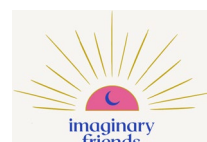




Ana's Big Adventure
by
IMAGINARY FRIENDS

Teacher Resources
2023

Ideal for Pre-School – Year 6



The 2023 Arts & Education Program is
Proudly Supported by:



Education
and Training



TABLE OF CONTENTS

ABOUT THIS RESOURCE	3
ABOUT REGIONAL ARTS VICTORIA.....	3
ARTS & EDUCATION	4
INTRODUCTION TO THE PROGRAM	5
BIOGRAPHIES	6
SUGGESTED PRE-VISIT ACTIVITIES	10
SUGGESTED POST-VISIT ACTIVITIES	11
CURRICULUM LINKS – Victorian F-10 Curriculum	11

ABOUT THIS RESOURCE

This resource has been created to provide teachers with curriculum links to the Victorian Curriculum, and includes some preliminary and post show ideas and activities as to how to extend their experience of **Ana's Big Adventure**. The activities are designed to be as easy as possible for your convenience. They may need differentiation for your specific cohort.

The performances and workshops included in the Arts & Education program are designed to offer students engaging arts experiences with strong links to the Victorian Curriculum 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 at education@rav.net.au

ABOUT REGIONAL ARTS VICTORIA

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 Creative Workers in Schools, *Small Town Transformations and Artlands Victoria*
- Internal Creative Professional Development programs
- Sector advocacy and leadership development

ARTS & EDUCATION

For over 50 years, Regional Arts Victoria has been the leader in providing educational arts experiences for children and young people across Victoria. Each year we offer a range of performances and workshop programs to schools throughout regional and metropolitan Victoria, with COVID-Safe planning in place across our entire program.

The Arts & Education program aims to encourage young people to develop their creativity and enhance awareness and participation in the arts through accessible arts learning opportunities. Our program is designed to engage, educate, challenge and delight students from foundation through to VCE using a range of creative approaches. With a selection of high quality, immersive arts experiences, we pride ourselves on providing relevant and exciting activities for children and young people that are complementary to the Victorian Curriculum. To support educator learning we offer professional development opportunities to complement our programs.

For general enquiries please contact: education@rav.net.au



Pippin Davies
Senior Manager, Arts & Education

M: 0427 211 123
E: pdavies@rav.net.au



Nova Whineray
Arts & Education Coordinator
(part-time Tuesdays & Thursdays)

M: 0455 907 227
E: nwhineray@rav.net.au



Ana's Big Adventure is an inclusive puppet show, where audience members play an active role in the story as both puppeteers and music makers. The show shares the story of a brave little explorer (Either Ana, Sam or Nadia, depending on the different options selected), as they adventure through the Australian bush, making friends with a diverse collection of native endangered animals and learning important life lessons along the way.

Funny, poignant and engaging, this puppet show includes a range of different styles of puppets which are also used in an interactive workshop, encouraging students to learn about the art-form of puppetry and get some hands-on experience bringing them to life. This delightful play introduces primary school students to innovative and engaging techniques in visual and audio storytelling, while simultaneously encouraging them to foster love and respect for creativity, biodiversity, the planet and each other!

In the workshop component, students are introduced to various types of puppetry (hand, rod and string operated) and are also guided to create their very own puppets using natural materials (Eg sticks, string and leaves to create butterflies that are then brought to life through movement, guided to flutter and fly them around, considering how butterflies move and becoming puppeteers themselves, learning about how physical movement can transform objects into puppets). Students will also be encouraged to use materials to create soundscapes, music and sound effects, which are used in the performance so that audience members play an active role in the show.

This project takes a holistic approach to education with a focus on experiential learning that is innovative, high quality and entertaining. The narrative storytelling is flexible, offering a range of performance durations and levels of student participation.

BIOGRAPHIES

'Imaginary Friends' is a new company formed in 2022 by Georgie Rose and Lucy McCallum. Launching with a 9-show run of puppet performances and workshops throughout the Macedon Ranges, the team was met with delighted audiences, enthusiastic feedback and multiple requests for further shows and school incursions. This first foray was greatly embellished by the exceptional work of musicians Michael and Michelle, who brought fantastic dynamism to the show and led the sound effects workshops with great skill.

Georgie Rose is an artist and puppeteer creating and performing both locally and internationally, creating solo shows and also working collaboratively to deliver group performances and creating puppets for commission for theatre companies. Having graduated from Monash University studying visual arts, Georgie received a scholarship in 2018 to travel to America to attend the Puppetry Conference at the Eugene O'Neill Theatre Centre. Georgie has experience collaborating and performing with String Symphony by Spare Parts Puppet Theatre, The Puppetsmithery, Trash Puppets Company, A Blank Canvas and recently completed a commission by CDP Theatre Producers, creating puppets for the upcoming touring stage show and is currently building the new puppets for Bluey Stage Show due to tour the US. Georgie has performed puppetry shows and facilitated create development workshops at primary schools, art centres and festivals.



Lucy McCallum is a multidisciplinary artist working across film, performance, education and design. She has worked with children for many years and currently co-runs a Bush Kinder program at Candlebark School in Romsey. She is also currently in pre-production for a new children's wildlife / comedy show for ABC kids, launching in 2022. Lucy has worked in primary learning support since 2018 and uses creative and play-based frameworks in her methodology

with great success. She has taught filmmaking to children in both classroom and one-to-one settings and performed in immersive theatre events in Melbourne & San Francisco.

Michael O'Donnell is a multi-skilled musician, performing and teaching a range of string instruments. After completing his Bachelor in 2012 Michael has been performing professionally on violin and viola in various jazz, folk and classical settings. His gypsy swing band The Squeezebox Trio, has seen him perform his own compositions all over Australia, acclaimed for their playful energy. Recently, with harpist Michelle Doyle, he spent six months performing 25 shows across New Zealand. Michael also teaches music to children and adults and has performed his music to accompany touring puppet performances.



GANAG instructional model.

GANAG stands for:

Goals

Access

New Info

Apply

Goal review.

The GANAG instructional model for lesson design was created by Jane Pollock and presented in the text *Classroom Instruction that Works* (Marzano, Pickering & Pollock, 2001). It grew from the work of Madeline Hunter who created a schema in the 1970s for lessons that is still useful today (Hunter, 2004).

Hattie, J. (2008). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge:Oxon.

Marzano, R., Pickering, D. & Pollock, E. (2001). *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement*. ASCD: Alexandria, Virginia.

GANAG	9 High Yield Strategies		Unit : Incursion Recount			
Goal Set the learning goal/benchmark or objective	<ul style="list-style-type: none">- Setting Objectives & Providing Feedback- Reinforcing Effort And Providing Recognition	Standards applying to that lesson				
		Learning Intention	I can write an orientation for a recount. I know to: <ul style="list-style-type: none">- answer the three questions of when, who and where Rate: 1,2,3,4	I can write a series of events for a recount. I know to: <ul style="list-style-type: none">- have at least three events in the order they happened- start each new event with a time connective. Rate: 1,2,3,4	I can write a conclusion for a recount. I know to: <ul style="list-style-type: none">- include a sentence about my feelings Rate: 1,2,3,4	I can write a title and draw a picture to match my recount. I know that: <ul style="list-style-type: none">- the title has to be only a few words and be about my recount the picture has to match what I have written about Rate 1, 2, 3, 4

Access Access students' prior knowledge building engagement through establishing immediate relevancy; a "hook" that is a short introduction to the lesson	- Question, Cues And Advanced Organisers - Nonlinguistic Representations - Identifying Similarities and Differences - Cooperative Learning	Possible Instructional Strategies to Try: - Review of previous lesson - Pair and Share - Turn and Talk - Brainstorming - Quick Write - Verbal check-in of prior knowledge - Visual to access prior knowledge	Think of 3 things you saw Turn and talk	Place three words on the board, First, Second and Third Draw 3 things you have done this morning. T&T: How could you use the above time connective words to discuss these pictures?	Brainstorm ideas of feelings that students might like to use - excited, happy, joyful, nervous	Have students re read what they have written and discuss how with buddy how these ideas may form a title.
New Information Acquire new information – declarative and/or procedural	- Summarising and Note Taking -Homework and Practise	Possible Instructional Strategies to Try: - Modeling and direct instruction - Student discussions - Academic feedback to students - Non-fiction writing, vocabulary and reading strategies to develop understanding of new information - Inquiry based questions and activities	Pose question – If I am going to write a recount about our incursion what do I need to think about? Model sentence on the board Identify and highlight questions answered	Model three sentences related to the incursion with the connectives (first, then, next). Include a description for each new event. Practise this orally – one student states the orientation, second student states the first event, third student describes etc...	Ask children for ideas of what I would write to finish my recount after rereading text already written including orientation and series of events. Model Remind to say why - ... because	1. Write a title to match recount (top of page, capital letters, place names, punctuation if necessary) Draw picture to match recount

<p>Apply Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided</p>	<ul style="list-style-type: none"> - Identify Similarities And Differences - Cues, Questions And Advanced Organisers - Generate And Test Hypotheses 	<p>Possible <u>Instructional Strategies</u> to Try:</p> <ul style="list-style-type: none"> - Guided Practice - Independent and group work - Student demonstration of learning objective - Student-to-student discussions using accountable talk - Ongoing checks for understanding - Continuous academic feedback to the students 	<p>Think of the incursion. When was it, who was with us and where was it?</p> <p>Whisper a sentence you could write to yourself.</p> <p>Turn and tell another person</p> <p>Go and write</p>	<p>Use fingers to say three events</p> <p>Write in books</p> <p><i>First, we walked down to the Hall.</i></p>	<p>Tell a buddy which part of the incursion you liked the best and why.</p> <p>Write this part of recount in books</p>	<p>Students whisper their title to buddy and discuss what they are going to draw.</p> <p>Write title and draw.</p>
<p>Goal Review Review what has been taught.</p> <p>How will the teacher know if students met the measurable objective?</p>	<ul style="list-style-type: none"> - Setting Objectives And Providing Feedback - Reinforcing Effort And Providing Recognition - Homework And Practise 	<p>Possible <u>Means of Assessments</u> to Try:</p> <ul style="list-style-type: none"> - Oral or written summary of lesson - Exit slip or quick write - Pair and share - Peer and individual review of work - Class discussion of topic - Cornell notes check 	<p>Read your sentence to your shoulder buddy. Check does it answer the three questions?</p> <p>Rate self and buddy 1,2,3,4</p>	<p>Choose some children to read their recount so far</p> <p>Each child to rate self 1,2,3,4 and ask audience to rate them also</p>	<p>Author's Chairs</p> <p>Students read their recount to buddies.</p> <p>Feedback: I like the way...</p> <p>Next time...</p> <p>Rate self and buddy 1,2,3,4</p>	<p>Rate self for title and picture</p> <p>My title is:- at the top of the page</p> <ul style="list-style-type: none"> - written in capital letters - in bright colours

SUGGESTED PRE-VISIT ACTIVITIES

Please see below video to prepare your students for this incursion

To see video click here: <https://youtu.be/JbKriOwUv3Y>

This video is designed to introduce your students to 'Ana's Big Adventure', its actors, story and the experience of theatre. We suggest you watch this video to promote interest and excitement of the upcoming theatre experience.



SUGGESTED POST-VISIT ACTIVITIES

We have included a GANAG chart (refer to pages 7-9) with instructions of how to teach a recount in relation to an incursion.

Research puppetry as a whole class, then allow children to have their own research time. Perhaps this could lead into a puppetry making class if you feel inclined. Some great links are included below that you can use to start you on research and development.

- [Jim Hensons puppets](#)
- [How to make a shadow puppet](#)
- [How to perform with puppets](#)
- [How to make a puppet pattern](#)

CURRICULUM LINKS – Victorian F-10 Curriculum

Learning Areas

The Arts: Drama

Strand: Drama Practices

Ana's Big Adventure and its supporting activities teaches children about the importance of movement and physical expression in puppetry and object theatre to animate puppet characters. We show how a combination of character and narrative structure provide the basis for creative storytelling.

Example of link:

Creating short performances that incorporate the various skills of puppetry and storytelling, students can go on to share their own voices and imaginations through performances to share with their peers, families and friends.

The Arts: Drama

Sub Strand: Respond and Interpret

Foundation - Respond to drama, expressing what they enjoy and why

Level 1-2 Respond to drama, expressing what they enjoy and why, and why people in their local area make and perform drama including drama of Aboriginal and Torres Strait Islander Peoples

Level 3-6 Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts including in the drama of Aboriginal and Torres Strait Islander Peoples

Example of link:

We encourage you to use the provided GANAG chart to explore a recount of the incursion of Ana's Big Adventure/Nadia's Big Adventure.

The Arts: Visual Arts

Strand: Visual Arts Practices

Developing understanding and skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.

Example of link:

Through inspiring students through the art of puppetry they could expand in the creation of their own puppets, using skills of design, construction, engineering and visual arts.

English

Sub Strand: Language for interaction

Language for social interactions

How language used for different formal and informal social interactions is influenced by the purpose and audience

Example of link:

Students could expand on their storytelling skills, engaging their imaginations on how stories can evolve through visual cues and tangible inspirations of puppets characters.

Capabilities

Personal and Social

Strand: Self-Awareness and Management

Example of link:

Inclusive workshops are also a strong element of this project, where we introduce examples of various puppets to the participants (including finger/ hand operated, rod, string (marionettes) and combination operated puppets) and also invite audience members to create and operate their own simple puppets that they can then use to contribute to the performance.

There is also sound and music making components within these interactive workshops, where students can learn about different instruments and create their own, assisting in the sound effects (e.g: storm, birds, rain etc) on cue throughout the performance. Students will also be encouraged to assist with the storytelling, contributing to the choices the protagonist puppet (Ana) makes on her journey throughout the show, helping her navigate different options that lead to different outcomes and conclusions.

The timing and detail included in these workshops are adaptable to different specifications and requirements.

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

This edition is copyright Regional Arts Victoria.



© 2023