



You're an Instrument by The Travelling Airsticks Laboratory

Teacher Resources
2024

Ideal for Years F-6

The 2024 Creative Learning Program is
Proudly Supported by:



TABLE OF CONTENTS

ABOUT THIS RESOURCE	3
ABOUT REGIONAL ARTS VICTORIA.....	3
CREATIVE LEARNING	4
INTRODUCTION TO THE PROGRAM	5
BIOGRAPHIES	6
THE GANAG INSTRUCTIONAL MODEL FOR EDUCATORS	7
SUGGESTED PRE-VISIT ACTIVITIES	10
SUGGESTED POST-VISIT ACTIVITIES	11
FURTHER READING.....	13
CURRICULUM LINKS – Victorian F-10 Curriculum.....	14

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 **You're an Instrument**. The activities are designed to be open-ended and multi-ability. They may need differentiation for your specific cohort.

The performances and workshops included in the Creative Learning program are designed to offer students engaging arts experiences with strong links to the Victorian Curriculum and VCE subjects where appropriate. Each Creative Learning 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 Creative Learning 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.

- Creative Learning 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

CREATIVE LEARNING

Welcome to the 2024 Creative Learning Program! What was named our Arts & Education program is now the refreshed *Creative Learning Program*, still offering the fantastic range of arts experiences students across the state.

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.

Spanning performances and workshops across a variety of art forms, our 2024 Creative Learning school incursion program offers opportunities for connection and positive impact spread across the entire program! We are pleased to be offering both in person experiences and accessible online programs with professional and experienced artists to educate and delight your students.

From engaging theatre to building your own urban landscapes, there are options for both primary and secondary ages to deepen creativity as artists and audiences, led by award-winning companies, regionally based and First Nations artists.

We have a fantastic subsidy program which means we can provide significant subsidy assistance (up to 75% of program costs) to eligible remote and disadvantaged schools. This helps our programs to be accessible and reach a diverse range of schools.

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



Pippin Remi

Senior Manager, Creative Learning

M: 0427 211 123

E: premi@rav.net.au



Nova Whineray

Creative Learning Coordinator (part-time Tuesdays & Thursdays)

M: 0455 907 227

E: nwhineray@rav.net.au

INTRODUCTION TO THE PROGRAM

You're an Instrument is an engaging performance for primary years, featuring two scientists who take students on a wild interactive ride where every movement, thought and emotion becomes music. Contrasting ancient acoustic sounds with the very latest electronic technological breakthroughs, this is a scary, fun, and magical performance where the audience shapes the story, shakes their bodies, and makes music together!

Framed as a 'workshop gone rogue' this crazy quirky experience is an ideal intro to cutting-edge interactive music/sound design practices, theatre, science, science-fiction and the power of sound-art and story-telling. The Travelling Airsticks Laboratory are professional performers and real-life music technology researchers.

The show begins under the guise of an interesting but dry workshop on all sorts of music technology. Playing a version of themselves, Alon and Ciaran explain they are researchers from Monash University's SensiLab (actually true), who also perform and compose music and create new instruments (also true!). In explaining and performing with different types of instrument technology from old to new, Ciaran accidentally reveals an experimental pill that turns people into instruments.

Ciaran immediately tries to shut down this diversion, but Alon is overjoyed: he wants to try it for the very first time right here! After an ethical wrangle, it is agreed an adult from the audience may be tested on (if they sign a waiver). Erick, a 'dad' in the audience, swallows the pill, but it is more powerful than expected: it can vocalise thoughts, create horrifying sounds, and transport you to different realms! The scientists lose control - lights flash, Erick appears possessed, and panic ensues.

With the kids help, Erick regains control, and can transport himself to any musical world imaginable, creating new sounds every time he moves. He embarks on a sonic adventure, visiting places he dreams up, seemingly pulling sounds from his imagination at will. Soon after though, Erick realises what he actually desires is to play with others. His wish accidentally comes true - it seems that anything Erick touches, from tissue boxes to stuffed toys, turns into an instrument! The show goes out with a bang, as kids form a band with Erick, sharing in his powers to think up sounds and play with each other.

The show was conceived via the incredible technology of the 'AirSticks': bluetooth-enabled small cordless objects (stuck to a body-part or object) that allows users to move freely and generate sounds and music through surround sound speakers. In the show and workshop, we use the AirSticks technology to allow the performers and students to translate their bodily movements to music.

The cast are professional performers and real-life music technology researchers with much experience in both mainstream & special needs sectors, tailoring every show to each individual audience.

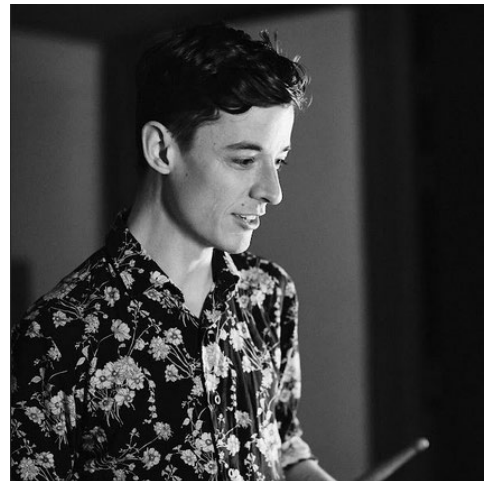
BIOGRAPHIES

We are a team of three co-creators and performers who have successfully toured all around Australia. Our team has experience in mainstream kids and special needs sectors, at venues like primary schools, library/community centres and high schools. Alon, via his AirSticks project, engages people of various physical abilities with transformative experiences unlocking their musical and physical possibilities. Ciaran has worked in childcare, media and music projects, plus recently, via his Rising Festival event. **10,000 Kazoos** has been conducting wild kazoo workshops with kids (and adults) of all abilities with much success. Erick is co-creator of JET Circus' special needs pilot program for Department of Education at Melton Specialist School among a long history of traditional acting (film, tv, stage), puppetry, performance art and kid's collaborations and shows.



Co-creator/Performer: Alon Ilisar is an Australian drummer, composer, sound designer and instrument designer. He is co-designer of a new interface for electronic percussionists called the AirSticks, using the instrument in projects such as The Hour, The Sticks, Tuka (from Thundamentals), Sandy Evans 'Rockpool' Ellen Kirkwood's '[A]part', Kirin J Callinan, Kind of Silence (UK), Velize (US), Cephalon (US), Aether (US), Voyager (US), Bondi Dreaming, Silent Spring, Trigger Happy, Monotreme (US) and Brian Campeau.

Co-creator/Performer: Ciaran Frame is a composer and researcher based in Melbourne. His work is characterised by an innovative approach to music-making, an interest in collaboration, and a commitment to creating music that is both accessible and meaningful to a broad range of people. His work has featured around Australia and internationally, ranging from turning people into instruments to asking 10,000 people to play the kazoo.



Co-creator/Performer: Erick Mitsak is a multi-disciplinary performer and actor. He is the co-creator of JET Circus' special needs pilot program for Department of Education at Melton Specialist School among a long history of traditional acting (film, tv, stage), puppetry, performance art and kid's collabs/shows.

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).

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

Teachers can use the GANAG table below to generate ideas for lesson plans to integrate You're an Instrument into curriculum delivery.

GANAG	9 High Yield Strategies		Unit: You're an instrument		
Goal Set the learning goal/benchmark or objective	- Setting Objectives & Providing Feedback - Reinforcing Effort And Providing Recognition	Standards applying to that lesson	The Arts - Music		
		Learning Intention	Focus 1	Focus 2	Focus 3
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 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	Share with students the songs provided. Students listen and identify what they can hear	Using the example provided in the app play students a soundscape as crafted in the provided app	Using the example provided in the app play students a design as crafted in the provided app
New Information Acquire new information – declarative and/or procedural	- Summarising and Note Taking - Homework and Practise	Possible Instructional Strategies 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	Students discuss in pair and share the sounds and different layers they could find and what made those sounds.	Students have sandpit time to investigate and play with the app to understand the complexities of creation	Students have sandpit time to investigate and play with the app to understand the complexities of creation.

<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>Students are guided through a piece of music to listen and hear the layers; this can be completed with the layering tracks provided.</p>	<p>Students craft their own soundscape using the app provided</p>	<p>Students craft their own design of how the invention would work using the app provided</p>
<p>Goal Review Review what has been taught. 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>Class discussion of layering of instruments and how many they could count, compared to how many are in the layering tracks.</p>	<p>Students play their soundscapes to the class in groups of 4 to compare</p>	<p>Students pair and share to discuss and use each design created.</p>

SUGGESTED PRE-VISIT ACTIVITIES

The following activities are designed for teachers and students to explore before *You're an Instrument*. These activities can be adapted to suit different year levels.

Music activity - In the band

Students listen to a provided song to unpack the layers found in a popular music track, identifying instruments or textures used in the work, and describing the musical roles that might be present in the creation of the track. We provide "track stems" that aid in isolating the musical layers in the song so you can listen to each layer individually. The track stems are each of the individual instruments or textures in a song provided as separate mp3 files.

Listen to the original song and discuss the different instruments and sounds that you can hear.

Original song: <https://www.youtube.com/watch?v=yG96RttfZtM>

- How many different instruments are used?
- What are the names of the instruments?
- What object could be being used to make the sound?

Then listen to the track stems, see if you can identify what instrument is being used or what sound the track stem is making.

Track stems: <https://vulfstems.bandcamp.com/album/back-pocket>

Drama activity - Moving to sound

In small groups, students improvise scenes or characters based on a provided soundscape (e.g. at the beach), using their bodies and facial expressions (but no words or dialogue) to dramatically communicate.

Perform the improvisations for the rest of the class as the audience. The audience can guess things about the scene or characters based on what they saw.

- Where was the scene set?
- What was happening?
- Who were the characters?

As they improvise moving to sounds, the performers can think about their scene or their character to help bring them to life.

- What is the weather like at this scene?
- What are the people doing in this scene and why are they doing something?
- What does this character look like?
- What is their name?

We provide three soundscapes that students can improvise to – these are mp3 files with random themes!

Mp3 files: https://drive.google.com/drive/folders/1sIWNoEvVyHurP4s_m9yJt8AXiQ_qXsl?usp=sharing

SUGGESTED POST-VISIT ACTIVITIES

Activities that dissect and expand upon the content of *You're an Instrument* that the teacher and students can engage in post-performance.

Our **'Sonicrats App'** is essentially a portable version of the technology we use to turn things into instruments in the show, so it allows students to continue exploring this after we've done the Q&A!

Use the attached **Sonicrats App set-up guide** to install the App and to access the variety of 'Soundworlds' for the below post-visit activities.

Please note the App works on Apple iPhones and iPads that were made since 2016 and have the latest software updates installed. Please let us know if you are unable to access an Apple iPhone or iPad - there is currently not an Android version developed.

Teachers can access 'Soundworlds' in the App by using either the following two options:

1. The app can be downloaded prior to the artists arriving by searching "Sonicrats" on the App store. and a **secret code** can be entered into the App to open the Soundworlds. Secret code options are below.
2. When the artists visit your school, they will provide NFC 'tags' that can be read by Apple devices, and which will allow the teacher to both install the App and open up the relevant Soundworlds with a simple tap. This also has the artists' email for support if you need it!

To experience the 'Soundworld' hold the *iPhone or iPad* and move your body and hear how the sounds change! ! Don't forget to press 'play'.

Post-visit activities once you have downloaded the Sonicrats App:

1. Music activity – "You're in the band"

Drawing on the 'Soundworlds' explored in the show, students create a performance of a piece that uses a set Soundworld from the App – students create a one-minute performance in small groups, or perform solo, telling a short narrative by using movement, facial expressions, and props. Be inspired by the movements of the actors you saw in the show!

Use [secret code](#) **xxxx** to add in the App.

Some points for students to consider when making their performance:

- Is their character a person or are they playing an inanimate object?
- Do they have a name?
- What is the feeling of the scene?
- What are they doing in the scene?
- What does their character like to eat? What's their favourite colour?

2. Drama activity – "Clowning around"

'Clowning' When you act goofy with your friends, that's clowning. Putting on stage makeup, a purple wig, and a red nose before performing in a circus is another kind of clowning.

Use the term clowning for the art and practice of being a clown, a performer who excels at gags and pratfalls. Professional clowning involves learning things like juggling, and even acrobatics. Circus clowning provides the comic relief between high wire acts and other feats of daring. A more casual kind of clowning is when you simply act silly: "Stop clowning and pay attention to the teacher!"

Students experiment with the 'art of clowning' and invent dynamic and interactive characters that fit a story. Using the App, students create and perform a clowning routine-based on three comic pre-set sound worlds in the app.

Squeaky toy symphony

Use [secret code](#) **squeak** to add in the App.

What is this?

Use [secret code](#) **was** to add in the App.

Laser-fart spaceship

Use [secret code](#) **laserfart** to add in the App.

Here are some videos to watch for inspiration.

- [Create a Clown Routine | New Victory Arts Break](#)
- [Clown Workshop: Making a Scene](#)

In creating their scenes, students are encouraged to think about how they are using their body and dramatic techniques to tell a story and convey emotions. Students watch and analysis each other's performances.

3. Technology activity – “Inventing the body music experiment”

To encourage the below activity, facilitate a class discussion about other ways to make sound (with bodies or other inanimate objects).

Students use *speculative design (looking to the future)* to imagine what a real “body music experiment” would look like. Taking inspiration from the show, students create a design for a technology that translates movement into sound.

Some guiding questions:

- How would someone use your design?
- What sounds would it make?

Students present their designs using drawings, written plans or props, and vocalise what they might sound like and demonstrate how they would move to achieve it.

Here are some videos created by the *You're an Instrument* team to watch for inspiration:

- [Alon Ilisar's Trigger Happy 'Visualised'](#)

Here are some additional resources on speculative design:

- [What is design fiction?](#)
- [Instructables – a website for new designs made by the public](#)

FURTHER READING

https://www.youtube.com/watch?v=NZ9AI_4Vbyw

Watch You're an Instrument!

<https://www.youtube.com/watch?v=9StNxhcN4RA>

Watch You're an Instrument! Teaser.

<http://edtech.canyonsdistrict.org/garageband-ideas-for-the-classroom.html>

Garage band ideas for the classroom.

<https://www.youtube.com/watch?v=4VgfhXKncvs>

"Happy" by Pharrell Williams - EASY Body Percussion.

Use the Victorian Curriculum F-10 website <https://victoriancurriculum.vcaa.vic.edu.au/>

Learning Areas

The Arts: Drama

Strand: Explore & Express Ideas

Level Foundation - Explore ideas for characters and situations through dramatic play

Level 1-2 Explore roles, characters and dramatic action in dramatic play, improvisation and process

Level 3-4 Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama

Level 5-6 Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations

Strand: Drama Practices

Level Foundation Use voice, facial expression, movement and space to imagine and improvise characters and situations

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

Strand: Present and Perform:

Levels 1-2 Present drama that communicates ideas, including stories from their community, to an audience

Example of link:

Students are encouraged to explore the possibilities of movement through dramatic play in time with the music created. Students can improvise and create dramatic play through rhythm, beat and tempo. Through audience participation throughout the performance, students contribute to developing the atmosphere and narrative, communicating ideas through their own movement, voice, and facial expressions.

The Arts: Music

Strand: Explore and Express Ideas

Level 1-2 Use imagination and experimentation to explore musical ideas using voice, movement, instruments, and body percussion.

Level 5-6 Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects, and electronically generated sounds to create effects.

Example of link:

Our show teaches students to use their bodies to explore sound and builds confidence to perform and compose new styles of music. Students learn to use movement and dance to generate sound and music with their peers (Level F-6) and learn how we can use sensors and computers to create electronically generated sound and music (Level 5-6). Workshops unpack this further, developing compositional skills in electronic music and aiding in alternative modes

of expression that challenge ideas around what musical practice and performance can look like.

Technologies - Digital Technologies

Strand: Digital Systems (identifying digital elements and exploring networks, including wireless data transmission)

Levels 3-4 Explore a range of digital systems with peripheral devices for different purposes and transmit different types of data.

Levels 5-6 Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data.

Example of link

Students learn the difference between acoustic and digital sounds, exploring and evaluating the use of technology within an arts context. After the show, the “magic” is revealed as students are taught how the AirSticks (the key technology in the show) work, learning about the digital infrastructures in the show (Level 3-4) and how they are networked (Level 5-6). Students also interact with an app developed specifically for the show, using the technology as a tool for further free exploration.

Capabilities

Critical and Creative Thinking

Strand: Questions and possibilities (generating new ideas through creative techniques)

Levels 3-4 Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas

Example of link

During the show, students are asked to problem solve with the performers, solving plot points and using creativity to generate interesting solutions facilitated by technology. The show and post-show activities provide a safe environment for novel ideas and out-of-the-box thinking, scaffolded by the innovative technologies used.

Personal and Social

Strand: Development of resilience (dealing with and recognising emotional challenges)

Levels 3-4 Identify how persistence and adaptability can be used when faced with challenging situations and change

Example of link

Students learn how to deal with challenges within the show, negotiating various emotional and moral problems presented to them. Following the show, we discuss what makes elements of the show “scary”, identifying vocabulary for describing how the show made them feel, and also using empathy to describe how characters might have felt in the show.

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

This edition is copyright Regional Arts Victoria in consultation with the artists.



© 2024