVA4D01)

Science (Strands: Science understanding, Science inquiry)

- (Sub-strand: Biological sciences) Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals (AC9S3U01)
- (Sub-strand: Communicating) Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate (AC9S3I06)

Victorian Curriculum links:

Level 3 and 4 Content Descriptions:

Visual Arts

- (Strand: Explore and Express Ideas) Explore ideas and artworks from different cultures and times as inspiration to create visual artworks ([VCAVAE025](#))
- (Strand: Respond and Interpret) Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures, including artworks by Aboriginal and Torres Strait Islander peoples ([VCAVAR028](#))



Further Research/Resources:

Harvard Project Zero (2019). See, Think, Wonder, Retrieved from: http://pz.harvard.edu/sites/default/files/See%20Think%20Wonder_2.pdf

Murdoch, K. (2022). *Cycle of inquiry Oct 2020 slides*. Retrieved from:

<https://static1.squarespace.com/static/55c7efae4b0f5d2463be2d1/t/5f9f72f2aa6e763a1b0e8820/1604285398874/Cycle+of+inquiry+webinar+2020+slides.pdf>

www.katherinecooperart.com

<https://www.facebook.com/artbykatherinecooper>

https://www.instagram.com/katherinecooper_art/

Protocols for using First Nations Cultural and Intellectual Property in the arts. Australia Council for the Arts. Australian Government.

<https://www.australiacouncil.gov.au/programs-andresources/Protocols-for-using-First-Nations-Cultural-and-Intellectual-Property-in-the-Arts/>

Respecting cultures: Working with the Tasmanian Aboriginal Community and Aboriginal artists (Tasmanian Museum and Art Gallery),

https://www.stategrowth.tas.gov.au/_data/assets/pdf_file/0016/202282/Respecting_Cultures_October_2009_Revised_2014.pdf