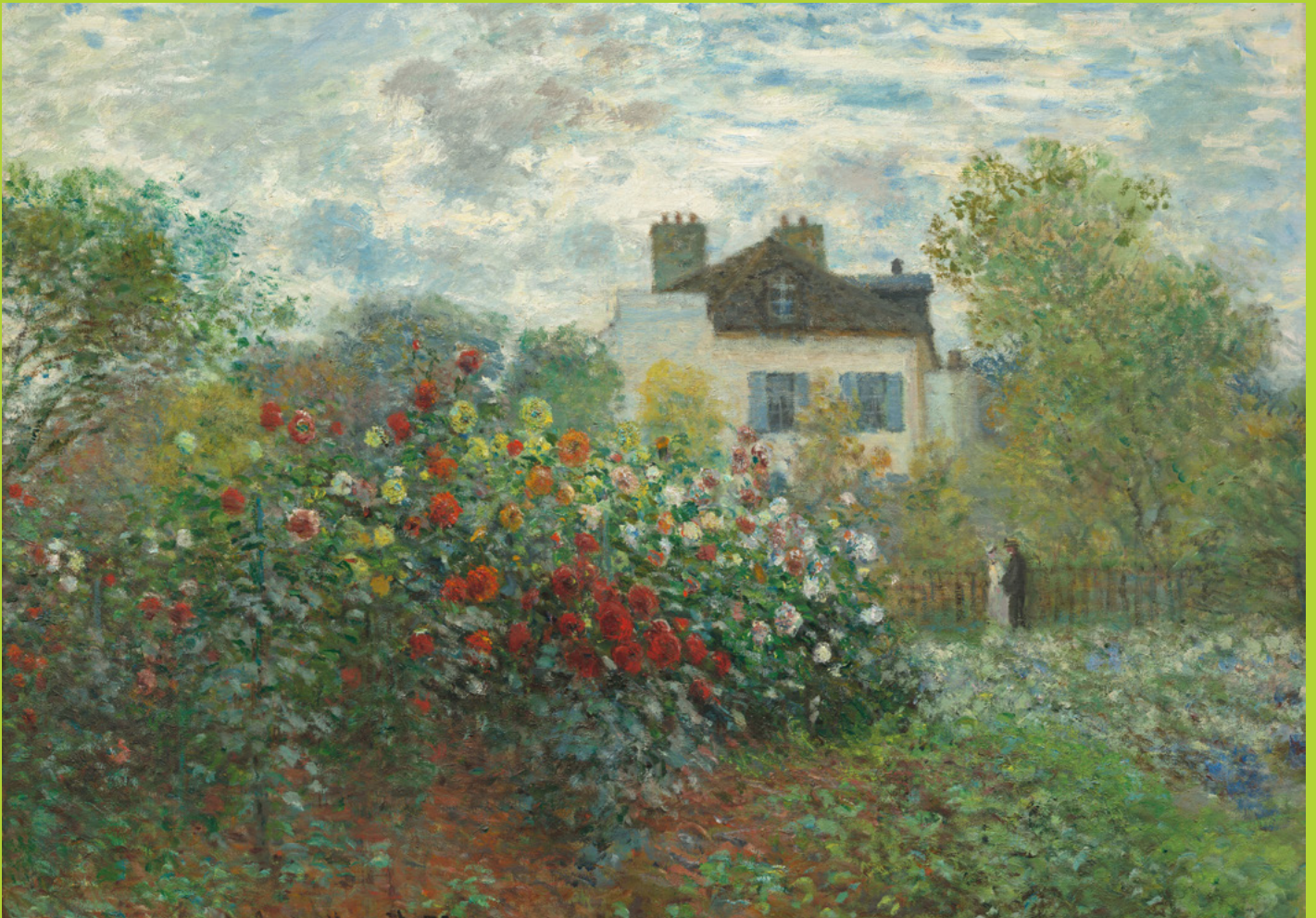




It's a Bee's World

Bright Sparks 2026 Poster Exhibition:
Suitable for Years Prep (Foundation)–Year 10

Education Resource

Incinerator
Gallery



Incinerator Gallery invites school students who live or study in Moonee Valley to enter the Bright Sparks poster exhibition.

Have you ever seen a bee bobbing through a garden, flitting from plant to plant? Have you wondered what such a big world might look like to such a small creature? Bees are incredibly important and diverse insects, helping plants grow, making wax and sweet honey. In Australia there are over 1,200 native species alone! Explore the secret world of bees and uncover the extraordinary work they do every day as they navigate the natural world.

Posters may be created from any medium, for example: paint, felt tipped pens, ink, photograph, digital prints, to name a few. Collaged artworks must be able to withstand handling and storage without elements falling off. Pastel or charcoal works should be sprayed with fixative so not to smudge.

Posters should be no larger than A3 in size.

View [Incinerator Gallery website](#) for details on how to enter, Terms and Conditions and Selection Criteria.

KEY DATES

- **Delivery:** Between 1 October to 31 October: Student's Posters will be accepted for drop-off at Incinerator Gallery during regular opening hours (Wednesday to Saturday, 11am–4pm).
- **Exhibition:** Posters will be displayed at Incinerator Gallery from Saturday, 14 November 2026 to Saturday, 17 January 2027.
- **Opening Night:** The Bright Sparks exhibition will open alongside Fireworks on Friday, 13 November 2026 at 6pm.
- Prizes to be awarded at the opening are:
 - Mayoral Award for Bright Sparks \$50 art supplies voucher
 - Incinerator Bright Sparks Award \$50 art supplies voucher

EDUCATION RESOURCE

This education resource has been produced to support educators in guiding their students through the Visual Arts area of the Victorian Curriculum from Foundation to Level 10. It is designed to prompt critical engagement that connects with the observational, conceptual and practical components that underpin Visual Arts learning.

The content and exercises within are designed to deepen students' understanding and appreciation of Visual Art around the chosen theme of the Bright Sparks 2026 exhibition theme, 'It's a Bee's World'. Using the activities within this resource may be helpful to students in creating poster designs to submit for the exhibition, however, is not essential to submitting posters for exhibit.

Primary: Foundation – 4

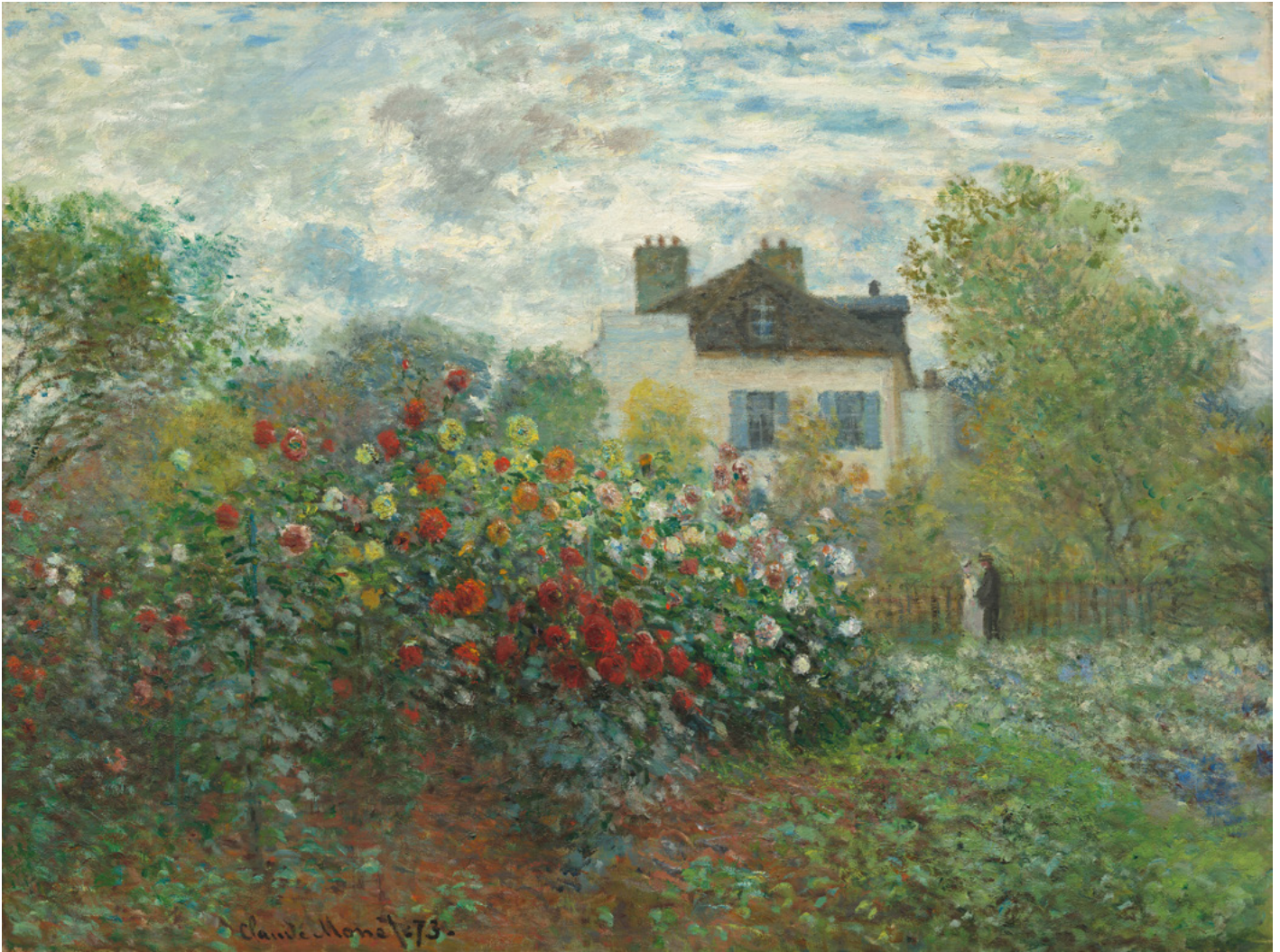


Figure 1: Claude Monet, *The Artist's Garden in Argenteuil (A Corner of the Garden with Dahlias)*, 1873. [National Gallery of Art](#).

LOOK

This painting is by a very famous French artist called Claude Monet. He is most well known for his paintings of gardens, flowers, and other things you might see in nature. This is a painting of the garden at the house where he lived a very long time ago. Let's explore this beautiful, colourful garden together.

Bees are very important pollinators. A 'pollinator' is any kind of creature that interacts with plants in a way that helps pollen get from one plant to another, which is necessary for them to create more seeds or to grow fruit and vegetables. The blooms, or flowers, of plants usually make a sugary liquid called nectar which many creatures like to eat. When creature come to eat nectar, pollen sticks to them and is then carried to the next plant! Pollinators can sometimes be birds or other types of insects, but the most well known are bees. Bees are very important for the whole environment because of their role in helping plants produce the food that we need to eat. But they also help beautiful, colourful flowers grow just like the ones in Monet's painting!

Use the following questions to encourage students to describe what they can see.

- What colours can you see in this garden? Can you name some of the different coloured things in this garden?
- Can you imagine bees hanging around this garden?

- What parts of the garden do you think the bees would most like to visit? What parts of the garden do you think they wouldn't visit?
- What kinds of plants do you have at home? Do any of them grow flowers? What do they look like?

THINK

These prompts will help guide students to imagine what a bee friendly garden or park might look like.

- Imagine you are as tiny as a little bee, looking for plants that will give you some nectar. What kinds of plants would you like to visit?
- Bees like to visit flowering plants that make nectar so they can turn it into honey. What kinds of flowering plants can you think of that a bee might visit?
- Can you see any plants in the school yard that bees might like to visit? Would you visit them if you were a bee?

MAKE

Gardening for Bees

Suggested Materials:

Drawing:

- A3 paper stock
- Pencils
- Pastels/crayons

Collage:

- A3 paper stock
- Glue sticks
- Scissors
- Magazines – look for homes and gardens, National Geographic etc.
- Pencils

A. Drawing (Foundation – 4): Students draw a garden that they imagine a bee might like to visit, draw bees visiting different plants to gather nectar for honey. Encourage them to imagine that they were a bee, what kinds of flowers would they like to get nectar from?

B. Collage (Levels 3-4): Students draw a garden bed for flowering plants. Ask students to cut out images of plants or create their own out of coloured papers to fill the garden beds.

Encourage students to place pictures of plants as if they were growing in a garden together. Students should spend some time exploring the placement of pictures on the page before gluing anything down.

Once students are happy with placement they can start gluing images onto the base paper. Encourage them to sign the artwork as well.

(Optional) Final pictures could be laminated by the teacher for protection.

Curriculum Links Level F-4:

Aims: Through observational, imaginative and sensory investigations, students begin their own creative practice; Foundation (VCAVAV018). Level 1-2 (VCAVAV022), Level 3 &4 (VCAVAV026)

Primary: Level 5 – 6



Figure 2: Julian Alden Weir, *Watching the Bees*, 1896.
[National Gallery of Art.](https://www.nationalgallery.org.uk/paintings/julian-alden-weir-watching-the-bees)

This artwork by Julien Alden Weir shows two people looking at a bee box. This is a man-made wooden structure built just for bees to live in. When you imagine where a bee lives, maybe you think of a bee box, or maybe you think of a golden hive made of wax. Native Stingless make their hives out of wax and tree sap inside the trunks of trees, but did you know they also make them spiral shaped? If you've ever seen circular holes in leaves or petals around your garden that might be the work of Leafcutter bees who use leaves to line nests constructed in small hollows and live alone rather than in a colony! Carpenter bees get their name from their nests which they carve out with their strong jaws in soft wood.

Sometimes people make what are called 'bee hotels' in the yards. Bee hotels give safe, dry cover for some of our most important pollinators to nest and lay their eggs. In Australia, bee hotels are often made of logs of wood with holes drilled into them for bees to easily access or lots of cylinders of different sizes squashed together.

LOOK

- What differences do you see between the bee habitats? Do you see any similarities? What might this tell us about how the bees live?
- What types of materials are used for the bees to live in live?
- Why might people want to make more homes for bees? Why is this important?

THINK

These prompts will support visual art thinking through group discussion before engaging in an independent brainstorm. Encourage students to discuss in small groups.

- Did you know that native Australian bees lived like this? Why do you think may or may not have learnt much about Australian bees?
- Do you think it's important to learn more about Native bees? Why or why not?
- Have you ever seen a bee hotel before? Are you surprised by how some native bees hotel look?

MAKE

Bee an Architect

Suggested Materials:

- A3 paper stock
- Coloured pastels
- Charcoal
- Pencils

Preparation:

- Students research local native bees and their habitats. What types of native bees live in their area? Find and print pictures of what their native habitats look like.
- Encourage them to look at bees native to where they live, but looking more broadly at Australian natives is good too.

In Class:

- Imagine you were a bee living in the bee hotel, what would the inside of the hotel look like? (kids can design something accurate like the bee hotels above, or you can encourage them to be more fantastical and abstract in their design)
 - Would there be chairs made out of leaves? Rugs made from bark? Would the breakfast buffet feature different native flowers?
 - Would you use tree sap or resin to make windows? Or to stick pictures on your bee house walls?
 - Or would you just like to live inside the trunk of a tree, or a classic honeycomb hive?

Curriculum Links Level 5 - 6:

Aims: Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs (VCAVAE029)

Present and Perform: Create and display artwork considering how ideas can be expressed to an audience (VCAVAP031)

Secondary: Level 7 -10



Figure 3: Wenclaus Hollar, *Moth, Butterflies and Bees*, 1644-1652. [National Gallery of Art](https://www.nationalgallery.org.uk/artists/wenclaus-hollar).

Before we had cameras, drawings and etchings were very important for people learning about and documenting the natural world. People who study insects are called entomologists, and they relied on very skilled artists to make detailed and accurate illustrations of insects so they could identify them in the wild. Lots of bees look very similar, with minor differences, but some bees have very easy to recognise markings.

What do you imagine when you think of what a bee looks like? Do you picture a plump little body with black and yellow stripes? Whilst honeybees and bumblebees do look like that, Australia's native bees often look very different. Peacock Carpenter bees have an iridescent body, meaning that the colour changes depending on where the light reflects off the surface of their bodies. Leafcutter bees are covered in pale white hairs. Stingless bees are very small and darkly coloured, they might even be mistaken for flies! And possibly the most extravagant looking native is the Blue-Banded Bee, which looks exactly how it sounds.

LOOK & THINK

Below are some prompts to consider:

- What do you notice about these insects? What details are most obvious when looking at them?
- How detailed are these images? Do you think you could use this sheet to identify these insects in the wild? Why or why not?

- Do you notice anything about how each insect has been placed within the visual space?
- What technique of art making do you think was used to make this? Do you think there might be more suitable techniques for capturing the detail of insects?
- What art elements are present here?

MAKE

The Diversity of Bees

Imagine you are an entomologist studying native Australian bees. Cameras no longer exist and you need to produce the most accurate study of one or two bees to reference when trying to identify the bees in the wild. Spend some time researching native bees and create a page of illustrations of the bee for yourself and your entomologist friends. Consider the composition of the piece as an artwork and how this conveys information to the viewer as well. How will you organise the illustrations on the page so that it looks balanced? Will you include up-close details of legs, wings or eyes? Will you include drawings of plants that the bee is likely to be found near as well?

Suggested Materials:

- A3 watercolour paper
- Graphite pencils
- Watercolour Pencils
- Water colour pencils/paint
- Paint brushes
- Fine line pens

Encourage students to select one or two native bee species to study and draw. Encourage them to draw the bee from different angles and perspectives. Encourage students to consider labelling body parts in order to help them break down the different components of the insect anatomy.

They could include illustrations of plants that the bees generally feed from to curate a more comprehensive study of the bee within their composition.

Encourage students to plan their final drawing by creating smaller, rougher versions of the artwork in a visual diary. They could use a grid system to plan the placement of the drawings.

If possible, bring in specimens of plants for students to draw from direct observation.

Curriculum Links Level 7 - 10:

Aims: Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks (VCAVAE033)

Develop skills in planning and designing art works and documenting artistic practice (VCAVAV036)

Moonee Valley Language Line

العربية	Arabic	9932 1471	Italiano	Italian	9932 1475	Türkçe	Turkish	9932 1478
廣東話	Cantonese	9932 1472	普通话	Mandarin	9932 1481	Tiếng Việt	Vietnamese	9932 1479
Hrvatski	Croatian	9932 1473	Somali	Somali	9932 1476	All other languages 9932 1480		
Ελληνικά	Greek	9932 1474	Español	Spanish	9932 1477			

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