



*The Creative Curriculum*  
**Arts Centre Melbourne**  
Teacher Resources  
2020



Ideal for Teachers



The 2020 Arts & Education Program is  
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## ABOUT THIS RESOURCE

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This resource has been created to provide teachers with information about *The Creative Curriculum*, to help them prepare and know what to expect for their professional development day. It includes some preliminary and post workshop ideas as to how to extend their experience.

The performances and workshops included in the Arts & Education program are designed to offer engaging arts experiences with strong links to the Victorian Curriculum and to VEYLDF, and VCE subjects where appropriate. Each Arts & Education program varies in its purpose and content and as a result the scope for integration across the curriculum varies.

If you have any questions about this resource, its content or its implementation within your classroom please do not hesitate to contact the Arts & Education team on (03) 9644 1808 or at [education@rav.net.au](mailto:education@rav.net.au),

## ABOUT REGIONAL ARTS VICTORIA

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Regional Arts Victoria inspires art across the state. Through creative facilitation, touring, education, specialised resources, artistic projects and advocacy, we develop and sustain creative communities and artistic practice all over Victoria.

Regional Arts Victoria is an independent, not-for-profit, membership-based organisation working in long-term partnerships with every level of government, fostering contemporary and innovative regional cultural practice across five decades. We advise and impact on decision-making across multiple portfolios and levels of government.

Regional Arts Victoria is the peak body for regional artists and arts organisations, and the leading organisation for regional creative practice in Victoria.

### PARTNERSHIPS

Regional Arts Victoria facilitates the partnerships, the organisations and the practices that create new work.

- Regional Cultural Partnerships
- Creative Arts Facilitators
- Membership program
- Devolved grants programs
- Resources, workshops and events
- Sector advocacy and leadership development

### PROGRAMMING

Regional Arts Victoria nurtures the experts who foster local artistic experiences and stimulate young minds.

- Arts & Education Program
- Connecting Places
- Touring programs
- Education resources
- Industry development resources and events
- Sector advocacy and leadership development

### PROJECTS

Regional Arts Victoria presents major artistic projects that build local artistic leadership and legacy.

- State-wide projects including *Small Town Transformations*, *Artlands Victoria*
- Internal Creative Professional Development programs
- Sector advocacy and leadership development

## ARTS & EDUCATION

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Regional Arts Victoria's Programming department has nearly 50 years of experience touring work to schools, community halls and theatres across Victoria and Australia. The department programs are the Arts & Education, Touring Services and Connecting Places programs.

The Arts and Education program also provides significant subsidy assistance (up to 75% of program costs) to eligible remote and disadvantaged schools. Your school may be eligible so please contact us to find out more.

For general enquiries please contact: [education@rav.net.au](mailto:education@rav.net.au)

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## INTRODUCTION TO THE PROGRAM

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### **What is The Creative Curriculum?**

The Creative Curriculum is an interactive professional development program for primary and secondary school teachers from any year level and at any stage of experience.

It was developed by Arts Centre Victoria with Strategic Partnerships funding from the Department of Education and Early Childhood Development.

It's designed to enhance your confidence, capacity and enthusiasm for integrating performing arts practice into the classroom.

Its overall aim is to support you and your school to more effectively incorporate performing arts practice into your curriculum delivery by enhancing teacher skills and providing advice that will enable you to use these skills in your day to day classroom teaching as well as for larger school projects.

### **Part One- a full day on-site workshop**

Alongside a small group of your peers from schools around Victoria, four Teaching Artists will take you through a series of practical masterclasses, skills development activities and facilitated discussions. You will explore ways to apply various artistic disciplines across the curriculum, and develop skills sets, teaching tools and strategies to integrate and extend this within a classroom context.

Artistic disciplines explored: rhythm, music, sound, body, text, performance-making, visuals, design and objects.

### **Part Two- Collaboration with a Teaching Artist (4 hours in-school)**

After completing the full day program, you will develop a proposal for a project that you would like to see happen in your school, and be paired with a Teaching Artist for further collaboration. Through correspondence and an in-school workshop session (up to 4 hours), the Teaching Artist will work with you and your school to identify methods of applying a practical performing arts model to your own school environment and curriculum needs.

### **What are some of the guiding principles behind the program?**

In developing this program, the Creative Team had the following in mind:

- You are the artist.
- Imagination is the only unlimited resource.
- Anything can be transformed into something else.
- It's better to say "I don't know, but I know how to find out" than it is to make up an answer so it seems like you do know.
- We discover more by listening than we do from waiting for our turn to speak.
- We learn as much from the things that don't work as we do from things that do work.

## BIOGRAPHIES

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### **Who is the Creative Team?**

The program is delivered by four Teaching Artists - professional arts practitioners who also have experience as teachers and working with young people in the school environment. They each work regularly with Arts Centre Melbourne and bring to the program different professional experiences in Performance Making and Writing for Theatre, Music and Voice, Dance and Movement, Design, Puppetry and Visual Arts.

### **Who is the Arts Centre Melbourne Team?**

Head of Creative Engagement - Angharad Wynne-Jones  
Creative Producer, Schools Engagement – Katy Warner  
Coordinator, Schools Engagement – Hannah Schneider

## PREPARING FOR YOUR WORKSHOP

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### What should you ask yourself before participating in the Creative Curriculum?

- Why am I engaging with this Program?
- What do I hope to gain from this experience?
- How do I think it could benefit my students?
- How do I think it could benefit my school?
- How does the opportunity it provides fit within my own teaching program?

### How should you prepare for the workshop day?

- Come with an open mind, a sense of curiosity and a willingness to try new things
- Wear loose fitting clothes that will let you move freely without restriction or embarrassment. Track suit pants or leggings with a t-shirt or windcheater can be a good choice (and you can always change when you arrive if you'd prefer to wear different clothes to and from the venue).
- Be ready to enjoy being the student for a day rather than the teacher (and think about how the activities we do might be adapted to be suitable for your own students).

## WHAT WILL HAPPEN ON THE DAY?

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The professional development day is a mixture of practical activities, discussion and performance making. The activities are group focused (some for the whole group, some for smaller groups, some in pairs) so you'll always have someone else to work with and will not be put on the spot.

**In the morning** you'll participate in four different workshops – each one led by a different Teaching Artist. The four workshops will focus on:

Performance Making

Rhythm & Sound

Body & Movement

Visuals & Objects

**The afternoon** will be devoted to a small group performance-making task that will happen in four stages. The first stage will involve responding to a stimulus and collaborating within your group to decide on what your performance might look like. The second stage will involve developing a work-in-progress version of your performance. The third stage will be about your group receiving feedback and direction as to what aspects of the performance might be further developed. The final stage will be responding to the feedback by further developing your performance. At the end you'll all show your final performances to each other.

## WHAT HAPPENS AFTER THE PROFESSIONAL DEVELOPMENT DAY?

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Your professional development day is just the first part of the Creative Curriculum program. To follow up, one of the four Teaching Artists will visit your school for half a day (four hours) to assist you with strategies and approaches for integrating performing arts practice into your classroom teaching or to look at ways you might apply those skills to a larger school project.

After the professional development day, you'll have some time to think about how you might like to incorporate performing arts skills into your teaching practice. Whatever idea you come up with will be something that you and/or your school take on. The Teaching Artist will work with you, other teachers or students to help you get started on making your idea happen and to advise you and your school on how to see it through to the end. It won't be the responsibility of the Teaching Artist to make it happen. The Teaching Artist is there to help you get started.

Your idea doesn't have to be BIG! Small ideas can be very effective and highly achievable.

It doesn't necessarily have to be arts related. There are lots of ways that you can use performing arts skills in the delivery of non-art areas of the curriculum. So, ask yourself how creativity and the performing arts might be used in subjects like Maths, Science, History, PE or other non-arts subjects?

On the day of the visit, the Teaching Artist might work directly with students, work on skills development with a team of teachers who will then work with students, work in a split session (one session working with students followed by a session working with teachers), work with a group from two or more local schools – or any combination of these models.

*The school visit will be most effective when the Teaching Artist works in a teacher-led process where they can act as a mentor or facilitator to kick-off your idea.*

### **What sort of ideas should you come up with?**

There's no one answer to this question. The ideas will vary from school to school depending upon the school's needs and resources and the enthusiasm for the idea amongst other teachers in the school. What works best, though, is an idea that will see some kind of change happen (even just a small change) for which the school visit can serve as a catalyst.

It can be good to think about the school visit as an investment towards your ability to bring your idea to fruition.

Some helpful things to consider when thinking up your idea are:

- Make it an idea where the timeline is far enough away from the school visit to allow proper planning and development to occur (this might mean the project doesn't happen until next year).
- Have the visit at a time when key teachers are available to participate in the activities (this might mean making use of lunchtime or an after school session).
- Involve a small group of students who are likely to be leaders in the realisation of your idea e.g. if your project will happen in the following year, you might involve Grade 5's who will be Grade 6 leaders when the project happens.

*Here are some examples of the sorts of ideas that have worked successfully in the past:*

- The school that had been doing their whole school performance in the same way for many years and knew they wanted to do it differently but didn't know how to make that change.
- The school that wanted to work collaboratively on creating a school song.
- The school that wanted to see all its teachers develop some skills in using the performing arts in the classroom.
- The school that wanted to make performances based on books as a way of developing literacy amongst its students.
- The school that wanted to develop a performance program based on music, singing and movement.
- The school that wanted to use the performing arts as a way of building resilience and self-esteem throughout the school.
- The school that wanted to find ways of using the performing arts to explore abstract ideas like maths and time.
- The school that wanted to enhance their study of dinosaurs by using the performing arts.

*Here are two examples of ideas that were not so successful:*

- The school that wanted the Teaching Artist to direct a scene in their forthcoming school production.
- The school that proposed working on an idea with a small, focused number of students but on the day suddenly changed that to working with the whole year level.

The most successful visits are those where the work is with a focused group of teachers and/or students who have the capacity to extend that work to other teachers and students within the school after the Teaching Artist has gone.

The less successful school visits are those that try to make sure the largest number of students possible get to work with the Teaching Artist. This can be great at the time, but usually means less focused work that has very little impact or benefit beyond the day of the visit.

### **Is the school limited to a half day visit?**

Each teacher attending the on-site workshop day is entitled to a four-hour visit from one Teaching Artist. If your school sends two (or more) teachers to the on-site day, your school is entitled to four hours Teaching Artist time for each of your teachers who attends. That is, if two teachers from your school attend, that might mean one full day visit with one Teaching Artist or a half day with two Teaching Artists.

## FURTHER READING

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### **Websites**

Australia Plays.org

<https://australianplays.org/>

Writers Victoria

<https://writersvictoria.or.au/>

Drama Victoria

<https://www.dramavictoria.vic.edu.au/>

### **Books**

[The School Drama Book](#)

[Theatre Games](#)

[Impro](#)

[Drama Games for Classrooms and Workshops](#)

[Drama Games for Devising](#)

[Drama Games for Rehearsals](#)

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Contact the Arts & Education team at [education@rav.net.au](mailto:education@rav.net.au) with further questions or, even better, examples of your work!

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