The Arts Unit Learning Hub

On line arts education support

wherever & whenever you need it.

**These notes accompany the Learning Hub eClip:**

**‘Storytelling and the Dreamtime.’**

**Aboriginal & Torres Strait Islander Drama Activities by David Todd.**

**The below activities address:**

**Professional Teaching Standards:**

2.1.2 *Apply knowledge of content and teaching strategies of the teaching area to develop engaging teaching activities*

6.4.2 *Undertake professional learning programs designed to address identified student learning needs*

**Creative Arts K-6 Syllabus**

Making

**DRAES1.1** Uses imagination and the elements of drama in imaginative play and dramatic situations.

**DRAS1.1** Takes on roles in drama to explore familiar and imagined situations.

**DRAS2.1**  Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.

**DRAS3.1**  Develops a range of in-depth and sustained roles.

**DRAS1.2**  Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.

**DRAS2.2**  Builds the action of the drama by using the elements of drama, movement and voice skills.

**DRAS3.2**  Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.

Performing

**DRAES1.3**  Dramatises personal experiences using movement, space and objects.

**DRAS1.3**  Interacts collaboratively to communicate the action of the drama with others.

**DRAS2.3**  Sequences the action of the drama to create meaning for an audience.

**DRAS3.3**  Devises, acts and rehearses drama for performance to an audience.

Appreciating

**DRAES1.4**  Responds to dramatic experiences.

**DRAS1.4**  Appreciates dramatic work during the making of their own drama and the drama of others.

**DRAS2.4**  Responds to, and interprets drama experiences and performances

**DRAS3.4**  Responds critically to a range of drama works and performance styles.

**Drama 7-10 Syllabus**

Making

* + 1. identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
		2. improvises and playbuilds through group-devised processes
		3. devises and enacts drama using scripted and unscripted material

5.1.2   contributes, selects, develops and structures ideas in improvisation and playbuilding

5.1.3   devises, interprets and enacts drama using scripted and unscripted material or text

Performing

4.2.1   uses performance skills to communicate dramatic meaning

5.2.1   applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning

Appreciating

4.3.2   recognises the function of drama and theatre in reflecting social and cultural aspects of human experience

5.3.2   analyses the contemporary and historical contexts of drama

**Links to Stimulus music:**

*Aboriginal*

Gurrumul & Blue King Brown ‘Gathu Mawula Revisited’

<https://www.youtube.com/watch?v=bdpoWcma4HE>

Bangarra Dance Company ‘Spirit’

<https://www.youtube.com/watch?v=FJtZZGXMN0Q>

Gondwanaland ‘Wide Sky’

<https://www.youtube.com/watch?v=EyW2D40yHuY>

Sara Storer & Kev Carmody ‘Children of the Gurindji’

<https://www.youtube.com/watch?v=OZErD7anv_Q>

Yothu Yindi ‘Djapana (Radio Mix)’

<https://www.youtube.com/watch?v=aMX2PrHPXzY>

*Torres Strait Islander*

Seaman Dan ‘Sailing the south east wind’

<https://www.youtube.com/watch?v=oapLEcXE0ek>

**Stimulus Dreaming Stories:**

*Aboriginal*

Warnayarra the Rainbow Snake - Compiled by Pamela Lofts with the Lajamanu community

Tiddalick the Frog who Caused a Flood – Robert Roennfeldt

Stradbroke Dreamtime – Oodgeroo Noonoccal & Bronwyn Bancroft

Bangu the Flying Fox – Retold by Jillian Taylor

The Rainbow Serpent – Dick Roughsey

Crow and the Waterhole – Ambelin Kwaymullina

*Torres Strait Islander*

The Story of Gelam the creator of the Dugong – Matilda Bani - <https://vimeo.com/28195207>

**Lesson Plan Ideas**

1. Students to close their eyes and listen to one or two of the above examples of stimulus music.
2. Students are asked to picture themselves in a time long ago, with:

no ipads

no air conditioning

no buildings

no electricity

native animals roaming freely

Aboriginal & Torres Strait Islander people living from the land

1. Students to open their eyes as the teacher reads a dreaming story. This can be from the recommended list above, the Premier’s Reading Challenge book list or from your own library.
2. Both during and after the story the teacher leads short discussions eg.

Why did that character do that action?

How did that make that character feel?

How would you feel if you were (name)?

What would you do if you were in that situation?

1. At the conclusion of the book, teacher to model being in the ‘hot seat’

*The hot seat is a drama activity where the person in the teacher’s chair takes on the role of a character in the story. The class then ask that character questions and the student in the hot seat answers in character.*

Teacher to take on one of the characters from the dreaming story and students to ask questions.

1. Selected students then have a turn on the hot seat. This gives the students a different perspective and helps them empathise with the plight of different characters.
2. Teacher asks the students in small groups of 3 or 4 to choose a favourite scene in the story and create a tableau of that page in the book for the rest of the class to guess without the use of language, ie. A silent activity.

*A tableau is a still image from a scene in a movie/play or a moment in a story that is presented by actors taking on roles and freezing in that position. The visual image is composed much like a photograph, with emphasis on foreground and background and vertical levels.*

1. Students are given a few minutes to create their tableau. Then they are presented to the class. Classmates guess what part of the story is being represented.
2. A selected image from the book (or an artwork related to the dreaming story) is scanned and displayed on the interactive whiteboard. The teacher discusses the use of symbolism in the work with the class.

*Try to choose an image which represents an overview or map of the town and look at imagery and symbolism such as: meeting places, waterholes, tracks, animal symbols, people and dwellings.*

1. Students in small groups are to create their own ‘map’ inspired by the dreaming story. They are to use the symbolism or perhaps create some of their own to visually represent their own collaborative landscape.
2. Each group is to create a readers theatre type storytelling piece focusing on the characters and their plight on the landscape they just created.

*Each group might have a narrator or two, a protagonist, an antagonist and a support character. They may like to use clapping sticks to create atmosphere and some movement to emulate the animal characters in their story. The story doesn’t have to be fully realised, it just has to be a presentation of their environment and who lives there in the dreamtime.*

1. Each group presents their vision and the students in the audience are asked to identify which parts they enjoyed and if they have any questions for the creators

**Extension actvities**

* Class to collaboratively come up with a dreaming story idea and each student to illustrate a page in the book, then act out their page.
* Students to create animated characters using ‘istopmotion’ or a similar stop motion app on school ipads. They can either make the characters out of plasticine or cardboard/paper then create a voiceover for their short animated introduction to characters.
* Students to create a mimed movement retelling of their favourite dreamtime stories (The Pamela Lofts series would be good to hand around the classroom) They are to present their movement pieces to some of the music suggestions above using animal movements and simple actions to recreate the key moments of the story.

**About The Arts Unit Learning Hub**

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| The Learning Hub has been developed to provide access to quality arts education support from The Arts Unit wherever and whenever you need it. Through a mixture of short, targeted, skill specific videos that demonstrate best practice and a range of interactive eLearning modules, learners are able to explore content in a way that is both meaningful and memorable. An activity record that details the time you have spent on professional learning as well as a breakdown of the teaching standards the content has been exploring ensures your investment in continuing professional development is documented.**Link to more professional learning modules:** <https://learninghub.artsunit.nsw.edu.au>Link to Aboriginal Drama Program contact  catherine.gilholme@det.nsw.edu.au |