
Vera Möller
A THOUSAND TIDES
Education Resource

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Introduction

About the exhibition

Vera Möller: *A Thousand Tides*

A Thousand Tides is a new exhibition by acclaimed artist Dr. Vera Möller inspired by the unique fauna, flora and terrain of the internationally recognised coastline of Western Port, a significant and exhilarating environment of diverse and unique habitats that has long been celebrated by local, national and international enthusiasts, experts and organisations.

Originally trained as a biologist, Möller's interest in the natural world has informed her art for the past three decades. Rather than literal depictions, Möller's dream-like paintings and hybrid forms are an amalgam of science-based observation and poetic creation that blur the boundaries between the real and imagined. For *A Thousand Tides* her response to the extraordinary underwater habitats and marine life of Western Port is presented through a colour rich sequence of large paintings, banks of works on paper, sculptural fields and sound recording that transform the Gallery into an environment of otherworldliness.

Acknowledgments

Bunjil Place Gallery sincerely thanks Eco Linc for their support of this project, and in particular Nicole Mason who has authored the resource.

About this resource

Teachers are encouraged to use this resource to enhance their students' experience when visiting the exhibition *Vera Möller: A Thousand Tides*.

This education resource is divided into three sections:

1. Pre-visit discussion: In the classroom – to determine students' prior knowledge and set the purpose of the visit.
2. Learning resource: At Bunjil Place Gallery – studying Vera Möller's exhibition (teacher notes and student worksheet supplied).

   Aspects of artwork covered:

   i. Mangrove sculpture
   ii. Aquatic garden painting
   iii. Sculptures of sea life
3. Post activities: In the classroom – to promote critical and creative thinking.

Each section outlines a learning intention, scientific literacy with glossary, scientific understanding, focus questions and key questions to be asked at the end of the section to promote higher-order thinking.

Curriculum links

This education resource links to learning strands in science, geography and the arts in the Victorian Curriculum for level 5 and 6, although learning activities can be adapted by teachers to suit other year levels.

Science – Level 5 & 6

Science Understanding	Science Inquiry Skills
Biological sciences 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 in their environment (VCSSU075)	**Recording and processing** Construct a range of representations, including tables and graphs, to record, present and describe observations, patterns or relationships in data (VCSIS085) **Communicating** Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships (VCSIS088)

Geography – Level 5 & 6

Geographical Concepts and Skills	Geographical knowledge
Place, space and interconnection Describe and explain the diverse characteristics of places in different locations from local to global scales (VCGGC085)	**Factors that shape places and influence interconnections** Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096)

The Arts – Level 5 & 6

Visual Arts
Visual arts practices Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks (VCAVAV030)

Part 1— Pre-visit discussion: In the classroom (30 minutes)

Learning intention

- To determine students' prior knowledge about Western Port,
- To encourage students to think about the link between art and science.

Students may recognise the habitat in the painting as an underwater environment. In fact, the painting is inspired by Western Port. Students may have prior knowledge about the bay, therefore ask them to share what they know. Give students elaboration clues to guide them towards more detailed and thoughtful answers. *Have you seen this painting? Where is this habitat? How do you know this? Can you identify the plants and animals?* When a student shares an idea, bounce this observation for comment or reflection to other students, for instance; *can you add detail, context and extend that answer?*

Explain to students that this artwork is painted by Vera Möller, who has an exhibition titled *A Thousand Tides*, which is on display at Bunjil Place Gallery until 9 June 2019. Prompting for students to show their hands, ask students whether they have visited Bunjil Place Gallery. Explain that at the exhibition, students will step into an underwater world created by Möller, experiencing living and imaginary species, inspired by Western Port.

Western Port is a large tidal bay on the east of Melbourne. Many different plants and animals are found in the bay, such as birds, invertebrates, mammals, fish, sea grasses and mangrove forests. This variety is due to the many habitats, including mudflats, seagrasses, mangroves, saltmarshes, rocky reefs and the water column.

Prepare your students prior to the visit by discussing the following questions (see notes in Part 2: Learning resource: At Bunjil Place Gallery):

Image: Vera Moller, *celsenium* 2018, oil on linen, 183 x 151 cm

What is a mangrove?
What plants and animals live in mangrove habitats?
What is the importance of mangroves?
What are pneumatophores?

What is a rocky reef?
What plants and animals live in rocky reef habitats?
What is the importance of rocky reefs?

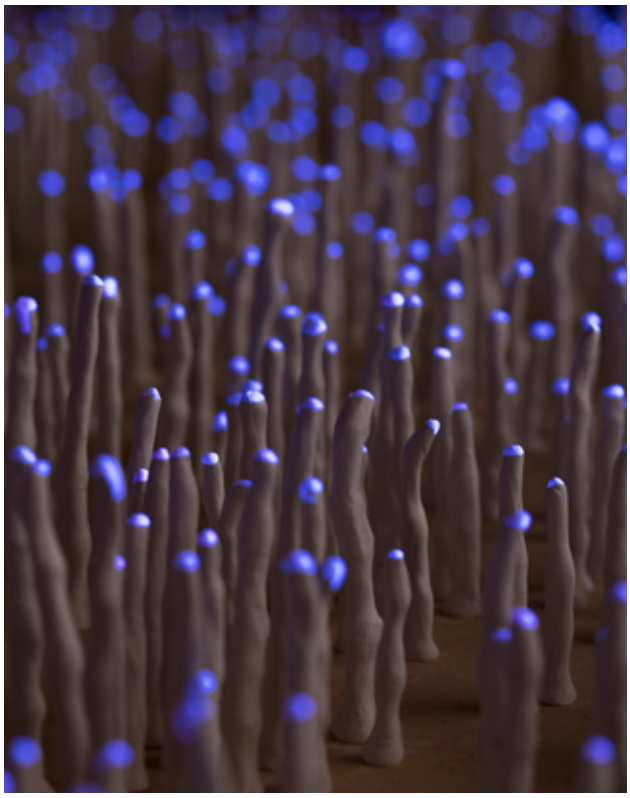
What is an adaptation?

Part 2 – Learning resource: At Bunjil Place Gallery

Introduction

A Thousand Tides is an exhibition by artist Vera Möller. This collection of work includes paintings, illustrations, collages and sculptures which take characteristics of living things to create imaginary ones. This exhibition will open your eyes to the wonderful world of Western Port.

Western Port is a large tidal bay on the east of Melbourne. The bay is internationally protected under the RAMSAR Convention. A diversity of flora and fauna are found in the bay, such as birds, invertebrates, mammals, fish, sea grasses and mangrove forests. This variety is due to the many habitats, including mudflats, seagrasses, mangroves, saltmarshes, rocky reefs and the water column.



Vera Möller *cajalia* 2019 (detail)
modelling material and acrylic
20x250x350cm
Photo: Mark Ashkanasy

i. Mangrove sculpture **cajalia**

Learning intention

Students will:

- Study and describe the characteristics of mangrove habitats by observing the sculptures,
- Understand that physical conditions that affect organisms living in a mangrove habitat.

Scientific literacy

Mangrove, intertidal zone, habitat, crustacean, invertebrate, roosting, foraging, detritus, organism, mollusc, community, food chain, pneumatophore, sessile. See glossary for definitions.

Activity

Möller has created a large installation inspired by mangrove air-roots. Generate questions which enable students to reflect on the artwork. *How do you know these are mangrove air roots? Why do you think that?* Students will study this sculpture and answer questions in their workbook about the habitat.

Images: Grey mangroves. Source: Bob Winters

Mangroves are trees and shrubs that live in seawater. They live on the edge of the sea, in the intertidal zone, and are an important link between the land and sea. Mangroves are an incredibly important habitat. They provide shelter for many juvenile and adult fish such as mullet, bream, whiting and flathead, and crustaceans such as prawns and crabs, and other invertebrates including snails, worms and insects. Mangroves also provide roosting and foraging sites for birds and bats, control erosion, trap sediments and leaf litter.

Mangroves have pneumatophores, which are aerial roots that poke out of the mud. These help the roots obtain gases. Möller has created a large bed sculptures inspired by mangrove aerial roots, and lit them with ultraviolet (UV) light, bringing attention to their shape. Glowing mangroves do not exist in reality.

The Grey mangrove (*Avicennia marina*) is the most common and widespread mangrove found along mainland Australia, and is the only species able to withstand the cooler climate in Victoria.

Key question

What would happen if the mangrove habitat disappeared?

Mangroves produce large amounts of litter, which include leaves, twigs, bark, flowers and seeds. This litter is eaten by detritus feeders, such as crabs. Fungi and bacteria are very important in making the food available to these animals. These micro-organisms produce waste, which along with the even smaller mangrove litter, is eaten by small crustaceans, molluscs and fish. Mangroves are very productive communities. An example of a mangrove food chain is shown below:

Mangrove Food Chain

Grey mangrove (dead leaves) ▸ bacteria/fungi ▸ crab ▸ fish ▸ wading bird

Image: Vera Möller, *slow indigo* 2015-19, oil on linen
Photo: Mark Ashkanasy

ii. Aquatic garden painting **slow indigo**

Learning intention

Students will:

- Study and describe the characteristics of a rocky reef habitat by observing paintings,
- Explore adaptations of organisms that enable them to survive on the rocky reef,
- Understand that physical conditions on the rocky reef, i.e. tides, temperature, ocean currents, etc. affects organisms.

Scientific literacy

Habitat, organism, rocky reef, community, intertidal zone, predator, adaptation, sessile, camouflage, algae. See glossary for definitions.

Activity

Möller has reimagined a rocky reef in this painting. Generate questions which enable students to reflect on the artwork. *How do you know this is a rocky reef? Why do you think that?* Use prompts to get students to elaborate their answers, such as *what colours did Möller use to represent the organisms? Consider Möller's use of light and dark. What living things require light to make energy?*

Students will study the artwork and answer questions about the habitat and organisms.

The rocky reef supports many communities of organisms. They are found in the area between the low and high tide mark called the intertidal zone. Many of our rocky reefs are coloured in brightly coloured animals and plants.

The animals and plants that live on the rocky reef live in a stressful environment and have to cope with a wide variety of challenges, such as waves, moving tides, exposure, extremes of temperature, and threats from predators from above and below the water. Organisms that live on the rocky reef have special adaptations to increase their chances of survival.

At low tide, many animals avoid the sun, drying air and predators such as birds, by staying in cracks, under rocks or in their own burrows. Some sessile animals such as a barnacles and oysters close their valves tightly to avoid drying when the tide goes out, and they come out to feed when covered by water. Others may be camouflaged and appear to be invisible. Organisms that are constantly pounded by waves are often very tough. Others are flexible or flat, so they bend instead of breaking when they are hit hard by wave action.

Bull kelp

Bull kelp is an algae that grows in forests along the rocky reef. The ocean current is always changing, therefore the blades need to be flexible to move with the current.

Can you identify an adaptation used by the bull kelp? Provide evidence to support your answer.

Image: Bull kelp. Source: Atlas of Living Australia

Tube worms

Tube worms live on rocks and piers, and form large colonies on the rocky reef. When the tubes are exposed, the animal hides inside the tube. When they are immersed in water they use their tentacles to filter feed, feeding on plankton (microscopic-organisms).

Can you identify adaptations used by the tube worm? Provide evidence to support your answer.

Image: Tube worms. Source: Museums Victoria

Barnacles

Barnacles attach themselves to one spot on the rocky reef and are sessile. Depending on their position on the rocky reef, some barnacles are exposed to big waves and others are only splashed. Using specialised legs, they catch food as it floats by in the waves. Barnacles can be present in large numbers.

Can you identify adaptations used by barnacles? Provide evidence to support your answer.

Image: Barnacles.
Source: Encyclopedia of Life – Atlas of Living Australia

Key question:

What would happen if there were no rocky reefs?

iii. Sculptures from The Reef

Learning intention

Students will:

- Study and describe the characteristics of marine organisms by observing sculptures,
- Explore adaptations of organisms that enable them to survive in marine habitats,
- Understand that physical conditions, i.e, ocean current, wave action, light etc. affects organisms.

Scientific literacy

Classified (classification), seagrass, crustacean, mollusc, organism, habitat, larval, adaptation, predator, sessile, photosynthesis, benthic, intertidal.
See glossary for definitions.

Activity

Möller has created fictional organisms based on characteristics observed in living marine plants and animals. Students will find the following sculptures, reflect upon and make predictions about classification, habitat, diet and mobility of the fictional organism and how they compare to the living organism.

Green fingers

Find the 'green fingers' sculpture?
Find this organism in a painting?

Living organisms can be classified according to their features, and are divided into five kingdoms, two of which are plants or animals. Living things can be divided into additional groups, for instance plants can be further broken down into algae, flowering plants and other groups. *How would you classify 'green fingers'?* Ask students to talk to the person next to them and tell them how they would classify *green fingers*.

Image: Vera Moller Studio 2019
Photo: Mark Ashkanasy

Students continue to share with the person next to them and discuss the following:

Do you think green fingers is free-floating or does it anchor into the sea floor?

How does green fingers gain its energy?

Why do you think Möller chose the colours green and white?

Have you seen seagrass in the marine environment?

The characteristics of *green fingers* are based on seagrass. They are aquatic plants, which have tiny flowers and strap-like or oval leaves. They form meadows in shallow waters with sandy or muddy bottoms.

Seagrasses are different from seaweeds, which are an algae. Seagrasses:

- Produce flowers, fruit and seeds,
- Have separate roots, leaves and underground stems called rhizomes,
- Are vascular plants – they have a network of veins to move nutrients and dissolved gases around the plant.

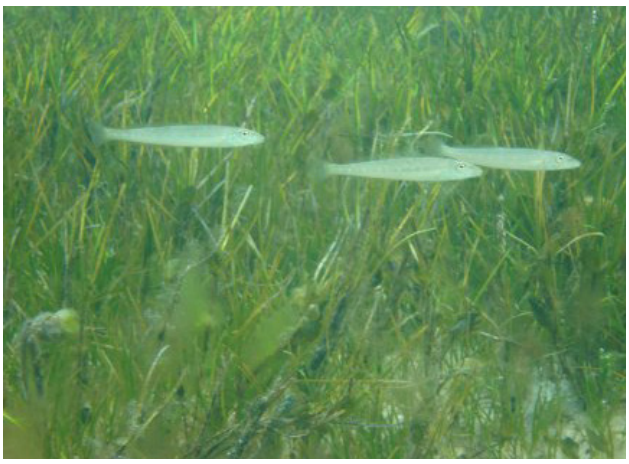


Image: King George Whiting in seagrass meadow. Source: Bob Winters

The roots of seagrasses anchor the plant, and play and important role in stabilizing the sand and mud. Roots are not needed for the intake of food or water, as the leaves can absorb these directly from the surrounding water.

Seagrass meadows support many forms of life in the marine environment. They are important nurseries and habitat for fish, prawns and other crustaceans.

Image: Seagrass. Source: Bob Winters

Silver and white stripe

Image: Vera Möller, *vestibulia* (detail - *silver and white stripe*) 2019
modelling material and acrylic

Find the silver and white stripe *sculpture? Find this organism within a painting?*

How would you classify silver and white stripe*? Is it a plant or an animal?* Ask students to talk to the person next to them and tell them how they would classify *silver and white stripe*.

Students continue to share with the person next to them and discuss the following:

Describe the habitat it lives in.

Do you think silver and white stripe *is free-floating or does it anchor into the sea floor?*

Why do you think Möller chose the colours silver and white?

The characteristics of *silver and white stripe* are based on bull kelp. Bull kelp is an algae or seaweed, which form large forests underwater and are found along rocky reefs. Algae is different to seagrass. Algae:

- Produces spores,
- Does not have roots below the surface, and has holdfasts instead,
- Absorbs nutrients from the water via the blades.

Bull kelp attach themselves to solid structures such as rock and extend their blades upwards. They are reaching towards the light, as they require light to make energy through the process of photosynthesis.

Bull kelp forests have a dense canopy of blades which is an ideal habitat for smaller algae and many animals to live, either attached to the rocks beneath the kelp, on the kelp themselves or in the sheltered waters between the individual plants. Animals that shelter in the kelp forests include crustaceans, such as the Eastern Rock Lobster, molluscs like abalone and many fish species.

Image: Bull kelp. Source: Atlas of Living Australia

Have you seen bull kelp in the marine environment?

Yellow and black spot

Image: Vera Möller, *vestibulia* (detail - *yellow and black spot*) 2019
modelling material and acrylic

Find the yellow and black spot *sculpture?*
Find this organism in a painting?

How would you classify yellow and black spot? *Is it a plant or an animal? Is it a crustacean? Is it a mollusc?* Ask students to talk to the person next to them and tell them how they would classify *yellow and black spot*.

Students continue to share with the person next to them and discuss the following:

Describe the habitat it lives in.

Do you think yellow and black spot *moves? If so, how?*

Why do you think Möller chose the colours yellow and black?

The characteristics of *yellow and black spot* are based on a nudibranch. The name nudibranch refers to their naked or exposed gills. They are soft-bodied marine molluscs, and are related to snails, but they shed their shell after the larval stage. They are known for their extraordinary colours and patterns, including stripes, spots and fringes.

Nudibranchs live in varying depths, from the intertidal zone to over 700 m. The greatest diversity is found in warm, shallow reefs. They are benthic animals, which can be found crawling over the bottom of the marine environment. In a recent survey in Western Port and surrounds, 53 species of nudibranchs were found.

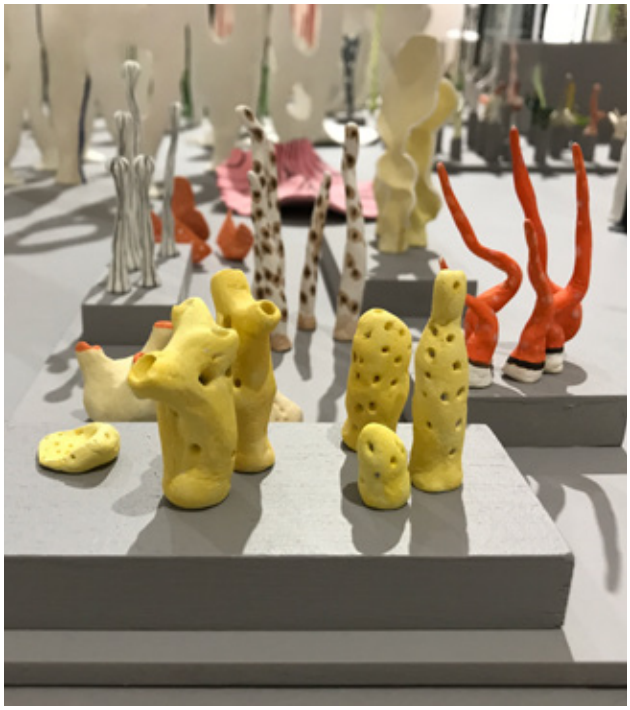
This unique animal has many adaptations. For instance, they are one of the few animals that can eat sponges, which are usually avoided because of the toxic chemicals they contain. They are able to extract the toxic chemicals in the sponges 'body' and use it as its own defence. In addition, other animals do not eat nudibranchs as they are not pleasant to eat, and even poisonous. Their brightly coloured dots advertise this to would-be predators.

Image: Nudibranch. Source: Atlas of Living Australia

Have you seen a nudibranch in the marine environment?

Yellow sponge

Image: Vera Möller, *vestibulia* (detail - *yellow sponge*) 2019
modelling material and acrylic



Find the yellow sponge *sculpture?*
Find this organism within a painting?

How would you classify yellow sponge*? Is it a plant or an animal?* Ask students to talk to the person next to them and tell them how they would classify *yellow sponge*.

Students continue to share with the person next to them and discuss the following:

Describe the habitat it lives in.

Do you think yellow sponge *moves? If so, how?*

What is the diet of yellow sponge*?*

Why do you think Möller choose the colour yellow?

The characteristics of *yellow sponge* are based on a sea sponge. Sea sponges are not coral or a plant, in fact they are an animal, which does not have eyes, ears, limbs, a brain, digestive, nervous, circulatory or excretory system. They have been around for 640 million years, however they are the world's simplest multicellular animal.

Sea sponges live on the ocean floor, from the intertidal zone, to the deepest ocean trenches. They are sessile and attach themselves permanently to a solid surface under the water, usually in a dark position. They come in different colours, and vary in size, from just a few millimetres to over two metres. Sponges are filter-feeders, with their bodies made up of pores, and they pump the surrounding water for oxygen and tiny particles of food, which is plankton.

Sea sponges are able to grow into different shapes, including blobs, tubes and spheres. This ability to grow into different shapes also helps sponges adapt to different types of environments, partly explaining their ability to live in every marine environment. Sea sponges have an amazing ability to regenerate and reconstruct their entire bodies, even if broken into tiny pieces.

Image: Sea sponge. Source: Atlas of Living Australia

Have you seen a sea sponge in the marine environment?

White with black tips

Image: Vera Möller, *vestibulia* (detail - *white with black tips*) 2019
modelling material and acrylic

This organism is not based on an existing plant or animal. Perhaps this organism already exists in the marine environment, we just don't know it yet. More than 70% of our ocean is unexplored and unobserved. In time, with further exploration, we may identify this organism.

Find the white with black tips *sculpture?*
Find this organism within the painting?

How would you classify white with black tips*? Is it a plant or an animal?* Ask students to talk to the person next to them and tell them how they would classify *white with black tips*.

Continue to share with the person next to them and discuss the following:

Describe the habitat it lives in.

Do you think white with black tips *moves? If so, how?*

What is the diet of white with black tips*?*

Why do you think Möller created hairs?

Key question:

Take a close look at all the sculptures. Can you see the resemblance to living organisms? Can you find the ones that are completely unique?

Part 3. Post-visit activities: In the classroom

Learning intention

Students will:

Describe the characteristics of the habitats in Western Port; mudflats, seagrasses, mangroves, saltmarshes, rocky reefs and the water column,

Construct marine food chains and food webs,

Use evidence to develop simple cause-and-effect relationships, such as the effect of climate change on Western Port,

Investigate human influences on Western Port and discuss management strategies,

Use various materials and techniques, such as painting or sculpture, to create a Western Port habitat including non-fictional and fictional organisms.

Scientific literacy

Ecosystem, habitat, mudflat, seagrass, mangrove, saltmarsh, rocky reef, water column, food chain, food web, organism, climate change. See glossary for definitions.

Activities

The following is a list of activities that can be used in the classroom to further develop the students' understanding of Western Port. These activities aim to promote higher-order thinking and demonstrate the students' understanding of Western Port.

Topic: Western Port habitats and organisms

How would you describe the Western Port ecosystem? What habitats make up the larger ecosystem. Discuss in small groups your ideas. Draw a side-profile to show the relationships between the habitats found in Western Port: mudflats, seagrasses, mangroves, saltmarshes, rocky reefs and the water column.

Work in small groups to research life in the Western Port habitats. Compile a list of the plants and animals that live in the mudflats, seagrasses, mangroves, saltmarshes, rocky reefs and the water column.

Topic: Interactions - food chains and food webs

Mangrove forests, seagrass meadows, saltmarshes and mudflats are among the most productive environments. In small groups, choose a habitat and using the list of plants and animals compiled in the previous activity, design simple food chains. Link the food chains, where possible to create a food web. Share your food web with the class.

Topic: Create a habitat and organisms

Vera Möller captures the extraordinary world of Western Port, mixing real-life with imagination. Using various mediums: colour pastels, watercolour, paint, sculpture or other media, create your own visual interpretation of a Western Port habitat and organisms. Share your work with the class and discuss the fictional and non-fictional aspects.

Create an information poster of a habitat in Western Port. On this poster, include scientific literacy, such as habitat description, list of organisms, adaptations, and food chains and a food web. Share you work with the class and discuss the interactions.

Topic: Threats to Western Port

Investigate how our use of the land affects the marine environment. Choose one of the following land uses and explain how it threatens Western Port: urbanisation, agriculture, industrial development and stormwater pollution. Present your findings to the class.

Climate change is threatening Western Port habitats; mudflats, seagrasses, mangroves, saltmarshes, rocky reefs and the water column. Threats include sea-level rise, flooding and increased water temperatures. As a class, generate ideas of how to promote conservation of the habitats. Create either a poster or an educational video using an iPad.

Topic: Discussion

Australian beaches are seen as a symbol of national identity. Do you agree? As a class, discuss your own relationship with Australian beaches. Are there other significant places or sites that you would consider as symbols of national life today? Create a collage combining both found images and your own drawings to create an artwork that represents these ideas.

Imagine you are an artist that is creating a painting of Western Port. This involves an in-depth study of the bay. Write a detailed journal entry of your experience, using descriptive language.

Leonardo da Vinci may be best known for his artistic masterpieces, but he was also a trained engineer and scientist. Although Vera Möller is known as an artist, she is also an accomplished biologist. Möller and da Vinci, combine(d) the arts and science to create artworks. How do you think these artists used science to inform their artworks? Write a statement discussing these questions and share with the class.

Claude Monet was a famous artist, creating many artworks. The Water Lilies series was inspired by his aquatic garden at home. Monet was an artist and an avid gardener. As a class, find images of the Water Lilies paintings, and discuss how you think Monet's garden inspired his paintings.

"Imagination is more important than knowledge." Albert Einstein (1929). How do you feel about this statement? Do you think this is true? Write a persuasive text about this statement. Alternatively, debate the topic.

Glossary

Adaptation	Adaptations help organisms survive in their environment. Behavioural adaptations are things organisms do to survive. Structural adaptations are features of an organism that helps it to survive.
Algae	A simple aquatic plant including seaweed.
Annelid	A segmented worm.
Benthic	Occurring at the bottom of a water body.
Blue Carbon	The carbon that is withdrawn from the atmosphere and stored by coastal plants including seagrasses, mangroves and salt marshes.
Camouflage	Colouration or a pattern that helps an animal or plant blend with its natural environment.
Classified	To group plants or animals according to their features (classification).
Climate change	A change in climate patterns, which is largely caused by the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.
Community	A group of various species, interacting with one another, living in a common location.
Crustacean	A group of animals that are mostly aquatic, which have a hard exoskeleton, such as crabs, lobsters, shrimp and barnacles.
Ecosystem	A biological community of organisms interacting with each other and their physical environment.
Detritus	Organic matter caused by the decomposition (decay or rotting) of plants and animals.
Food chain	A series of organisms each dependent on the next as a food source.
Food web	A system of interdependent food chains.
Foraging	Searching for food.
Habitat	A natural home or environment of an animal or plant.
Intertidal zone	The area between the tide marks; above water at low tide and underwater at high tide.
Invertebrate	An animal lacking a backbone.
Larval	An immature form of an animal.

Mangrove	Mangroves are small trees that grow in mudflats, in the area between the low and high tide mark. They provide food and shelter for fish, molluscs, crustaceans and other small organisms, reduce the surge of seawater during storms and cyclones, absorb carbon.
Mollusc	A group of animals with a soft body that lives in aquatic and damp habitats, most have an external shell, such as a snail.
Mudflat	The majority of Western Port is mudflats, covering about two-thirds. Mudflats provide habitat for annelids, crustaceans and molluscs, and are an important feeding ground for shorebirds.
Organism	An individual animal or plant.
Photosynthesis	The process by which plants use sunlight to gain nutrients from carbon dioxide and water.
Pneumatophores	An aerial root of a mangrove plant, which stick out of the mud at low tide and allows the tree to breathe. They have the ability to change salt water into fresh water.
Predator	An animal that preys on others.
Ramsar	A Convention on Wetlands, which is an international agreement that protects wetlands. The name Ramsar comes from the name of the Iranian city in which the Convention occurred in 1971.
Rocky reef	Rocky reefs are found in the intertidal zone. Only a small part of Western Port is rocky reef habitat. They provide food and shelter for many fish, molluscs and crustaceans, and nursery areas for many fish species.
Roosting	Nesting sites for birds.
Saltmarsh	Saltmarshes usually occur between the mangrove fringe and more terrestrial vegetation such as Swamp Paperbarks and Manna Gum woodlands. There is about 1000 ha of saltmarsh in Western Port which is among the largest area in Victoria. They provide food and shelter for terrestrial and aquatic animals such as fish, water birds, crustaceans and molluscs.
Seagrass	Seagrasses are aquatic flowering plants. They provide shelter and food, breeding habitats and nursery areas for many fish species, oxygenate the water, trap sand, and recycle nutrients.
Sessile	Fixed in one place; an animal that does not move, e.g. a barnacle.
Water column	The water column provides habitat for microscopic single-celled organisms (phytoplankton), small animals that drift with the currents (zooplankton), and larger animals like jellyfish.

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