



Crow Kid
by
**LEMONY S PUPPET
THEATRE**

Teacher Resources
2023

Ideal for Years F - 6

The 2023 Arts & Education Program is
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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 **Crow Kid**. 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	PROGRAMMING	PROJECTS
Regional Arts Victoria facilitates the partnerships, the organisations and the practices that create new work.	Regional Arts Victoria nurtures the experts who foster local artistic experiences and stimulate young minds.	Regional Arts Victoria presents major artistic projects that build local artistic leadership and legacy.
<ul style="list-style-type: none">• Regional Cultural Partnerships• Creative Arts Facilitators• Membership program• Devolved grants programs• Resources, workshops and events• Sector advocacy and leadership development	<ul style="list-style-type: none">• Arts & Education Program• Connecting Places• Touring programs• Education resources• Industry development resources and events• Sector advocacy and leadership development	<ul style="list-style-type: none">• State-wide projects including Creative Workers in Schools, <i>Small Town Transformations</i> and <i>Artlands Victoria</i>• 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.

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INTRODUCTION TO THE PROGRAM



Crow Kid has moved to Nanna's farm after a recent loss. It's summer holidays but it sure doesn't feel like a normal summer – they're lonely and super miserable! To ease their misery, they start to feed the crows who visit Nanna's yard, beginning a beautiful friendship between child and birds.

A powerful story about resilience, connection and the healing power of friendship, *Crow Kid* is presented through shadow puppetry 'unplugged'. Projected onto a back screen with all the mechanics revealed, audience

members get to see how the effects and shadows are created, inspiring them to create their own stories in shadows.

Crow Kid is a new work from award-winning theatre company Lemony S Puppet Theatre. Using puppetry to enhance their story-telling, Lemony S works are aesthetically beautiful, funny, soul-shifting and unique. Lemony S' last work for children, the critically acclaimed 'Picasso and His Dog', played to 1,000s of children and their families across 25 venues over 4 states.

Crow Kid is a deliberately rural story, focusing on country kids' experiences of isolation due to distance – it's hard to go on a play date when 30 acres are between you and your nearest friend! However, while this a rural story, it is a sadly universal experience for children growing up in a pandemic as all children have battled with isolation at some point in these last few years. Never before has connection for young people been so important and connection is at the heart of *Crow Kid*.

Crow Kid was commissioned by Maroondah City Council and premiered in ArtSpace at Realm, Ringwood.

Company Background

Lemony S Puppet Theatre make work that illuminates the corners of the world we others forget to look. Using puppetry to enhance our story-telling, our works are aesthetically beautiful, funny, soul-shifting and unique.

Mostly we make work for the main stage but cut our teeth as younger artists making and touring works for schools throughout Australia. During 2021, we were approached by ArtSpace (Maroondah) to make a work for their small gallery space. We decided this was an excellent opportunity to develop a smaller work suitable for community halls and schools touring and so 'Crow Kid' was born.

With a RAV tour in mind, 'Crow Kid' is a deliberately rural story, focusing on country kids' experiences of isolation due to distance. However, while this a rural story, it is a sadly universal experience for children growing up in a pandemic. Never before has connection for young people been so important and connection is at the heart of 'Crow Kid'.

BIOGRAPHIES

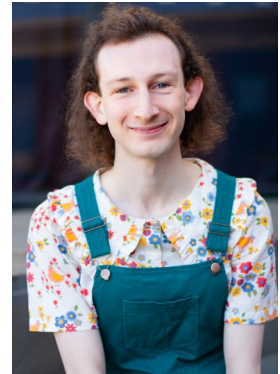


Youbi Lee - performer/puppeteer

Youbi is a Melbourne-based visual artist working in printmaking, installation, video, web-toon, puppetry and community engagement. She learnt these skills at the Chugye University of Arts, Korea. Working as a multidisciplinary artist and project coordinator, UB continues to refine an arts practice that engages and draws commonality between people and places.

Em Chandler - performer/puppeteer

Em (they/she) is a proud queer and trans theatre-maker, magician, storyteller, and spoons player. With over 16 years of experience working with kids and their adults, they are committed to collaborating on new multidisciplinary work. Em worked with a range of theatre-makers during her Bachelor of Music Theatre, including Ash Flanders, Declan Greene, Anthony Crowley, and Casey Gould.



Graduating in 2019, Em then completed 1st Class Honours. Their show, *Once Upon a Rhyme*, received the Candlelight Productions Scholarship for Artistic Excellence at the Melbourne Magic Festival 2016. Em is passionate about connecting with others through imagination, curiosity, and wonder.

Sarah Kriegler - co creator/director

Sarah an award-winning writer and director and co-director of Lemony S Puppet Theatre. Most recently, she wrote and directed Lemony's new works *Picasso and His Dog* which toured nationally during 2019 coordinated by Regional Arts Victoria as well as *Taking the Waters* which premiered during 2019 at Northcote Town Hall. She was also co-writer & director of 'Charlie and the War Against the Grannies' which premiered at Sydney Opera House 2021.



She was also dramaturg and puppetry director on The Flying Fruit Fly Circus award-winning show *Junk*. She has created works with many other companies including The Malthouse, Chamber Made, Terrapin, Aphids, Arena and Theatreworks. She was an Artistic Associate at Chamber Made where she wrote and directed *Captives of the City* (commissioned by Arts Centre Melbourne) which received two Green Room Awards. She was the co-chair of the Contemporary and Experimental Theatre Green Room Awards Panel and is an alumni of MTC's Women Directors program as well as Assistant Director/Puppetry Consultant on MTC's *Vivid White*. Currently, she is writing a new work with Lemony S called *Ada, Asmida and the Analytical Engine*.



Jacob Williams - co creator/designer/puppet maker

Jacob is one of Australia's premier puppeteers and puppetry directors and is the co-artistic director of Lemony S Puppet Theatre. He is a multi-award winning graduate of The Victorian College of the Arts from Melbourne, Victoria.

Jacob began his career in Tasmania with Terrapin Puppet Theatre and has since gone on to perform and collaborate with some of Australia's leading theatre companies. He was Head Puppeteer on *King Kong-Live on Stage* for Global Creatures for which he won both a Helpman and Green Room award. This performing relationship with Global began in 2006 when he starred as 'T-Rex' in Global Creatures international success *Walking with Dinosaurs-The Arena Spectacular*.

Jacob is the co-artistic director of the award-winning company Lemony S Puppet Theatre, whose work has toured nationally and internationally. For Lemony S Puppet Theatre, he has been commissioned by Arts Centre Melbourne to create a new children's work and collaborated with Chamber Made Opera in the creation of the operatic work. He has also worked with companies such as Arena

Theatre, Flying Fruit Fly Circus, Black Hole Inc, Malthouse Theatre and was a core artist with Polyglot Theatre.

Jacob was Puppetry Director for both Vass Production's Australian premier of the Broadway hit *Hand to God* and Seaside Productions feature film *Judy & Punch*. He collaborated La Mama Theatre to present the Melbourne Festival of Puppetry 2015 & 2017. During 2018 - 2019 Jacob performed on Broadway, NY in the role of 'Kong Captain' for the Tony Award Winning musical *King Kong* where he also received an Outer Critics Award and a Chita Rivera Award for his work. He is currently puppetry director on 'Bluey's Big Stage Play' for Andrew Kay and Associates.



Ben Grant - composer/sound designer

Ben is an award-winning performer, sound designer, composer, dramaturge and writer with a long-standing interest in new Australian stories. Ben first performed at La Mama in 1992 and has since worked with Ridiculusmus, The Rabble, Melbourne Theatre Company, Malthouse Theatre, Radio National, Bell Shakespeare, Ilbjerri Theatre Company and many others. He has created four solo shows and performed in world premieres by Nick Enright, Hannie Rayson, Angus Cerini and Jane Bodie.

Most recently, Ben played Pablo Picasso across Australia in Lemony S Theatre's delightful *Picasso And His Dog*, and had the opportunity to collaborate with world renowned theatre maker Robert Lepage from 2013 to 2015 as an actor/author in Ex Machina's *Playing Cards: Hearts*.

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: 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 - Non-linguistic Representations - Identifying Similarities And Differences - Cooperative Learning	Possible <u>Instructional Strategies</u> 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 <u>Instructional Strategies</u> to Try: - Modelling 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 Instructional Strategies 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 Means of Assessments 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:</p> <ul style="list-style-type: none"> - At the top of the page - Written in capital letters - In bright colours

SUGGESTED PRE-VISIT ACTIVITIES

Please click the link below to view a video to prepare your students for this incursion.

<https://vimeo.com/714835006/bda576ef14>

This video is designed to introduce your students to 'Crow Kid', 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

1. We have included a GANAG chart (refer to pages 8-10) with instructions of how to teach a recount in relation to an incursion.

Example:

Write a title to match recount (top of page, capital letters, place names, punctuation if necessary)

I can write a title and draw a picture to match my recount. I know that:

- the title has to be only a few words and be about my recount
- the picture has to match what I have written about

Students re read what they have written and discuss how with buddy how these ideas may form a title.

2. Watch this video and complete this activity with your students.

[Introduction to Shadow Puppetry with Jenny Ellis from Little Wing Puppets](#)

Learning Areas

The Arts: Drama

Strand: Drama Practices

Levels F, 1, 2 Use voice, facial expression, movement and space to imagine and improvise characters and situations

Levels 3&4 Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place

Levels 5&6 Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action

Example of link:

'Crow Kid' is a puppetry performance where sound and movement are used to create characters. By watching the performance, students will learn about how movement and gestural language can be used to create character, mood, atmosphere and focus dramatic action

Strand: Respond and interpret

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

Levels 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

Levels 3&4 - Identify intended purposes and meaning of drama, including the drama of Aboriginal and Torres Strait Islander Peoples

Levels 5&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:

Optional workshop - This workshop uses puppetry as its performance style and focus also on how the design (and construction) of puppets is integral to them being a successful story-telling tool

The Arts: Science

Strand: Science Inquiry Skills

Science Inquiry Skills - Compare results with predictions, suggesting possible reasons for findings

Example of link:

In Q&A time, students can ask to think about why crows give gifts, suggest possible reasons for this activity and then asks students to investigate scientific thought around why crows give gifts

Capabilities

Personal and Social Capability

Strand: Social Awareness and Management

Self Awareness and Management - Explore the links between their emotions and their behaviour

Relationships and Diversity - Identify the importance of including others in activities, groups and games

Example of link:

Crow Kid is a story that reflects on social isolation due to numerous factors. By viewing the work, students will be able to reflect on links between the characters emotions and their behaviours and thus reflect on how their own emotions and behaviours are connected.

Partly, Crow Kid is feeling isolated as they have moved to a new area after the loss of a parent. This isolation effects their ability to make new friends. Through gentle persistence of their neighbour, a friendship develops, and Crow Kid begins to heal. By engaging in Crow Kid, students will understand the importance of including others in activities, groups and games and doing so enriches everyone's lives.

Cross Curriculum Links

Health and Physical Education, Humanities - Civics and Citizenship, Sciences

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

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