

CLAIRE DELLA AND THE MOON

FURTHER READING

Curriculum Links – Victorian F-10 Curriculum 2.0



| Learning Area | Victorian Curriculum | Strand/Sub-strand | Level | Example |
|------------------------------|---|---------------------------------------|-------|--|
| The Arts: Drama | Explore roles, characters and dramatic action in dramatic play, improvisation and process drama (VCADRE021) Victorian Curriculum | Explore and Express Ideas | 1-2 | Students improvise short scenes showing Claire’s feelings and choices (e.g., “Earth feels too loud” → “retreat to the Moon”), building empathy and character motivation. |
| The Arts: Drama | Use voice, facial expression, movement and space to imagine and establish role and situation (VCADDR022) Victorian Curriculum | Drama Practices | 1-2 | Students use movement/space to show “overwhelmed vs calm” (Earth vs Moon), drawing on the production’s physical storytelling and puppetry/visual language. |
| The Arts: Drama | Respond to drama, expressing what they enjoy and why (VCADRR020) Victorian Curriculum | Respond and Interpret | F | After viewing, students share favourite moments and explain how staging (lighting/sound/puppets) made them feel. (The guide includes structured discussion prompts.) |
| English | Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (VCELT241) Victorian Curriculum | Literature – Responding to literature | 1-2 | Students discuss what engaged them in the story (Laika, the Moon setting, “citizens of space”), and justify preferences using evidence from scenes/images/music. |
| The Arts: Visual Arts | Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification (VCELT316) Victorian Curriculum | Literature – Examining literature | 5 | The program explicitly teaches that metaphors can express emotions more powerfully than literal statements (Earth/Moon/Ladder/Rocket Ship as metaphors). Students create their own metaphors for feelings. |

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|--|--|--|-------|--|
| Health & Physical Education | Identify and describe emotional responses people may experience in different situations (VCHPEP061) Victorian Curriculum | Personal, Social and Community Health – Communicating and interacting for health and wellbeing | F | Students name and describe feelings (happy/sad/scared/angry etc.) linked to story moments and practise appropriate language/actions to communicate feelings. |
| Health & Physical Education | Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091) Victorian Curriculum | Personal, Social and Community Health – Being healthy, safe and active | 3-4 | Students practise strategies from the guide: breathing/self-regulation (“Make Your Own Moon”) and tools for calming (Space Jar) and reflect on what helps when anxious or overwhelmed. |
| Science | Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (VCSSU046) Victorian Curriculum | Science Understanding – Earth and space sciences | F-2 | Leverage the Moon/space setting: students observe/record what they notice about the moon/stars (or create “planets/solar system” artworks as a stimulus for observation and discussion). |
| The Arts: Visual Arts | Everyday materials can be physically changed or combined with other materials for particular purposes (VCSSU045) | Creating | F-2 | Craft-making tasks (space jar, rocket, nightlight, planets) develop making skills and communicate story/feelings through visual choices (colour, texture, light). |

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