

# DREAM BIG

CHILDREN'S FESTIVAL  
7-17 MAY 2025

Teaching & Learning

# Companion

# DREAM BIG

CHILDREN'S FESTIVAL  
7-17 MAY 2025



## Stay in touch

**Follow DreamBIG** to keep up to date with all the latest news about the 2025 event. Share your Festival experience using the hashtag #DreamBIGfest.



@adelaidefescent



@dreambigchildrensfestival

## Contact details

### DreamBIG Teaching and Learning Companion Department for Education

Manager, Arts Projects  
(including DreamBIG Children's Festival)  
Tel: 8463 5994 Email: [Education.DreamBIG@sa.gov.au](mailto:Education.DreamBIG@sa.gov.au)

### DreamBIG Children's Festival

Tel: 8216 8600  
[adelaidefestivalcentre.com.au](http://adelaidefestivalcentre.com.au)

### Booking enquiries

Contact DreamBIG's Ticketing Coordinator at  
[dreambig.ticketing@adelaidefestivalcentre.com.au](mailto:dreambig.ticketing@adelaidefestivalcentre.com.au)

or scan the QR code:



## Key websites

View the [Adelaide Festival Centre DreamBIG website](#) for:

- performance, workshop and exhibition information
- the Access Guide and Visual Stories
- registration, booking, evaluation information and forms.

The Department for Education [DreamBIG webpage](#) provides basic information about DreamBIG including:

- professional learning workshops for educators
- the poster competition
- current and previous festival resources
- becoming an Arts Ambassador.

## Permissions

A small number of DreamBIG events require participants to submit a DreamBIG consent form to DreamBIG. This includes the poster competition, the opening parade and any event where students submit their own work to be displayed at the festival, such as the virtual parade. Once educators register for the relevant events, DreamBIG will provide the 2025 DreamBIG consent form and instructions about gathering and submitting the consent forms.

Department for Education policy and guidelines about the use of student or child images or work are available on the Department's intranet. Included is information about taking photographs of students or children, identifying them online, publishing photos and geotagging. Follow [this link](#) for information and consent forms (including versions in various languages). Note: Department staff access to the intranet is required to access the link.

The Department uses a Creative Commons licence with the CC-BY-NC-SA licence. For more information about the Creative Commons licence visit: [www.creativecommons.org](http://www.creativecommons.org)

## Acknowledgement of Country

We acknowledge that the 2025 DreamBIG Children's Festival and associated activities are held on the lands of the Traditional Custodians of Country throughout South Australia and that we respect their spiritual relationship with their country.

We also acknowledge the cultural and heritage beliefs that continue to be important to the living Traditional Custodians of Country throughout South Australia today.

We also pay respects to the cultural authority of Aboriginal people from other areas of Australia participating in DreamBIG activities.

## DreamBIG Children's Festival 2025 Poster Competition - Winner



South Australian Reception to year 12 students were invited to enter the DreamBIG poster competition to depict the 50th anniversary theme 'I was, I am, I will be'. The winning design, chosen by a panel of judges has been incorporated into Festival publicity materials.

**Congratulations to Fidak Zahra, a year 5 student from Blair Athol North B-6 School, who created the 2025 winning entry 'Funky Emotions'!** Fidak's artwork has a sense of fun and colour which links beautifully to the celebratory aspect of the festival turning 50 in 2025. Using a combination of paint and markers, Fidak imagined bubbles and rainbow colours for the design. She dedicated extra time during her lunch breaks to perfect the finer details of her artwork. 'I made funky bubbles, to remind people to be funny and funky and not to be sad. I made this painting because I wanted to represent the theme.'

Fidak and her family moved from Pakistan to Adelaide in 2021. Chantelle, one of Fidak's first teachers in Australia, ignited Fidak's passion for arts and crafts. Fidak could not believe her name was called out as the winner of the 2025 poster competition. Her advice for anyone interested in entering a competition is 'to try your best every time and try not to worry about what might happen. It's always good to step out of your comfort zone. It's not about winning; it's about having fun.'

Fidak's teacher, Michelle, commented that the poster competition enabled students in years 2 to 6 to showcase their visual arts skills and creativity. They enjoyed seeing each other's ideas develop in response to the theme and sharing feedback with their peers. Teachers and students were involved in the selection process. It was very special to present Fidak with her winner's certificate and celebrate her achievement with the school community.

# Introduction



## The 2025 DreamBIG Teaching and Learning Resource Companion (Companion) is the accompanying resource to the 2025 DreamBIG Teaching and Learning Resource (T&LR).

The Companion supports teachers' planning to enhance students' DreamBIG experience when exploring the Festival theme 'I was, I am, I will be'. Download the [T&LR and Companion](#) for use in years to come.

The T&LR provides information about the 2025 DreamBIG theme 'I was, I am, I will be', Arts education, the Strategy for Public Education, the SA Curriculum: The Arts, the Early Years Learning Framework, Statewide Projects including the Birthday Parade, and Professional Learning.

### The T&LR includes 4 learning sequences:

- Dance – preschool to year 4: Dancing Journey
- Drama – years 3 to 10: Sliding Moments
- Media Arts – years 3 to 8: Future Me
- Visual Arts – years 5 to 10: Transforming the Everyday

### The Companion includes the following:

- The Music learning sequence for years 1 to 6: Museum of Sounds
- The 'How to run a parade' resource
- Detailed resource lists and additional materials for all learning sequences
- A complete list of references for the resources used in the T&LR and Companion



## Register as a DreamBIG preschool or school

We know that educators and sites embrace DreamBIG in their own unique ways, which may not involve booking into festival events. [Register](#) as a DreamBIG preschool or school and tell us your DreamBIG plans so we can connect and support your DreamBIG 2025 experience.

Department for Education preschools and schools that register by **15 November 2024** will be in the running to select from a range of free Arts teacher professional association memberships or Arts resources to support Arts teaching and learning.

Register  
[here](#)



## DreamBIG participation stories

All South Australian preschools and schools are invited to submit a DreamBIG Participation Story to celebrate the impact of your engagement with DreamBIG. Department for Education preschools and schools are eligible to win a \$500 prize.

The entry form will be available mid-term 2 and is due **Monday 28 July 2025** (week 2, term 3). It will be circulated via the Arts Ambassadors eNews and to all sites and teachers who registered for DreamBIG involvement. The winner will be announced via the Arts Ambassadors eNews during term 4, 2025. To subscribe to the eNews, email [Education.DreamBIG@sa.gov.au](mailto:Education.DreamBIG@sa.gov.au).

**Please note:** Every attempt has been made to ensure publications, programs and resources identified in this document are appropriate for use in Department for Education sites. However, the department is not responsible for the content of externally produced material, nor does it necessarily endorse those materials. Information contained in this booklet was correct at the time of writing.

This publication may contain some third party copyright material, which has been copied and communicated to you in accordance with the statutory licence in section 113P of the Copyright Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Act. Do not remove this notice.

Aboriginal and Torres Strait Islander viewers are warned that this resource and resources identified in the booklet include images, voices and the names of deceased persons.

This resource includes material for which copyright is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Materials were accessed from the Australian Curriculum website during the period June-September 2024. Please attribute this ownership, where relevant. In addition, all websites quoted in this document were accessed during the period June-September 2024.

© 2024 Government of South Australia, Department for Education

**Use of this material:** Unless otherwise noted, all material in this resource – except third party icons and any material protected by trademark – is licensed under a Creative Commons Attribution-Non-Commercial-ShareAlike 3.0 Australia (CC BY NC SA) licence.



[creativecommons.org/licenses/by-nc-sa/4.0/](https://creativecommons.org/licenses/by-nc-sa/4.0/)





# Contents



**4** How to run your own parade

**5** Parade planner

## **8** Dance – preschool to year 4: Dancing Journey

**8** Resource list

**10** Playlist

**13** Pathway template — teacher sample

**14** Pathway template

**15** Reference list

## **18** Drama – years 3 to 10: Sliding Moments

**18** Resource list

**18** Explanations of drama terminology

**19** Teacher tips for student devised group work

**20** Devising Drama worksheet – teacher sample

**21** Devising Drama worksheet

**23** Reference list

## **24** Media Arts – years 3 to 8: Future Me

**24** DreamBIG Pixilation Parade

**24** Resource list

**25** Reference list

## **26** Music – years 1 to 6: Museum of Sounds

**26** Learning sequence

**42** Session preparation

**43** Resource list

**44** Exhibition advice and technical support document

**54** Exploring found sounds worksheet

**56** Classroom sounds worksheet

**57** Class list of sounds worksheet

**58** Sounds of the past – homework task

**59** Sounds of the future – homework task

**60** Rhythm pattern graphic score template







- 61 Mystery sound audio files
- 62 Sound categories worksheet
- 63 Museum of Sounds rhyme group composition template
- 65 Reference list

## 66 Visual Arts – years 5 to 10: Transforming the Everyday

- 66 Resource list
- 67 Preparing classroom space
- 68 One-minute 'quick draw' activities
- 69 Postcard detective questions worksheet
- 70 Collaborative Bunting Project information
- 71 Final artwork template – portrait version
- 72 Final artwork template – landscape version
- 73 Reference list

## 75 Acknowledgements

### Guidelines for choosing resources

When using any of the recommended resources in the T&LR and Companion that are linked to third parties such as music, websites, applications, multimedia or video hosting sites, it is important to assess and mitigate the potential risk to students. Advertising, in-app purchases, video recommendations and other products marketed at potential consumers are not always appropriate to show in classrooms.

Always carefully review external content prior to use with students and regularly check both free apps and commercially available resources to make sure inappropriate or harmful material is not made available to children or young people.

To mitigate the risks:

- Where possible, use audio rather than video.
- If using video:
  - preview and cue before the session
  - embed them in slide presentations or use third-party applications for safe video sharing such as [SafeShare](#). SafeShare creates an alternative link for the video that allows teachers to share and play the video to students ad-free. Always use third-party applications with caution.



# How to run your own parade

**DreamBIG is turning 50 and you are invited to celebrate with us!**  
**We want young people across South Australia to unite for a grand, statewide birthday celebration!**

**The on-site DreamBIG Birthday Parade will officially open the 10-day Festival on 7 May 2025 (week 2, of term 2). You can host a local parade on that day or choose another day or time during the festival period.**

## How to be involved

A range of free opportunities and interactive resources are available to support you in the lead-up to your event. DreamBIG has partnered with Australian Dance Theatre and the Heathfield Renegades to provide virtual dance and drumming workshops for your students to learn and create their own dancing parade and a simple body percussion or junkyard percussion drumline for your parade. These online resources will be available from week 0, term 1, 2025.

### Host your own parade

#### All ages

[Register](#) as a DreamBIG preschool or school and let us know that you are hosting your own parade. You will receive a 'how-to' pack, including free access to virtual visual arts, dance and drumming workshops and resources to help you create an amazing parade in your community.

### Host an artist to support your own parade

#### Reception to year 6

Eligible regional schools can apply for a DreamBIG artist to facilitate workshops to create amazing parade paraphernalia with your students for your parade. These free residences are available to a limited number of Department for Education Category 1 to 4 schools located more than one hour's drive from metropolitan Adelaide.

[Apply](#) by 15 November 2024.

### Host a music ensemble at your event parade

#### Department for Education sites

Email [Education.DreamBIG@sa.gov.au](mailto:Education.DreamBIG@sa.gov.au) by 5 February 2025 to request a Department for Education music ensemble to perform at your event (subject to location and availability).

### Collaborative bunting

#### All ages

Get parade and celebration ready by creating collaborative bunting. [Download](#) the materials from the DreamBIG website to decorate your site or send in for display around the Festival.

Left: Children at Come Out Parade 95, 1995, image courtesy of State Library of South Australia, SRG 867/19/12

Centre: Drummer at Takeover 97 Parade, 1997, photograph by Rick Martin, image courtesy of State Library of South Australia, SRG 867/19/24

Right: Come Out Pageant 77, 1977, copyright unknown



# DreamBIG parade planner

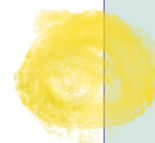


## Suggested checklist and timeline

Like all big events, parade planning needs to begin early. Use the prompts below as a guide for event planning and learner engagement. Cross out anything not relevant or transfer the contents to tailor make your own planning document.

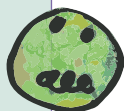
### Term 4, 2024

- ☐ Mark the Festival dates in your site's 2025 calendar: 7 to 17 May 2025.
- ☐ Determine preliminary interest in hosting a parade and get a working group together. This could comprise of teachers, site leaders, families and community members.
- ☐ Explore the possibility of combining with other preschools and schools in your area and determine their interest.
- ☐ [Register](#) as a DreamBIG 2025 preschool or school to get your 'how-to' pack and access to parade resources.
- ☐ [Apply](#) to host artist-led parade workshops by Friday 15 November (regional schools only).
- ☐ [Sign up](#) to the Arts Ambassadors eNews to get regular Arts and DreamBIG updates.
- ☐ Consult with your site (and partnering sites) to determine a suitable date, time and location of your parade. Plan for access, inclusion and safety for all involved when selecting venues and routes.
- ☐ Once the date is set, inform staff and add the parade to your 2025 site calendar.
- ☐ Prior to the end of the school year, encourage staff to download the [T&LR and Companion](#) to inspire their 2025 planning.
- ☐ Request DreamBIG planning time in the 2025 week 0 staff schedule and term 1 staff meetings.



### Week 0, Term 1, 2025


- ☐ Catch up on the 2024 tasks that still need attention and reconvene your working group.
- ☐ As a staff or in learning teams, explore the Festival theme and learning sequences. Map ideas for DreamBIG learning across the curriculum. Use the ideas and information on pages 4 to 11 of the [T&LR](#) to get started.
- ☐ Consider how to present DreamBIG student learning and engagement in the lead-up and during the Festival at your site. For example:
  - presenting a Museum of Sounds exhibition (music learning sequence)
  - hanging bunting created by students in communal areas (either from the [Collaborative Bunting Project](#) or the postcard bunting made in the visual arts learning sequence)
  - exhibiting classroom learning from the learning sequences
  - sharing images or footage of parade preparations in the lead-up to the event to build excitement.
- ☐ Consider how all learners can play a part in the parade event; before, during and after. Read on for ideas. Brainstorm what role the local community can play in the event. Connect with people in the community and alumni who have participated in Come Out or DreamBIG parades and festivals in the past to attend or get involved in your event.
- ☐ Schedule when in term 1 learners will create banners, props and other visual material to display or carry at the parade. This may revolve around your artist-in-school workshop if you applied for one.
- ☐ Schedule when in term 1 learners (and teachers) will learn the parade dance and drumming. Share the information and resources with teachers or community members who will be involved.








## Term 1, 2025

- 
- ☐ Email [Education.DreamBIG@sa.gov.au](mailto:Education.DreamBIG@sa.gov.au) by 5 February 2025 to request a Department for Education music ensemble to perform at your event.
  - ☐ Plan the venue, route and layout of the parade. Plan for access, inclusion and safety for all involved when selecting venues and routes, and prior to completing event, excursion and risk assessment documentation.
  - ☐ Develop a back-up wet weather plan, such as an alternate location, route or date.
  - ☐ Plan the running order and components that will make up your event such as:
    - Will a Welcome to Country or Acknowledgement of Country take place and who will present it? If you are planning to invite an Elder or traditional custodian to deliver the Welcome or Acknowledgement, discuss the event with them and seek their input and involvement in the event.
    - What else will happen during the event? For example, student learning displays, stalls, live music and dance performances by your learners or local groups.
    - When during the event will the parade take place?
    - Plan a soundtrack of appropriate live or recorded music for your event.
      - Schools affiliated with the [Primary Schools Festival of Music](#) may like to involve several classes, along with the choir, in learning the following songs from the 2025 repertoire:
        - Come Together
        - Learning to Fly
        - Put a Little Love in Your Heart
        - Flashdance (What a Feeling)

Note: photocopying the Songbooks is not permitted. Contact the [Primary Schools Festival of Music](#) to purchase additional copies.

    - To host a Department for Education music ensemble, Department sites can email [Education.DreamBIG@sa.gov.au](mailto:Education.DreamBIG@sa.gov.au) by 5 February 2025 to request an ensemble to perform at your event (subject to location and availability).
  - ☐ If the parade is happening off-site, start organising permissions and approvals for the parade venue, route and related traffic control.
  - ☐ If the parade occurs on site, consider potential disturbance to classes that are not participating, safety issues and any site maintenance considerations at that time.
  - ☐ Prepare permissions and paperwork related to excursions and risk assessment – including inviting community and media to the event. Ensure permissions are in place for who can be photographed and interviewed.
  - ☐ Start learning the songs and the dance and drumming sequences that will be incorporated into your parade and event entertainment.
  - ☐ If required, organise combined rehearsals or walk throughs (on or off-site) for the end of term 1 and early term 2.
  - ☐ Plan how your site will record and document the event. Options include:
    - assigning student or community photographers for the day
    - forming a news team to document the event and its lead-up. This could be incorporated into English, drama and media arts learning during terms 1 and 2.
    - inviting local media to attend (refer to policies regarding media and student permissions).
- These materials can be used for site and local news, and for your DreamBIG Participation Story where Department sites can win \$500 for their entry.
- ☐ Determine which staff member will collate and send in the site's DreamBIG Participation Story in term 3.
- ☐ Plan how to promote the event:
  - Display posters (created by your learners) around the site and local community.
  - Send invitations (also created by your learners) to:
    - the preschool or school community, including Governing Council, alumni and your Education Director
    - the local community, including local council members.
- ☐ **Week 9** – Distribute excursion and event information and relevant permission forms, including requests for volunteer assistance if it is required.
- ☐ **Week 11** – Collect event permissions.
- 



## Term 2, 2025

### Week 1

- ☐ Follow up outstanding event permissions.
- ☐ Finalise an 'on the day' schedule (including backup and emergency plans and contacts) and allocate roles for the day prior and the day of the event including pack up.
- ☐ Communicate with staff and volunteers to confirm their roles.

### Week 2

- ☐ A few days prior to the event, go over the final details with the key people involved.

### Week 2 or 3

- ☐ DreamBIG is held from 7 to 17 May, your parade can take place on any day during this time.

### Weeks 3 to 5

- ☐ In the days and weeks after your event, you may need to:
  - hold a staff debrief
  - thank people who supported and attended the event
  - pay invoices
  - provide editorial stories and images for your site's communications (newsletters, social media) and, with appropriate permissions, to local media.

### Weeks 5 to 6

- ☐ All registered sites will receive staff and student survey links. Please encourage your staff to provide their feedback and to support their learners to reflect on their DreamBIG experience via the surveys.



## Term 3, 2025

### Week 1

- ☐ Encourage relevant staff to provide learning sequence feedback by Monday 28 July 2025 (week 2, term 3) via the QR code at the end of each sequence.



Dance



Drama



Media Arts



Music



Visual Arts

- ☐ One staff member collates and sends in your DreamBIG Participation Story by Monday 28 July 2025 (week 2, term 3). Include documentation of your event and other ways your site engaged with the Festival and resources. See page 72 of the [T&LR](#) for more information. Department for Education sites are eligible to win \$500 for their entry.





For the chance to receive copies of a selection of the books featured in this learning sequence, [register](#) as a DreamBIG preschool or school by 15 November 2024. The books are:

- *Imagine* by Alison Lester
- *Coming Home to Country* by Bronwyn Bancroft
- *Shapes of Australia* by Bronwyn Bancroft
- *Little Bird's Day* by Sally Morgan and illustrations by Johnny Warrkatja Malibirr
- *Circle* by Jeannie Baker
- *Are we there yet?* by Alison Lester

## Teacher preparation resources

### Department, The Arts:

- Dance Reception Unit 1: [GR02 – Elements of dance posters R to 10](#) (Department for Education 2022)
- Dance Reception Unit 1: [GR03 – Elements of dance slides R to 10](#) (Department for Education 2022)
- Dance Reception Unit 1: [GR04 – Dance glossary R to 10](#) (Department for Education 2022)
- Dance Year 5 Unit 1: [GR09 – Dance warm-ups and activities](#) (Department for Education 2021)

Familiarise yourself with:

- the suggested texts for each session; they have been selected to support engagement with the main concept for each session. Select alternatives as appropriate for your learners.
- the warm-ups and transitions for each session.
- pages 2 to 4 of [GR09 – Dance warm-ups and activities](#) which outline safe dance principles.

Before session 2, prepare large images or projections from the book to use in the 'Stationary statues' activity. Images of geometric shapes such as diamonds and organic shapes such as rainbows can also be used.


Session	Resource list
1	<ul style="list-style-type: none"><li>• Device and screen for showing video (if using read aloud videos)</li><li>• Device and speakers for playing music</li><li>• <a href="#">Playlist</a></li><li>• Print or video version of <i>Imagine</i> by Alison Lester<ul style="list-style-type: none"><li>– <a href="#">Imagine by Alison Lester, read by Ms Tillot</a> (Stage One BBPS 2021)</li></ul></li></ul>
2	<ul style="list-style-type: none"><li>• Device and screen for showing video</li><li>• Device and speakers for playing music</li><li>• <a href="#">Playlist</a></li><li>• Print or video version of <i>Coming Home to Country</i> by Bronwyn Bancroft<ul style="list-style-type: none"><li>– <a href="#">Coming Home to Country by Bronwyn Bancroft</a> (The Story Chair 2024)</li></ul></li><li>• Print or video version of <i>Shapes of Australia</i> by Bronwyn Bancroft<ul style="list-style-type: none"><li>– <a href="#">Shapes of Australia – Playgroup</a> (Deadly Kindies 2020)</li></ul></li><li>• Acknowledgement of Country<ul style="list-style-type: none"><li>– <a href="#">Caring for Country (early learning)</a> (narragunnawali.org.au)</li><li>– <a href="#">Statement of Acknowledgement and Welcome to Country</a>, Attorney-General's Department (agd.sa.gov.au)</li></ul></li></ul>




	<ul style="list-style-type: none"> <li>• Concepts in the Country/Place organising idea from the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority <a href="#">A_TSICP1</a></li> <li>• Pages 25 to 28 of the <a href="#">Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority</a> (ACARA 2019)</li> <li>• Articles listed under <a href="#">Caring for Country</a> (Australian Museum 2024) <ul style="list-style-type: none"> <li>– <a href="#">Listening to Country</a> (Judge 2024)</li> <li>– <a href="#">Climate change: how can I care for Country?</a> (Judge 2024)</li> <li>– <a href="#">Who is Country?</a> (Judge 2024)</li> </ul> </li> </ul> <p>Springboard opportunity: Visual Arts</p> <ul style="list-style-type: none"> <li>• Use prompts from the <a href="#">Visual Arts examples of knowledge and skills</a> (ACARA 2022)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Device and screen for showing video</li> <li>• Device and speakers for playing music</li> <li>• <a href="#">Playlist</a></li> <li>• Print or video version of <i>Little Bird's Day</i> by Sally Morgan, illustrated by Johnny Warrkatja Malibirr <ul style="list-style-type: none"> <li>– <a href="#">Little Bird's Day by Sally Morgan and Johnny Warrkatja Malibirr</a> (Hello Art Lab 2020)</li> </ul> </li> <li>• Video about Johnny Malibirr's artmaking process and his Yolŋu culture <ul style="list-style-type: none"> <li>– <a href="#">Johnny Malibirr and his Little Bird's Day book</a> (Gapuwiyak Arts 2019)</li> </ul> </li> <li>• Print or video version of <i>Circle</i> by Jeannie Baker <ul style="list-style-type: none"> <li>– <a href="#">It's story time online – Circle book by Jeannie Baker</a> (Storyteller Fox 2020)</li> </ul> </li> </ul> <p>Springboard opportunities: Visual Arts</p> <ul style="list-style-type: none"> <li>• <a href="#">A guide to using works of art as a starting point</a>, blank flow chart, AGSA</li> <li>• <a href="#">The essential introduction to Aboriginal art (25 facts)</a> (Andrews et al n.d.)</li> <li>• <a href="#">Curiosity cards</a>, AGSA (available for purchase from the AGSA online shop or at the gallery)</li> <li>• <a href="#">Aboriginal and Torres Strait Islander art in the classroom volume 2 AGSA</a> (Volume 2 includes volume 1 content and additional material)</li> </ul>
4	<ul style="list-style-type: none"> <li>• Device and screen for showing video</li> <li>• Device and speakers for playing music</li> <li>• <a href="#">Playlist</a></li> <li>• Print or video version of <i>Are we there yet?</i> by Alison Lester <ul style="list-style-type: none"> <li>– <a href="#">Are we there yet? By Alison Lester</a> (GeekyAusTeacher 2017)</li> </ul> </li> <li>• Large or projected images for sculpture making</li> <li>• 3 floor markers, such as masking tape or removable dots</li> <li>• <a href="#">Pathway template</a> – teacher sample and student template</li> </ul>
<b>Ideas for adapting this learning sequence</b>	
	<ul style="list-style-type: none"> <li>• Mapping your World learning sequence from the <a href="#">2023 DreamBIG Teaching and Learning Resource and Companion</a>, sessions 2 to 5</li> </ul>



# Dancing Journey learning sequence playlist

## Introduction

- The music suggestions in the Playlist match each dance activity and are suitable for use in the classroom. The film clips should not be shown, even in the background.
- If choosing your own music, educators are advised to refer to the [Guidelines for choosing resources](#) listed on the contents page and to preview lyrics before playing the music in class.
- It is not essential to play music during all dance activities. Many suggestions are 'optional' background music, which need only be loud enough for movement inspiration.
- Most of the music is instrumental, making it easier for educators to talk over the music and for learners to hear instructions or feedback.
- The music is listed in order of the activities, then alphabetically.
- This icon  indicates music created or performed by Aboriginal and Torres Strait Islander artists.

## Playlist

Session	Activity	Suggested music
1	<b>Moving like animals</b>	<p>This tropical jungle example is in order of low to high movements, gentle to more strenuous, demonstrating safe dance principles.</p> <p>Slow moving tortoises:</p> <ul style="list-style-type: none"> <li>• <a href="#">Saint-Saens: Carnival of the animals – tortues (tortoises)</a> (RoyalDukeJam 2010)</li> <li>• <a href="#">Yimenda Papaguneray – Emily Wurramurra</a> (Rising Star – Early Childhood Program 2021) </li> </ul> <p>Slithering snakes:</p> <ul style="list-style-type: none"> <li>• <a href="#">Spirit animal – Snake – Native American music – Niall</a> (use from 0:00 to 1:00) (Where We Belong 2017)</li> <li>• <a href="#">The snake song / Snake slither and shake</a> (Press Play Picture House – Topic 2019)</li> </ul> <p>Prowling jaguars:</p> <ul style="list-style-type: none"> <li>• <a href="#">Cinematic action music – The chase</a> (Antti Martikainen Music 2013)</li> <li>• <a href="#">Intense background music</a> (Sound effects films 2018)</li> <li>• <a href="#">Suspense background music / Suspenseful background music</a> (Alec Koff Label 2020)</li> </ul> <p>Swinging monkeys:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Jungle Book – I wanna be like you – Karaoke version</a> (Zoom Karaoke Official 2020)</li> </ul> <p>Flying butterflies and birds:</p> <ul style="list-style-type: none"> <li>• <a href="#">Carnival of the animals, Camille Saint-Saëns: Aviary</a> (Student Symphony Orchestra of USC 2020)</li> <li>• <a href="#">Flute music ringtone   Himalayan flute music</a> (Akash Devganiya 2023)</li> </ul>
	<b>Bring the pages to life</b>	<p>These environments are featured in the book.</p> <p>A tropical jungle:</p> <ul style="list-style-type: none"> <li>• <a href="#">Jungle music (royalty free)</a> (Dar Golan 2022)</li> <li>• <a href="#">Upbeat jungle music for media   Cheerful tribal theme</a> (Pinegroove Production Music 2023)</li> </ul>

2		<p>The ocean:</p> <ul style="list-style-type: none"> <li>• <a href="#">Sea and water background music</a> (Bassrange productions 2020)</li> <li>• <a href="#">The carnival of the animals – Aquarium</a> (WROrchestra 2008)</li> </ul> <p>Antarctica:</p> <ul style="list-style-type: none"> <li>• <a href="#">Theme from Antarctica (remastered)</a> (Vangelis – Topic 2018)</li> </ul> <p>The countryside:</p> <ul style="list-style-type: none"> <li>• <a href="#">A walk in the black forest</a> (Horst Jankowski – Topic 2018)</li> <li>• <a href="#">Breath of nature – Free adventure background music</a> (Vens Adams 2021)</li> </ul>
	Relaxation imagination	<p>Land of the dinosaurs:</p> <ul style="list-style-type: none"> <li>• <a href="#">Jungle music – Land of the dinosaurs</a> (Brandon Fiechter’s Music 2014)</li> <li>• <a href="#">Warrior strife – Jingle punks</a> (Freeify Music 2014)</li> </ul> <p>African wilderness:</p> <ul style="list-style-type: none"> <li>• <a href="#">African safari</a> (Derek Fiechter – Topic 2016)</li> <li>• <a href="#">Epic documentary upbeat tribal Africa inspiring instrumental background music</a> (Eitan Epstein Music 2021)</li> </ul> <p>Australian bushland:</p> <ul style="list-style-type: none"> <li>• <a href="#">Lioness eye</a> (Xavier Rudd 2018) </li> <li>• <a href="#">Wayne John Bradley – Australia</a> (FMB – Free Music Background 2022)</li> </ul>
	Moving through the landscape	<p>Rolling hills:</p> <ul style="list-style-type: none"> <li>• <a href="#">A walk in the black forest</a> (Horst Jankowski – Topic 2018)</li> <li>• <a href="#">Breath of nature – Free adventure background music</a> (Vens Adams 2021)</li> </ul> <p>Flowing creek:</p> <ul style="list-style-type: none"> <li>• <a href="#">The carnival of the animals – Aquarium</a> (WROrchestra 2008)</li> <li>• <a href="#">The life of birds soundtrack – Ian Butcher and Steven Faux</a> (use from 3:47 to 5:46) (Jasper Bunschoten 2017)</li> </ul> <p>Floating, swirling clouds:</p> <ul style="list-style-type: none"> <li>• <a href="#">Bardju (footprints)</a> (Ensemble Offspring – Topic 2021) composed by Brenda Gifford </li> <li>• <a href="#">Starry night (piano)</a> (Jordan Critz 2021)</li> </ul> <p>Rolling rainy thunderous storm:</p> <ul style="list-style-type: none"> <li>• <a href="#">Africa and Rainstorm by the Kearsney College choir</a> (use from 0:00 to 0:48) (Rashing99 2009)</li> <li>• <a href="#">Suspense background music / Suspenseful background music</a> (use from 0:30 to 2:13) (Alec Koff Label 2020)</li> </ul>

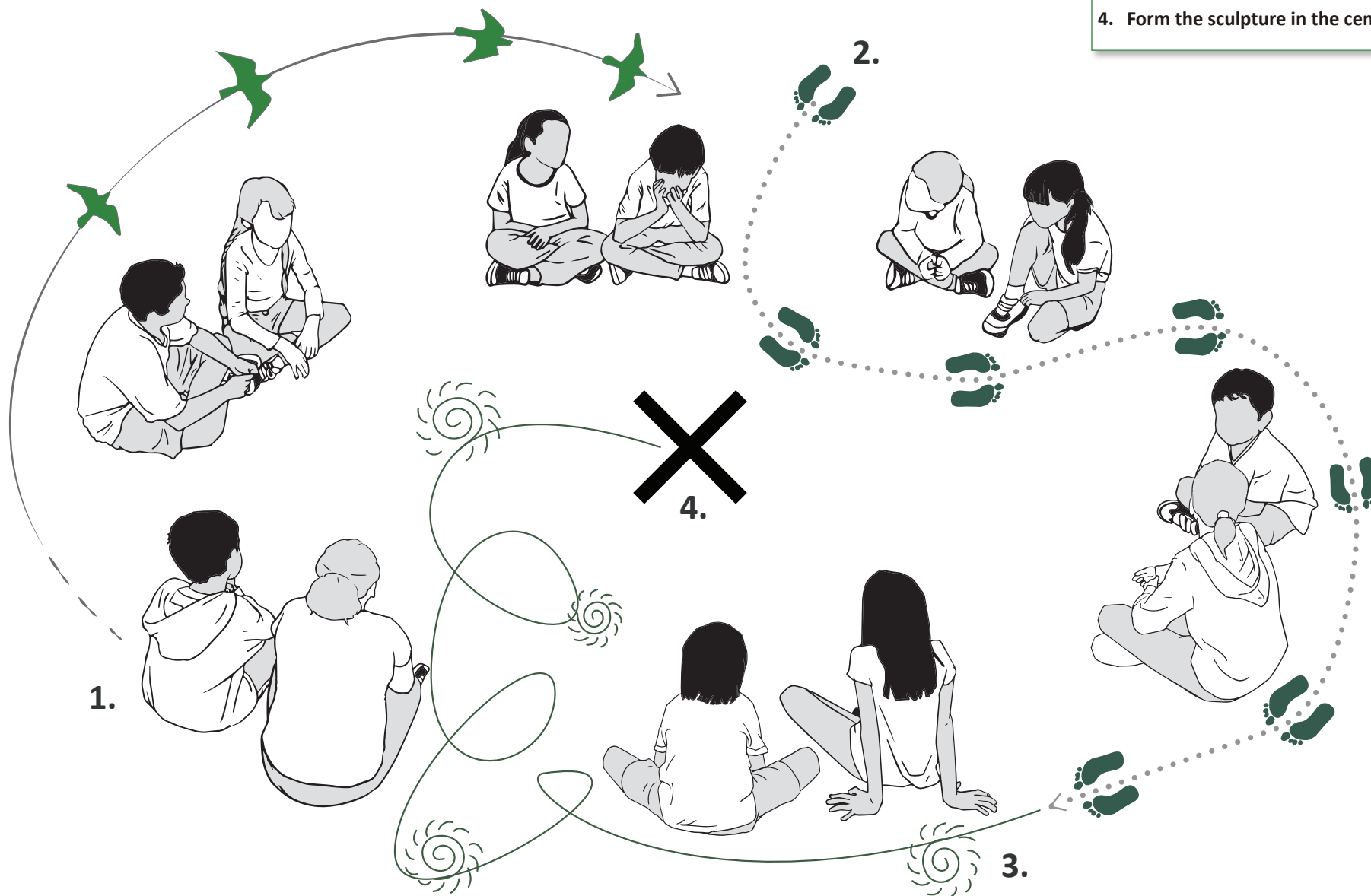


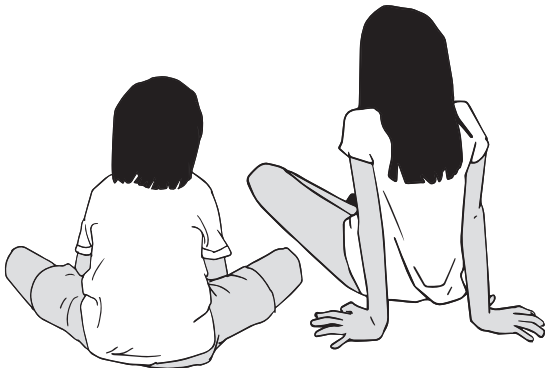
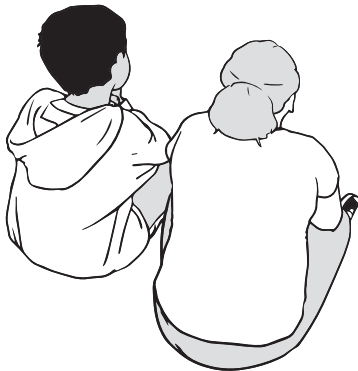
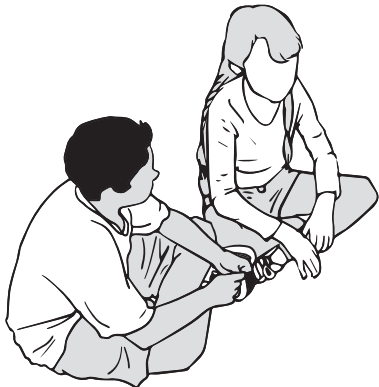
## Playlist (continued)

Session	Activity	Suggested music
2	Stationary statues	<ul style="list-style-type: none"> <li>• <a href="#">Clang</a> (Propellerheads – Topic 2018)</li> <li>• <a href="#">Technology background music / Science presentation music</a> (Music for Video Library 2018)</li> </ul>
3	Body circles	<ul style="list-style-type: none"> <li>• <a href="#">Can't stop the feeling (instrumental)</a> (Wicker Hans – Topic 2018)</li> <li>• <a href="#">Madagascar Escape 2 Africa – I like to move it instrumental</a> (Campeon River 2020)</li> <li>• <a href="#">One milkali (one blood) – Tseba remix</a> (Electric Fields 2024) 🇳🇮🇿</li> </ul>
	Little Bird's Day or Circle	<ul style="list-style-type: none"> <li>• <a href="#">5-minute timer with cozy relaxing music</a> (Mrs. Countdown 2023)</li> <li>• <a href="#">Bo and wing (official audio)</a> (Maya Jane Coles 2017)</li> <li>• <a href="#">Oxygene – The ocean</a> (Cape Tranquillity 2012)</li> </ul>
4	Active ABC's	<ul style="list-style-type: none"> <li>• <a href="#">Can't stop the feeling (instrumental)</a> (Wicker Hans – Topic 2018)</li> <li>• <a href="#">One milkali (one blood) – Tseba remix</a> (Electric Fields 2024) 🇳🇮🇿</li> </ul>
	Group sculptures	<ul style="list-style-type: none"> <li>• <a href="#">3-minute timer – Relaxing music</a> (Timerino 2020)</li> <li>• <a href="#">5-minute countdown timer with music for kids</a> (Mr. Timer 2018)</li> <li>• <a href="#">Clang</a> (Propellerheads – Topic 2018)</li> <li>• <a href="#">Maanyung – Bilwaali (home)</a> (Maanyung 2024) 🇳🇮🇿</li> </ul>
	Dancing journey	<ul style="list-style-type: none"> <li>• <a href="#">5-minute timer with music rainbow</a> (Mrs. Countdown 2023)</li> <li>• <a href="#">Bo and wing (official audio)</a> (Maya Jane Coles 2017)</li> <li>• <a href="#">Happy upbeat background music – 5 minutes of happy upbeat background music</a> (Music By AI 2022)</li> </ul>

## Dancing Journey session 4: Pathway template – teacher sample

1. Fly around the circle
2. Jumps weaving through people
3. Spinning to the centre
4. Form the sculpture in the centre







# Dancing Journey

## Reference list

- ACARA (Australian Curriculum, Assessment and Reporting Authority) 2019, *Australian Curriculum: Science Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority*, ACARA, viewed 22 July 2024, <<https://www.australiancurriculum.edu.au/media/5653/ccp-tbi-f-6-ver5-online.pdf>>
- ACARA (Australian Curriculum, Assessment and Reporting Authority) 2022, *Learning area downloads*, ACARA, viewed 22 July 2024, <<https://v9.australiancurriculum.edu.au/downloads/learning-areas#accordion-ee214a7dbe-item-f954304321>>
- Akash Devganiya 2023, *Flute music ringtone | Himalayan Flute Music | morning flute ringtone download mp3*, YouTube, 3 October, viewed 3 October 2024, <<https://www.youtube.com/watch?v=OZifYDj-tr0>>
- Alec Koff Label 2020, *Suspense Background Music / Suspenseful Background Music*, YouTube, 7 October, viewed 3 October 2024, <<https://www.youtube.com/watch?v=vN8sBkJ8-24>>
- Andrews, J et al n.d., *The Essential Introduction to Aboriginal Art (25 Facts)*, AGSA, viewed 22 July 2024, <[https://agsa-prod.s3.amazonaws.com/media/dd/files/HTTAA\\_EDU\\_Resrce\\_25\\_FAQ\\_FEB2021\\_SCRN.901b139.pdf](https://agsa-prod.s3.amazonaws.com/media/dd/files/HTTAA_EDU_Resrce_25_FAQ_FEB2021_SCRN.901b139.pdf)>
- Antti Martikainen Music 2013, *Cinematic action music - The Chase*, YouTube, 20 September, viewed 3 October 2024, <<https://www.youtube.com/watch?v=dpv8qTYrsw>>
- Attorney-General's Department, *Statement of Acknowledgement and Welcome to Country*, viewed 22 July, <<https://www.agd.sa.gov.au/aboriginal-affairs-and-reconciliation/statement-of-acknowledgement-welcome-to-country>>
- Aussie Childcare Network 2024, *Children's Acknowledgment of Country*, viewed 19 July 2024, <<https://aussiechildcarenetwork.com.au/articles/teaching-children/children-s-acknowledgment-of-country>>
- Baker, J 2016, *Circle*, Walker Books, Sydney, New South Wales
- Bancroft, B 2018, *Shapes Of Australia*, Little Hare, Richmond, Victoria
- Bancroft, B 2020, *Coming Home to Country*, Little Hare, Richmond, Victoria
- Bassrange Productions 2020, *Sea & Water Background Music No Copyright*, YouTube, 12 April, viewed 3 October 2024, <[https://www.youtube.com/watch?v=M\\_UpHBjjAvw](https://www.youtube.com/watch?v=M_UpHBjjAvw)>
- Brandon Fiechter's Music 2014, *Jungle Music - Land of the Dinosaurs*, YouTube, 18 March, viewed 3 October 2024, <<https://www.youtube.com/watch?v=cSqu7QlZ7k>>
- Campeon River 2020, *Madagascar Escape 2 Africa - I Like To Move It Instrumental HQ*, YouTube, 6 May, viewed 3 October 2024, <<https://www.youtube.com/watch?v=oigjox54tQ>>
- Cape Tranquillity 2012, *Oxygene - The Ocean*, YouTube, 1 February, viewed 3 October 2024, <<https://www.youtube.com/watch?v=al3yNckfSvU>>
- Dar Golan 2022, *Jungle Music (Royalty free)*, YouTube, 28 January, viewed 3 October 2024, <<https://www.youtube.com/watch?v=QJWxzGdrhpY>>
- Deadly Kindies 2020, *Shapes of Australia - Playgroup*, YouTube, 11 September, viewed 22 July 2024, <<https://www.youtube.com/watch?v=zsPGd2mKoWs>>
- Department for Education 2021, 'General resource 09 – Dance warm-ups and activities', *The Arts – Dance – Year 5 Unit 1: We are the robots*, Government of South Australia, viewed 19 July 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=13739221&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=13739221&languageId=en-GB&clientId=1)>
- Department for Education 2022, 'General resource 02 – Elements of dance posters R to 10', *The Arts – Dance – Reception Unit 1: I like to move it*, Government of South Australia, viewed 19 July 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=15757833&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=15757833&languageId=en-GB&clientId=1)>
- Department for Education 2022, 'General resource 03 – Elements of dance slides R to 10', *The Arts – Dance – Reception Unit 1: I like to move it*, Government of South Australia, viewed 19 July 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=18740293&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=18740293&languageId=en-GB&clientId=1)>
- Department for Education 2022, 'General resource 04 – Dance glossary R to 10', *The Arts – Dance – Reception Unit 1: I like to move it*, Government of South Australia, viewed 19 July 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=15757912&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=15757912&languageId=en-GB&clientId=1)>

# Dancing Journey

## Reference list

- Department for Education 2024, *Preschool curriculum resources*, Government of South Australia, viewed 19 July 2024 <<https://edi.sa.edu.au/educating/curriculum/preschool-resources/preschool-curriculum-resources>>
- Derek Fiechter – Topic 2016, *African Safari*, YouTube, 10 June, viewed 3 October 2024, <[https://www.youtube.com/watch?v=9rJdt7\\_jC-4](https://www.youtube.com/watch?v=9rJdt7_jC-4)>
- Eitan Epstein Music 2021, *DEEP IN THE JUNGLE / Epic Documentary Upbeat Tribal Africa Inspiring Instrumental Background Music*, YouTube, 31 August, viewed 3 October 2024, <<https://www.youtube.com/watch?v=0HU16VhWpJ0>>
- Electric Fields 2024, *Electric Fields - One Milkali (One Blood) - Tseba Remix (Audio)*, YouTube, 3 May, viewed 3 October 2024, <<https://www.youtube.com/watch?v=b12fQYLbxlk>>
- Ensemble Offspring – Topic 2021, *Bardju (Footprints) (Arr. by Jessica Wells)*, YouTube, 31 August, viewed 3 October 2024, <[https://www.youtube.com/watch?v=d-V3h\\_7T79s](https://www.youtube.com/watch?v=d-V3h_7T79s)>
- FMB- Free Music Background 2022, *Wayne John Bradley - Australia (No Copyright Music) Original Indie Folk Instrumental*, YouTube, 4 June, viewed 3 October 2024, <<https://www.youtube.com/watch?v=AdNu5dPSZpM>>
- FranBunnyFFXII 2016, *Dinosaur Main Theme Extended (James Newton Howard and FranBunnyFFXII)*, YouTube, 27 June, viewed 3 October 2024, <[https://www.youtube.com/watch?v=2nZ\\_ysbzil](https://www.youtube.com/watch?v=2nZ_ysbzil)>
- Freeify Music 2014, *Warrior Strife - Jingle Punks*, YouTube, 5 January, viewed 3 October 2024, <<https://www.youtube.com/watch?v=ql6V0CsMSz8>>
- Gapuwiyak Arts 2019, *Johnny Malibirr and his Little Birds Day book*, Vimeo, 19 November, viewed 22 July 2024, <<https://vimeo.com/374036897>>
- Hello Art Lab 2020, *Little Bird's Day by Sally Morgan and Johnny Warrkatja Malibirr (STORY LAB - Read Aloud)*, YouTube, 2 December, viewed 22 July 2024, <<https://www.youtube.com/watch?v=Jt0D-kJwQLs>>
- Jasper Bunschoten 2017, *The Life of Birds Soundtrack (1998) - Ian Butcher & Steven Faux*, YouTube, 20 May, viewed 3 October 2024, <<https://www.youtube.com/watch?v=XV5Ty654kBg>>
- Jordan Critz 2021, *Starry Night (Piano)*, YouTube, 6 July, viewed 3 October 2024, <<https://www.youtube.com/watch?v=r2bFxxB6Zws>>
- Judge, S 2022, *Who is Country?*, Australian Museum, viewed 22 July 2024, <<https://australian.museum/learn/first-nations/burra/who-is-country/>>
- Judge, S 2024, *Climate change: how can I care for Country?*, Australian Museum, viewed 22 July 2024, <<https://australian.museum/learn/first-nations/burra/climate-change-caring-for-country/>>
- Judge, S 2024, *Listening to Country*, Australian Museum, viewed 22 July 2024, <<https://australian.museum/learn/first-nations/burra/listening-to-country/>>
- Lester, A 1993, *Imagine*, Houghton Mifflin Harcourt
- Maanyung 2024, *Maanyung - Bilwaali (Home)*, YouTube, 27 March, viewed 3 October 2024, <<https://www.youtube.com/watch?v=l5ukf29-9RQ>>
- Magabala Books n.d., *Johnny Warrkatja Malibirr*, viewed 22 July 2024, <<https://magabala.com.au/collections/johnny-warrkatja-malibirr>>
- Maya Jane Coles 2017, *Maya Jane Coles - Bo & Wing (Official Audio)*, YouTube, 24 August, viewed October 3 2024, <<https://www.youtube.com/watch?v=NJK4Te2Q5a4>>
- Morgan, S & Malibirr, J 2019, *Little Bird's Day*, Magabala Books, Broome, Western Australia
- Mr. Timer 2018, *5 Minute Countdown Timer with Music For Kids!*, YouTube, 21 June, viewed October 3 2024, <<https://www.youtube.com/watch?v=gBm5CDF3pPc>>
- Mrs. Countdown 2023, *5 Minute TIMER With Cozy Relaxing Music [CALM-CLASSROOM-PAINT]*, YouTube, 1 March, viewed October 3 2024, <[https://www.youtube.com/watch?v=FL\\_HNjKXkic](https://www.youtube.com/watch?v=FL_HNjKXkic)>
- Mrs. Countdown 2023, *5 Minute Timer With Music RAINBOW [LOVE-CLASSROOM-HAPPY]*, YouTube, 3 March, viewed October 3 2024, <<https://www.youtube.com/watch?v=TBi3-dVgaPE>>

- Music By AI 2022, *Happy Upbeat Background Music - 5 Minutes of Happy Upbeat Background Music*, YouTube, 19 January, viewed October 3 2024, <<https://www.youtube.com/watch?v=gCdpPMSGZ5s>>
- Music for Video Library 2018, *ROYALTY FREE Technology Background Music / Science Presentation Music Royalty Free by MUSIC4VIDEO*, YouTube, 13 June, viewed 3 October 2024, <<https://www.youtube.com/watch?v=6w6Cq3ZNUWk>>
- Narragunnawali Reconciliation in Education n.d., *Caring for Country (Early Learning)*, viewed 22 July 2024, <<https://www.narragunnawali.org.au/curriculum-resource/186/caring-for-country-early-learning>>
- Phantawalker 2016, *Jungle Fantasy Music - Mysterious Rainforest*, YouTube, 20 November, viewed 3 October 2024, <<https://www.youtube.com/watch?v=NMqoatGwaYI>>
- Pinegroove Production Music 2023, *Upbeat Jungle Music For Media | Cheerful Tribal Theme*, YouTube, 7 February, viewed 3 October 2024, <[https://www.youtube.com/watch?v=A23BZalHO\\_4](https://www.youtube.com/watch?v=A23BZalHO_4)>
- Press Play Picture House – Topic 2019, *The Snake Song / Snake Slither and Shake*, YouTube, 26 March, viewed 3 October 2024, <<https://www.youtube.com/watch?v=LKbZ1EgYrpc>>
- Propellerheads – Topic 2018, *Clang*, YouTube, 9 June, viewed 3 October 2024, <<https://www.youtube.com/watch?v=TxICtsXyQb4>>
- Rashing99 2009, *Africa and Rainstorm by the Kearsney College Choir*, YouTube, 21 September, viewed 3 October 2024, <<https://www.youtube.com/watch?v=xGy68f0JFTM>>
- Relaxdaily 2021, *At My Own Pace*, YouTube, 16 June, viewed 3 October 2024, <[https://www.youtube.com/watch?v=aQHwl\\_N\\_dz0](https://www.youtube.com/watch?v=aQHwl_N_dz0)>
- Rising Star - Early Childhood Program 2021, *Yimenda Papaguneray - Emily Wurramurra*, YouTube, 18 February, viewed 3 October 2024, <<https://www.youtube.com/watch?v=od85nnCFPlc>>
- RoyalDukeJam 2010, *Saint-Saens: Carnival of the Animals~Tortues (Tortoises)*, YouTube, 26 August, viewed 3 October 2024, <<https://www.youtube.com/watch?v=wPHqJTpgo-U>>
- Sound effects films 2018, *Intense background music*, YouTube, 13 March, viewed 3 October 2024, <<https://www.youtube.com/watch?v=tF1qwwLdKng>>
- Stage One BBPS 2021, *Imagine by Alison Lester*, read by Ms Tillott, YouTube, 15 September, viewed 19 July 2024, <<https://www.youtube.com/watch?v=T5ef123vK6c>>
- Storyteller Fox – Story Time Online 2020, *It's story time online - Circle Book by Jeannie Baker Read Aloud Online*, Facebook, 2 June, viewed 22 July 2024, <<https://www.facebook.com/StorytellerFox/videos/-its-story-time-online-circle-book-by-jeannie-baker-read-aloud-online/1948936081902967/>>
- Student Symphony Orchestra of USC 2020, *Carnival of the Animals*, Camille Saint-Saëns: Aviary, YouTube, 28 July, viewed 3 October 2024, <<https://www.youtube.com/watch?v=mdO-IMpr8Sg>>
- The Story Chair 2024, *Read aloud. COMING HOME TO COUNTRY by Bronwyn Bancroft*, YouTube, 10 April, viewed 19 July 2024, <<https://www.youtube.com/watch?v=qMEFzCcFqzU>>
- Timerino 2020, *3 Minute Timer - Relaxing Music*, YouTube, 31 October, viewed 3 October 2024, <<https://www.youtube.com/watch?v=tXheHe3T4lg>>
- Vangelis – Topic 2018, *Theme From Antarctica (Remastered)*, YouTube, 25 July, viewed 3 October 2024, <<https://www.youtube.com/watch?v=Ts5HzcoAJ8A>>
- Vens Adams 2021, *Breath Of Nature - Free Adventure Background Music (Free Hiking Music For Mountain Videos)*, YouTube, 23 November, viewed 3 October 2024, <[https://www.youtube.com/watch?v=hOx\\_XnVLJU0](https://www.youtube.com/watch?v=hOx_XnVLJU0)>
- Where We Belong 2017, *Spirit Animal ~ Snake ~ Native American Music -Niall*, YouTube, 30 November, viewed 3 October 2024, <<https://www.youtube.com/watch?v=2zCNExKygeE>>
- Wicker Hans – Topic 2018, *Can't Stop the Feeling (Instrumental)*, YouTube, 1 June, viewed 3 October 2024, <[https://www.youtube.com/watch?v=k\\_aalldspBE](https://www.youtube.com/watch?v=k_aalldspBE)>
- WROrchestra 2008, *The Carnival of the Animals – Aquarium*, YouTube, 10 October, viewed 3 October 2024, <<https://www.youtube.com/watch?v=lyFpZ5MZ7kk>>
- Xavier Rudd 2018, *Lioness Eye*, YouTube, 20 July, viewed 3 October 2024, <[https://www.youtube.com/watch?v=\\_DQEGWUoclQ](https://www.youtube.com/watch?v=_DQEGWUoclQ)>
- Zoom Karaoke Official 2020, *The Jungle Book - I Wanna Be Like You - Karaoke Version from Zoom Karaoke*, YouTube, 4 December, viewed 3 October 2024, <<https://www.youtube.com/watch?v=OaeARBJyI3I>>



### Teacher preparation resources

#### Department, The Arts:

- Drama Year 5 Unit 2: [GR07 – Grouping strategies](#) (Department for Education 2021)
- Drama Year 5 Unit 2: [GR02 – Elements of drama posters](#) (Department for Education 2021)
- Drama Year 8 Unit 2: [GR04 – Drama glossary R to 10](#) (Department for Education 2023)

[Teacher tips for student devised group work](#)

Session	Resource list
2	<p><b>Department, The Arts:</b></p> <ul style="list-style-type: none"><li>• Drama Year 5 Unit 2: <a href="#">GR07 – Grouping strategies</a> (Department for Education 2021)</li><li>• Warm-up: You (pages 2 to 4) from <a href="#">Resource 1 – Teacher resource: Activity Instructions</a> (Department for Education 2021)</li></ul> <p><a href="#">Devising drama worksheet</a></p> <p><a href="#">Explanations of drama terminology</a></p>
3	<p><b>Department, The Arts:</b></p> <ul style="list-style-type: none"><li>• Drama Year 8 Unit 2: <a href="#">GR05 – Audience and performance etiquette</a> (Department for Education 2021)</li></ul> <p><a href="#">Devising drama worksheet</a></p>
4 to 6	<p><a href="#">Devising drama worksheet</a></p>

### Explanations of drama terminology

- Exposition: this part of the drama introduces the story idea, characters and the current situation.
- Rising action: incidents in the plot that create interest and tension.
- Climax: the most significant or intense moment in the plot.
- Resolution: where the problem is solved or the conflict dealt with.
- Windows, mirrors and sliding doors are drama and literacy techniques. A window offers a view into someone else's experience, a mirror is a story that reflects your experience or culture, and a sliding door allows you to enter the story and become part of the world of the drama. In this learning sequence, the sliding doors concept is used to switch the setting and character of group skits.

## Teacher tips for student devised group work

Group work in drama is all about collaboration. In this learning sequence, students will work collaboratively to 'devise' or work out how to communicate their ideas as a drama. Everyone in the group needs to:

- be involved in the process of devising the drama
- play one or more characters in the drama that is created.

Consider the following strategies to support and encourage students as they work on their group devised drama:

- Organise the classroom space to give each group a designated work area. This may or may not include furniture and chairs. Establish safe ways for students to arrange furniture as required.
- Support students to get started in a way that works best for them. Some groups may wish to sit and talk through their ideas, whereas others may prefer to get straight into trying out ideas for characterisation or creating 'dramatic moments' (significant story moments) in the space.
- Use strategies that students are familiar with to build ownership and have them 'buy in' to the drama. For example, use strategies that ensure:
  - everyone gets a turn and ideas are respected
  - responsibilities are shared.

Drama Year 5 Unit 2: [GR07 – Grouping strategies](#) provides additional advice and strategies.

- Use open-ended guiding questions to encourage students as they develop ideas and devise their drama. For example, questions such as 'What makes ...' or 'Why is ...' encourage exploration of ideas and thinking.
- Use prompts to support students as they structure their drama ideas. Prompts can also be used to encourage collaboration, for example, by asking:
  - How might you combine two ideas or work together to create a complex shape (for example, a windmill)?
  - Who are the characters?
  - How will you let the audience know about the setting of your drama (the exposition)?
  - How do we know about the roles the characters are playing in the drama? Talk with students about who or what might be a character. For example, non-human objects like trees can be a character. Human or animal characters might be a stereotype (such as a young child or loyal dog) rather than a named character. Questions about characters and their roles can be used to get students thinking about the characters they are developing. For example, is it a very old tree that has been part of the landscape for hundreds of years? Or is it a new tree in a landscape starting to recover from fire or flood?
  - How will the audience recognise the significant moment? What actions, facial expressions, gestures and movements will be happening at that time? Encourage students to rely on more than dialogue to communicate the importance of the moment (actions speak louder than words).
  - What happened after the moment (the resolution)? What happens to each character? How will the characters share their response to the climax with the audience?

The following resources from the Primary English Teaching Association Australia (PETAA) may be useful:

- [10 steps in planning for drama](#) (petaa.edu.au)
- [Beyond the Script Take 3: Drama in the English and literacy classroom](#) by Robyn Ewing and Jennifer Simons, with Margery Hertzberg and Victoria Campbell.



## Devising Drama worksheet – teacher sample

Questions and prompts	Example of group responses
What is the 'significant moment'?	Fred grabs his dog just in time to stop it from eating a poisonous mushroom.
Who are the characters in the drama? <b>Identify</b> the characters in the situation. Each group member must be at least one character.	Identify and name each character: For example, Fred or 'the old tree'.
<b>Describe</b> each character's: <ul style="list-style-type: none"> <li>• role</li> <li>• age</li> <li>• relationships to other characters</li> <li>• involvement in the significant moment</li> <li>• personality</li> <li>• way of speaking and moving.</li> </ul>	<ul style="list-style-type: none"> <li>• Fred – a 10-year-old who loves to skateboard in the park after school with his dog. At the significant moment, he's speeding down a pathway towards the tree.</li> <li>• The old tree – about 400 years old, it stands alone in the park. The park is usually quiet, except when the park-keeper comes with the lawn mower and leaf-blower. The birds who live in the tree dislike the noises the machines make. On hot days children and dogs sit in the shade of the tree.</li> <li>• Dog – visits the park with Fred and loves to sniff amongst the leaves under the old tree hoping to find food. At the significant moment, the dog is about to eat a poisonous mushroom.</li> <li>• The park-keeper – loves noisy machines and gets annoyed by trees that drop leaves. At the significant moment, the park-keeper is getting another rubbish bag from their cart.</li> </ul>
<b>Cast</b> each character – decide who will play which character or characters.	<ul style="list-style-type: none"> <li>• Who will play each character?</li> <li>• Student 1: Fred</li> <li>• Student 2: The old tree</li> <li>• Students 3 and 4: Birds who live in the tree, children and dogs who sit under the tree</li> <li>• Student 5: The park-keeper</li> </ul>
<b>Describe</b> the setting—the place where the significant moment occurs.	<ul style="list-style-type: none"> <li>• The park.</li> </ul>
<b>Describe</b> the time when the significant moment occurs.	<ul style="list-style-type: none"> <li>• After school.</li> </ul>
<b>Devise</b> movement and speech for the characters. Decide what each character will be doing: <ul style="list-style-type: none"> <li>• at the beginning of the drama</li> <li>• in the lead-up to the significant moment</li> <li>• at the significant moment</li> <li>• after the significant moment.</li> </ul>	Character name: Fred <ul style="list-style-type: none"> <li>• At the beginning, Fred speeds into the park on his skateboard. He practises a few tricks, falling over as often as he is successful.</li> <li>• In the lead-up to the significant moment he has not noticed that there are new mushrooms under the old tree.</li> <li>• At the significant moment, he crashes by the tree and notices the mushrooms.</li> <li>• After the significant moment, Fred gives the dog a big hug and sets off to complain to the park-keeper about the poisonous mushrooms.</li> </ul>
How will you make the <b>significant moment</b> the focus of the action?	At the significant moment, all the characters will form a freeze frame in the centre of the performance space.
How will you make the <b>impact of the significant moment</b> clear to the audience?	<ul style="list-style-type: none"> <li>• The dog will break from the freeze frame and explain that Fred actually stopped him from being poisoned.</li> <li>• Fred explains that this moment sparked his career as a botanist researching future, safe food sources.</li> </ul>

# Devising Drama worksheet



Group names: \_\_\_\_\_

Use this sheet to plan your drama. Including detail in your description will help you to remember your drama ideas from one session to the next.

## Hints:

- Write or draw in pencil so that changes can be made easily.
- Keep the focus on the 'significant moment'.
- Use movement, facial expressions and words to communicate clearly to the audience the characters, plot and impact of the 'significant moment'.



Questions and prompts	Write responses to plan your group's drama
What is the 'significant moment'?	
Who are the characters in the drama? <b>Identify</b> the characters in the situation. Each group member must be at least one character.	
<b>Describe</b> each character's: <ul style="list-style-type: none"><li>• role</li><li>• age</li><li>• relationships to other characters</li><li>• involvement in the significant moment</li><li>• personality</li><li>• way of speaking and moving.</li></ul>	
<b>Cast</b> each character – decide who will play which character or characters.	



# Devising Drama worksheet



Questions and prompts	Write responses to plan your group's drama
<b>Describe</b> the setting – the place where the significant moment occurs.	
<b>Describe</b> the time when the significant moment occurs.	
<b>Devise</b> movement and speech for the characters. Decide what each character will be doing: <ul style="list-style-type: none"><li>• at the beginning of the drama</li><li>• in the lead-up to the significant moment</li><li>• at the significant moment</li><li>• after the significant moment.</li></ul>	
How will you make <b>the significant moment</b> the focus of the action?	
How will you make the <b>impact of the significant moment</b> clear to the audience?	



## Sliding Moments

### Reference list

- Department for Education 2023, 'General resource 04 – Drama glossary R to 10', *The Arts – Drama – Year 8 Unit 2: Modern comedy*, Government of South Australia, viewed 19 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=12932681&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=12932681&languageId=en-GB&clientId=1)>
- Department for Education 2021, 'General resource 02 – Elements of drama posters', *The Arts – Drama – Year 5 Unit 2: Introduction to drama*, Government of South Australia, viewed 19 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=13744410&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=13744410&languageId=en-GB&clientId=1)>
- Department for Education 2021, 'General resource 05 – Audience and performance etiquette', *The Arts – Drama – Year 8 Unit 2: Modern comedy*, Government of South Australia, viewed 19 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=14146386&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=14146386&languageId=en-GB&clientId=1)>
- Department for Education 2021, 'General resource 07 – Grouping strategies', *The Arts – Drama – Year 5 Unit 2: Introduction to drama*, Government of South Australia, viewed 19 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=14692503&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=14692503&languageId=en-GB&clientId=1)>
- Department for Education 2021, 'Resource 1 – Teacher resource: Activity Instructions', *The Arts – Drama – Year 8 Unit 2: Modern comedy*, Government of South Australia, viewed 19 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=14044798&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=14044798&languageId=en-GB&clientId=1)>
- Ewing, R & Simons, J 2016, *Beyond the Script: Take 3 Drama in the English and literacy classroom*, Primary English Teaching Association Australia
- Primary English Teaching Association Australia n.d., *10 Steps in Planning for Drama*, viewed 9 September 2024, <[https://petaa.edu.au/litportal/Resources-for-Curriculum/Curriculum-Literacies/The-Arts-Drama/10\\_steps\\_planning\\_drama.aspx](https://petaa.edu.au/litportal/Resources-for-Curriculum/Curriculum-Literacies/The-Arts-Drama/10_steps_planning_drama.aspx)>



### DreamBIG Pixilation Parade

As an extension activity, students can create a 'Pixilation Parade' using the skills developed in this learning sequence. Each school entry will be compiled into a statewide virtual parade animation displayed in the Festival Theatre Gallery during the Festival. Go to the DreamBIG Pixilation Parade [webpage](#) for important participation information. An additional resource to create your Pixilation Parade will be provided by week 1, term 1, 2025. Animations must be received by 10 April 2025 to be included in the virtual parade.

### Teacher preparation resources

A class set of tablets and stands are required for this learning sequence. Make sure an animation app such as Stop Motion Studio is loaded onto the tablets.

Before session 1:

- Familiarise yourself with how to use animation apps using [Slides 02 – Stop Motion Studio instructions](#) (Department for Education 2022).
- Practise making an animation. [Make a stop-motion animation](#) (acmi.net.au) contains useful information.
- Practise making a flipbook. See [How to make a flip book animation](#) (Mr. Otter Art Studio 2014) for an example.

Before session 2, gather the construction materials required, including:

- large, shallow boxes such as A3 paper boxes that stand upright (landscape) for the animation 'set'. One box is needed per group.
- copies of geometric net templates to create 3D shapes.

Session	Resource list
1	<ul style="list-style-type: none"><li>• A cleared open space for the first half of the session</li><li>• Sticky notes</li><li>• Masking tape</li><li>• Thick black markers</li><li>• <a href="#">How to make a flip book animation</a> (Mr. Otter Art Studio 2014)</li></ul>
2 and 3	<ul style="list-style-type: none"><li>• Tablets and tablet stands</li><li>• Animation app</li><li>• Paper, cardboard and scissors</li><li>• Pencils and erasers</li><li>• Sticky tack or split pins and sticky tape</li><li>• Storyboard templates – enough for 2 per student</li><li>• Printable geometric nets (available free online)</li><li>• A3 shallow boxes, 1 per group</li><li>• <a href="#">Storyboards</a> (acmi.net.au)</li></ul>
4 and 5	<ul style="list-style-type: none"><li>• Tablets and tablet stands</li><li>• Animation app</li><li>• Paper, cardboard and scissors</li><li>• Cardboard cylinders</li><li>• A3 shallow boxes, 1 per group</li><li>• Media Arts Year 4 Unit 3: <a href="#">Slides 02 – Stop Motion Studio instructions</a> (Department for Education 2022)</li></ul>



	<ul style="list-style-type: none"> <li>• Constructed items from previous session</li> <li>• Pencils and erasers</li> <li>• Sticky tack or split pins and sticky tape</li> <li>• Completed storyboards</li> <li>• Printable geometric nets (available free online)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Pixilation animation exercise</a> (Grant Stephens 2015)</li> <li>• <a href="#">The Electric Hotel 1908 silent film Segundo de Chomón</a> (Silentfilmhouse 2011), (Shaving scene 6:00 to 6:30)</li> <li>• <a href="#">Pixar lamp animations from 2011-2019</a> (Zach Bitner 2021)</li> <li>• <a href="#">Make a stop-motion animation</a> (acmi.net.au)</li> </ul>
6	<ul style="list-style-type: none"> <li>• Film festival host costume and props (optional)</li> <li>• Equipment to display the films</li> </ul>	

### Ideas for adapting this learning sequence

- [12 principles of animation](#) (Entertainment 2015)

## Future Me

### Reference list

- ACMI n.d., *Make a stop-motion animation*, viewed 23 July 2024, <<https://www.acmi.net.au/education/school-program-and-resources/make-stop-motion-animation/>>
- ACMI n.d., *Storyboards*, viewed 23 July 2024, <<https://www.acmi.net.au/education/school-program-and-resources/film-it-storyboards/>>
- Department for Education 2022, 'Slides 02 – Stop motion studio instructions', *The Arts – Media Arts – Year 4 Unit 3: Unique you*, Government of South Australia, viewed 23 July 2024, <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=16486201&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=16486201&languageId=en-GB&clientId=1)>
- Department for Education, Government of South Australia 2024, *The SA Curriculum framework*, viewed 23 July 2024, <<https://www.sacurriculum.sa.edu.au/sa-curriculum/framework>>
- Department for Education, Government of South Australia 2024, *The SA Curriculum: English*, viewed 23 July 2024, <<https://www.sacurriculum.sa.edu.au/sa-curriculum/english>>
- Department for Education, Government of South Australia 2024, *The SA Curriculum: Mathematics*, viewed 23 July 2024, <<https://www.sacurriculum.sa.edu.au/sa-curriculum/mathematics>>
- Department for Education, Government of South Australia 2024, *The SA Curriculum: The Arts*, viewed 23 July 2024, <<https://www.sacurriculum.sa.edu.au/sa-curriculum/the-arts>>
- Entertainment 2015, *The Illusion of Life | Principle of Animation | 12 Basic Principle of Animation*, YouTube, 13 February, viewed 24 July 2024, <<https://www.youtube.com/watch?v=yiGY0qiy8fY>>
- Grant Stephens 2015, *Pixilation Animation Exercise*, YouTube, 3 November, viewed 24 July 2024, <<https://www.youtube.com/watch?v=mjVnb8wx7ss>>
- Mr. Otter Art Studio 2014, *How to make a Flip Book Animation*, YouTube, 7 February, viewed 23 July 2024, <<https://www.youtube.com/watch?v=Njl-uqnmBGA>>
- Silentfilmhouse 2011, *The Electric Hotel 1908 Silent Film Segundo de Chomón*, YouTube, 24 March, viewed 24 July 2024, <<https://www.youtube.com/watch?v=cCzru63JBSE>>



In **Museum of Sounds**, students will go on a sonic adventure through time. They will experience, play with, and describe features and characteristics of sounds. Students will ponder how they experience sounds, the sounds that are part of their everyday lives and sounds that matter to them. They will collect and curate these audible treasures and create a composition they can share with others in their Museum of Sounds exhibition. In this sequence students will use digital tools to record, combine and share musical compositions.

**Festival theme link** – exploring the past, present and future through sound.

### Schools program links:

- *The Museum of the Everyday* by Amber Cronin asks young people to think about the passage of time and celebrate small milestones from their lives.
- *The Plants* by Playable Streets uses bespoke digital sensors and plants to create experimental musical instruments ready for people to play and create their own music.

To access the **Department for Education curriculum resources** below, you need to be logged into Plink:

- The Arts – Music – Reception Unit 1: Let's make music
  - [GR22 – Teaching beat and rhythm](#) (Department for Education 2023)
- The Arts – Music – Year 3 Unit 1: Play it again
  - [GR01 – Tips and tricks for teaching music R to 6](#) (Department for Education 2021)
  - [GR02 – Elements of music posters](#) (Department for Education 2020)
- The Arts – Music – Year 7 Unit 4: Curious classics
  - [GR06 – Music pedagogy strategies 7 to 10](#) (Department for Education 2022)
  - [Resource 6 – GarageBand how-to guide](#) (Department for Education 2021)
- [Technologies – Digital technologies – Year 4 Unit 3 and 4: The safety code](#) (Department for Education 2023)
- [Technologies – Digital Technologies – Year 6 Unit 2: Mountains of data](#) (Sequence 1 – Sounds amazing) (Department for Education 2021)

A full reference list is provided at the end of this learning sequence.

### Learning intentions

**Museum of Sounds** gives students opportunities to:

- think about the importance and value of sounds in their life and a variety of environments
- listen purposefully to sounds and share what they notice
- explore the potential of everyday or found sounds for making music.

### Success criteria

To what extent can students:

- recognise, describe and imagine sounds?
- use instruments, voices and found sounds to recreate sounds from the past and present and to create imagined future sounds?
- use digital tools to record, combine and share musical compositions?



### Inquiry questions

- How do sounds help us to understand where we are or who we are?
- What sounds did, do and might exist?
- How do we experience sound?
- What past, present and futures sounds do we want to preserve (keep or store)? Why do we want to preserve these sounds? How can we share our ideas about these sounds with others?
- How can we use found sounds, instruments and voices to create a new musical composition?

**SA Curriculum: The Arts - Essential learning (prototype as of term 3 2024, learn more at [sacurriculum.sa.edu.au](https://sacurriculum.sa.edu.au))**

Dispositions	Capabilities	Knowledge
<p><b>Creative:</b> recreate sounds and compose using percussion, found objects and voices</p> <p><b>Respectful:</b> listen to ideas and feedback in the composing sessions and class discussions</p> <p><b>Confident:</b> perform with others, demonstrating attention to elements such as dynamics, tempo, rhythm and articulation</p>	<p><b>Critical and creative thinking:</b> use imagination to respond to the possibilities for recreating sounds from the past and imagining new sounds using instruments and found sounds</p> <p><b>Personal and social:</b> collaborate to compose and perform with others</p> <p><b>Skills and practices:</b> be aware of tempo, beat and rhythm, describing the use of elements of music using words, images or movement, manipulating elements of music to create a composition for the Museum of Sounds</p>	<p><b>Creativity and communication:</b> Musicians experiment with and manipulate elements to create music that communicates meaning.</p> <p>They consider the effectiveness of their music practice.</p> <p><b>Context and culture:</b> Music is created and shared across contexts, raising awareness and respect for diversity within their communities.</p> <p><b>Performance and presentation:</b> Performing and presenting music builds confidence and awareness of others.</p> <p>Musicians consider and reflect on processes and outcomes individually and with others as they share their music.</p> <p><b>Supporting content descriptions:</b> <a href="#">AC9AMU4E01</a>, <a href="#">AC9AMU4D01</a>, <a href="#">AC9AMU4C01</a>, <a href="#">AC9AMU4P01</a></p>

<b>Cross-curriculum priorities:</b>	<p><b>Aboriginal and Torres Strait Islander Histories and Cultures:</b> Country/Place: <a href="#">A_TSICP1</a>, Culture: <a href="#">A_TSIC3</a>, People: <a href="#">A_TSIP3</a></p> <p><b>Asia and Australia's Engagement with Asia:</b> Knowing Asia and its diversity: <a href="#">AAK1</a></p> <p><b>Sustainability:</b> Futures: <a href="#">SF1</a>, <a href="#">SF2</a></p>
<b>Links to other learning areas:</b>	<p>These questions from the <a href="#">Year 3 and Year 4 HASS inquiry questions</a> can be explored through this learning sequence:</p> <ul style="list-style-type: none"> <li>• Year 3 – how do people contribute to their communities, past and present?</li> <li>• Year 4 – how have diverse individuals and groups, past and present, contributed to the Australian community?</li> </ul>

**Resources**

<p><b>Spaces:</b></p> <ul style="list-style-type: none"> <li>• Standard classroom – sessions 1 to 3</li> <li>• If possible, large indoor or outdoor space sessions 4 to 6</li> <li>• Exhibition space – session 7 and additional exhibition time slots</li> </ul>	<p><b>Classroom materials:</b></p> <ul style="list-style-type: none"> <li>• A complete list of classroom materials is provided <a href="#">here</a>.</li> <li>• Email <a href="mailto:Education.DreamBIG@sa.gov.au">Education.DreamBIG@sa.gov.au</a> for the 'Museum of Sounds' audio file.</li> </ul>	<p><b>Approximate teaching time:</b></p> <ul style="list-style-type: none"> <li>• 6 x 50-minute sessions plus the exhibition event.</li> <li>• Two options for shortening this sequence are provided. Concepts and skills that are scaffolded through sessions 2 to 4 will need to be included in your modification. <ul style="list-style-type: none"> <li>– Select 1 or 2 rather than all 3 timeframes; past (session 3), present (session 2) and future (session 4) and adapt accordingly.</li> <li>– If teaching this sequence to multiple classes, each class could focus on one timeframe, all contributing to the exhibition.</li> </ul> </li> </ul>
---	--	---

## Prior student experience

Before beginning this learning sequence, students need:

- an understanding about how they experience and express beat. [GR22 – Teaching beat and rhythm](#) (Department for Education 2023) provides ideas for developing these skills.
- experience in organising sound to communicate ideas: improvising or composing.

It would be helpful if students are familiar with the following:

- Using a count-in to know what the tempo of a piece of music or rhythm pattern will be.
- Music terminology such as pitch, dynamics, duration and timbre (tone-colour).
- Using a digital tool to record and manipulate sounds such as the GarageBand app. They also need to know how to use the microphone function on a digital device, for example, the microphone on a tablet.

Two options are provided for the composing task in sessions 4 and 5. Option 1 is ideal if time is limited.

- Option 1 – Students record and save their work using GarageBand, create an audio file and use a QR code generator to upload the recording (audio file) to the Museum of Sounds.
- Option 2 – Follow option 1 and also create a notation score (graphic or staff) of their composition.

These options can be further adapted to cater for students' learning needs.

## Teacher preparation

The Teaching for belonging (T4B) icon signals when consideration of individual learning needs may be needed. See page 8 of the Teaching and Learning Resource for information about inclusive learning in the Arts. In this learning sequence the word 'experience' is used in place of 'hear' to signal that there are different ways sound can be experienced. Consider the suitability of sounds and noise levels during this learning sequence for all your learners.

Refer to the [Session preparation](#) section and the [Exhibition advice and technical support document](#) for the following:

- Session planning and preparation advice
- Teacher planning and preparation
- Student involvement in presenting an exhibition
- Technical support (QR codes, file management and step-by-step instructions)

## Evidence of learning

In this learning sequence, this icon signals when the following activities and tasks offer opportunities to collect evidence of learning:

- Be creative and imaginative when exploring ways to produce and combine sounds using voice, body, found sounds and percussion instruments.
- Demonstrate music skills such as awareness of tempo, beat and rhythm.
- Describe use of elements of music using words, images or movement.

## Co-design, student voice and agency

The following learning experiences offer opportunities for co-design, student voice and agency:

- Creating a unique class chorus for the Museum of Sounds rhyme.
- Deciding how to present the Museum of Sounds composition.
- Planning the exhibition.



## Session 1 – Exploring sounds

### Resources

- Device for recording sound (for example, a tablet, phone or laptop with a built-in or external microphone)
- App for recording (for example, GarageBand)
- QR code generator
- A drum or tambour to tap the beat

### Additional materials:

- [Exhibition advice and technical support document](#)

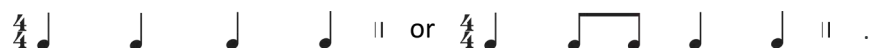
### Department, The Arts:

- Music Year 7 Unit 4: [Resource 6 – GarageBand how-to guide](#)

### Warm-up: Body percussion sounds

All stand in a circle. **Explain** to students that they are going to use their body as an instrument. Ask them to listen, watch and then echo as you **demonstrate** the clapping rhythm.

Use body percussion (thigh tap, foot stomp) to do a 4-beat count-in followed by a 4-beat rhythm such as:



Using body percussion for the count-in will focus students' attention on the body as an instrument.

**Repeat** the rhythm a few times using the same body percussion sound. When students can echo the rhythm accurately (in time), **start to vary** the body percussion sounds by using a different body part or a combination of body parts. Body percussion possibilities include:

- Arm taps (with folded arms, left hand taps right arm, right hand taps left arm – together or alternating)
- Shoulder, head, hip, thigh or knee taps
- Finger clicks, claps
- Hand, arm, stomach or thigh rubs
- Hand sliding down arms, torso or thighs

**Plan** the sounds and actions you will use so all students can participate (T4B). Once students are confident, try mixing body parts, varying the dynamics, or making the rhythm pattern longer or more complex.

To begin, try:



Variations: loud, soft, using fingers only, using the heel of the hand



Variations: using alternating feet, loud, soft





## Session 1 – Exploring sounds (continued)

### Creating body percussion rhythm patterns – part 1

**Organise** the students into pairs or groups of 3. **Allow** groups a few minutes to decide on a rhythm pattern and experiment with ways they can present the pattern using body percussion. **Encourage** them to look, listen and get ideas from each other to prepare 3 to 5 body-part variations of a rhythm. Groups can prepare for group sharing via live presentation or a video they prepare.



**Teacher tip** – Always use a 4-beat count-in for this activity.

**Bring** the class back together. Ask each group to present 1 to 2 versions of their body percussion rhythm. Use a format such as:

1. Teacher counts-in 4 beats, then keeps a steady beat, that is, on an untuned percussion instrument such as a tambour. This will help students keep in time with each other.
2. Group 1 presents a rhythm.
3. Teacher taps 4 beats.
4. Class echoes group 1 rhythm (using body percussion).
5. Repeat the process for each group.

After all groups have presented their rhythm, discuss how they demonstrated their skills. Focus on the skills students needed to present their rhythms such as:

- Staying in-time: the group sounded as if they were playing in unison – all the sounds happened together. Or, if it was planned that each student would play on a different beat, the group kept a steady beat, still sounding as if only one person was playing continuously. To help students develop their sense of beat, when they are listening to another group, they can tap on their thighs, in-time with the teacher or student beat-keeper's taps on the tambour.
- Dynamics: did the group make a decision about playing softly, loudly or varying from soft to loud as they played their rhythm? If they did not plan which dynamics they would use, is this an opportunity to improve their work? Could they make their rhythms sound more interesting by varying the dynamics?

### Body percussion – part 2

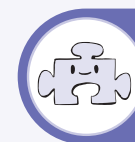
Groups **present** their rhythm patterns again, this time in one or more of the following ways:

- In the same format as above.
- With all groups playing at the same time. (T4B)
- With specific dynamics, for example, loudly or softly.
- One group after another, counting 4 beats in-between each group to maintain the beat.

Extension: invite individual students to present a 4-beat rhythm body percussion pattern to be echoed by the class.

### Recording and sharing sounds

- **Introduce** a digital recording tool, such as a tablet with the GarageBand app or a microphone connected to a phone or laptop ([Resource 6 – GarageBand how-to guide](#)).
- **Demonstrate** how to record a rhythm pattern using the digital tool.
- Allow time for each group to **present and record**.
- **Introduce** a QR code generator tool and demonstrate how to upload a recording to generate a QR code. This will enable students to share their rhythms with other people. ([Exhibition advice and technical support document](#))
- Allow time for each group to **upload** one or two versions of each their body percussion rhythms.



### Reflection: What is a sound?

Ask students to sit in a circle. **Congratulate** them on creating and recording so many patterns and storing them using QR codes. Then, ask them to **develop** a definition of a 'sound' based on their experiences in this session.

Prompt questions could include:

- How can sound be experienced?
- Can you give an example of a sound?
- Is 'sound' the same as 'noise'?
- Are some sounds more pleasant than others? Does everyone agree about which sounds are pleasant? Give examples.

**Allow time** for students to share their ideas and then **develop** a class definition. For example, a sound is something our senses experience (feel, see, hear) through vibrations.

## Session 2 – Found object sounds

### Resources

- A drum or tambour for keeping the beat
- Device for recording sound (for example, a tablet, phone or laptop with a built-in or external microphone)
- App for recording (for example, GarageBand)
- QR code generator

### Department, The Arts:

- Music Year 7 Unit 4: [GR06 – Music pedagogy strategies 7 to 10](#) (discussion section)
- Music Year 7 Unit 4: [Resource 6 – GarageBand how-to guide](#)

### Additional materials:

- [Classroom sounds worksheet](#)
- [Class list of sounds worksheet](#)
- [Sounds of the past worksheet](#)
- [Exploring found sounds worksheet](#)
- [Exhibition advice and technical support document](#)

### Warm-up: Body percussion sounds

Run through a shorter version of the session 1 warm-up. If students are confident with the original rhythms and body percussion patterns, increase the level of challenge. For example, use more complicated body percussion patterns or ask students to lead the activity (the class echoes students instead of the teacher modelling).

### Teacher prompts

#### Sound conversation

**Facilitate** think, pair, share conversations about sounds.  
See [GR06](#) for a detailed description of this strategy.

**Use prompts** such as:

- What sounds do you find interesting or memorable in your everyday life?
- Where or when might you experience that sound?
- Name a place where you would not experience that sound.
- Who or what makes that sound?
- How do different sounds make you feel?

### Student activities

Pairs **discuss** sounds they have experienced at any time in their lives. These might be sounds they experience every day, or rare sounds they have only heard once or twice, or on special occasions.

Each pair is invited to **share** 1 or 2 responses with the class.

## Session 2 – Found object sounds (continued)

### Teacher prompts

#### Experimenting with found objects

**Refer** to the [Exploring found sounds worksheet](#) which outlines how to model this activity in the classroom.

**Explain** to the class that they will be using objects they can find in the classroom to make sounds.

**Remind** students to be safe and respectful of classroom items and each other.

**Organise** students into pairs or groups of 3.

**Distribute** 1 copy of the [Classroom sounds worksheet](#) per group.

### Student activities

In groups, students:

- **find** 3 to 5 objects that can be used to make sounds
- **write** the name of each object on the worksheet (for example, books, a pencil case or chairs)
- **experiment** with ways to make sounds with each object
- **prepare** to demonstrate their sounds to the class.

**Bring** the class back together and share what they created live or via a pre-prepared video. (T4B)

**Listen** to the sounds that each pair makes from the objects they have selected.

After each sound, groups **tick the words** that best describe the sounds on the worksheet or write other words to describe the sounds.

**Discuss** the sounds the students created. Ask questions such as:

- What were some of the objects you used to make sounds?
- Did you find any objects that surprised you with the sounds they made? Which ones? How did they surprise you?
- How did you feel when experimenting with making sounds?
- What new things did you learn about how sounds can be made?

#### Class list of sounds

Use ideas from the completed worksheets and discussion to **create** a class list of sounds (on a whiteboard, poster dialogue or sticky notes).

**Discuss** the list using prompts such as:

- How many different sounds were made using 1 object (or more than 1 object)?
- What objects were used as beaters?
- Were any sounds made by blowing?
- What were the loudest, softest, longest, shortest, brightest and most muffled sounds?
- How did the size or materials of the objects affect the sounds they produced?
- Having heard all these sounds, what other objects do you think would make interesting sounds?

### Teacher prompts

#### Recording and sharing sounds

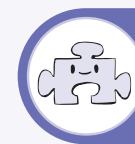
**Revise** the instructions for using the digital tool selected for this task. For example, use [Resource 6 – GarageBand how-to guide](#) for instructions on how to record using a tablet and GarageBand.

**Store** recordings for use in session 5.

### Student activities

Pairs:

- **select and create** 1 or 2 sounds to represent *present time*. They might choose sounds they have already created, or sounds inspired by other groups.
- **record** the sounds using a digital device with a microphone
- **upload** to the chosen storage space for the exhibition
- **copy** the URL into a QR code generator tool.



### Reflection and homework task

Tell students that in the next session they will be exploring sounds from the past. Prompt their thinking with questions, such as:

- Can you think of any sounds from the past that we do not hear anymore or only hear occasionally?
- How and why do you think the sounds we hear every day have changed over time?

**Distribute** the [Sounds of the past worksheet](#) or **display** the worksheet via an electronic whiteboard and ask students to enter the task in their homework diary or journal. Explain that their task before the next session is to do the following:

- **Talk** with people at home or in the community about sounds that were familiar in the past or are rarely heard these days. These might be the sounds of 'things' such as steam trains or sounds of games such as the sound of a skipping rope.
- **Write** down the name of the sound and add a short description or drawing of the sounds they find out about.
- **Be prepared** to share their findings during the next session.



## Session 3 – Almost forgotten sounds

### Resources





- A drum or tambour for keeping the beat
- Untuned percussion instruments or found sound objects (at least 1 per student)
- Recording devices
- QR code generator

### Additional materials:

- Students' research about [Sounds of the past](#) (session 2 homework task)
- [Class list of sounds worksheet](#)
- [Future sounds worksheet](#)
- Museum of Sounds rhyme audio file (email [Education.DreamBIG@sa.gov.au](mailto:Education.DreamBIG@sa.gov.au) to obtain a copy of the audio file)
- [Exhibition advice and technical support document](#)

### Warm-up: 4-beat rhythm patterns

Using short 4-beat rhythm patterns that students are familiar with, **introduce** the idea of vocal rhythm patterns. For example:

- Ask students to **experiment** with making a bell or alarm with their voices. First **prompt** them to use syllables and words such as 'ding' or 'buzz'.
- **Choose** a rhythm pattern such as: . **Count in** (using body percussion, saying 1, 2, 3, 4 or clapping and saying). Present the rhythm using the word or syllable, for example, 'ding, ding, ding, ding'. Ask students to echo what they hear.
- If there is time (or as an extension activity), **try** a slightly more complicated rhythm such as . Use the same word or syllable. **Ask** students if this pattern was easier or harder to perform using the word or syllable. They will probably find beat two (a pair of quavers) more complicated.
- **Ask** students to think of how to solve the problem by using similar vocal sounds. For example, 'ding d d ding ding' or 'ding di-ng ding ding'. Or, using words and body percussion: 'ding'   'ding ding'.
- At all times, use a count-in and focus on keeping a steady beat.

## Session 3 – Almost forgotten sounds (continued)

### Introducing the Museum of Sounds exhibition

**Recap** the different sounds that students have created and recorded so far:

- Session 1 – Body percussion rhythm patterns recorded using QR codes
- Session 2 – Found object sounds (sounds of the present)

Explain that these sounds and more will be part of the class' Museum of Sounds exhibition.

#### Teacher notes:

- If the class will be attending *The Museum of the Everyday* during DreamBIG Festival, shape this activity to reflect the program description.
- If students have not been to a museum, use videos on the South Australian Museum website [samuseum.sa.gov.au](http://samuseum.sa.gov.au) at an appropriate time during this session.

### Setting up a Museum of Sounds

**Introduce** the idea of creating a special place to store and exhibit the sounds created by the class from the past, the present and what might be heard in the future. **Talk** about this place as a 'museum' that is not just a place for storing sounds but also a place for sharing ideas. Use prompts such as:

- Do you know a place where our community keeps things that are important?
- What do people keep and pass on from one generation to the next?
- Are buildings the only places that remind us of the past, of who we are now and give us ideas about the future? Use this opportunity to talk about Aboriginal Peoples' connections to Country. Refer to information about Caring for Country in the [Dancing Journey Companion session 2 resources section](#).
- What is a museum? Have you been to a museum? What did you see and do at the museum?
- What kinds of things might you see in a museum?
- How do we learn about the past, present and future?
- If we could create our own Museum of Sounds, what might we put in our museum, and how might we display our exhibits?
- How could we use sounds to share our ideas, tell stories or communicate emotions to our visitors?

### Naming the exhibition (optional)

Ask students to suggest possible names for their museum. Prompts could include place-based (name of school location), personalised (5X's Space of Sound), informative (Sounds of yesterday, today and tomorrow brought to you by 6Z), or imaginative (Sonic Adventure).

### Museum of Sounds rhyme

Have students **sit** in a circle. **Explain** that the class is going to learn a rhyme that will be used to welcome visitors to their 'Museum of Sounds' exhibition.

- **Say** the rhyme, as students keep a beat on their knees. Email [Education.DreamBIG@sa.gov.au](mailto:Education.DreamBIG@sa.gov.au) to obtain a copy of the audio file.

Note that ♩ is the music symbol for 1 beat of silence (a rest).



What can you hear? Trea-sures a-bound. Wel-come to our mu-se-um of sounds!

- **Count in** using body percussion and continue to keep the beat as students **chant** the rhyme.
- **Begin** by asking students to echo the first phrase (What can you hear? ♩). **Practise** the pattern 2 to 3 times. Then **add** the second phrase (Treasures around ♩).



- **Ask** students what they notice about the rhythm of the two phrases (they are the same).
- Next, **demonstrate** the third phrase (Welcome to our Museum of Sounds! ♪ ). **Ask** students to echo the phrase. Focus on the natural rhythm of 'mu-se-UM'). **Practise** this phrase 2 to 3 times.
- Now **ask** students to stand and repeat the complete rhyme 2 to 3 times. If students are feeling confident, **change** the body percussion (body parts) on each repeat. **Always** tap the beat on a tambour or clap to keep the beat.

### One instrument, many sounds

Ask students to sit in a circle.

- **Model** ways of creating different sounds using untuned percussion instruments. For example, with a pair of claves (wooden sticks, 2 pieces of plastic pipe or 2 pieces of dowel), tap the sticks together, tap them on the floor, tap one on the floor and other on a tabletop, roll them against each other, rub one between your hands, rub both sticks between your hands, drop one and then the other, and so on.
- **Encourage** creativity, for example, striking the instrument in different ways (fingers, hands, sticks) using beater heads and sticks, using their hands or arms, or rolling the instrument on the floor.
- Distribute an untuned percussion instrument to each student and prompt them to spread out throughout the space.
- Allow time for students to individually **explore** ways to **produce** 3 to 5 different sounds with their instrument.
- Bring the class back to a circle. Invite some, or each student to **demonstrate** 1 or 2 sounds on their instrument.

### Memories of forgotten sounds

Ask students to **share** what they learnt when they asked people at home or in the community about sounds which were familiar parts of everyday life but are not heard very often these days.

**Add** these sounds to the list of sounds the class made in session 2. Add other sounds that students think of during the conversation.

Ask students to recreate the past sounds from the discussion using their voices and body percussion. Or, use online sources to play examples of the sounds.

For example, [FX LuMu cellphone ringtone](#) (Pixabay 2022) is a digitised version of an analogue phone bell-sound. More examples can be found in the [Mystery sounds audio files](#).

### Teacher prompts

#### Creating sounds

**Organise** the class into pairs or groups of 3.

**Ask** each pair or group to **present** their:

- sounds
- rhythm pattern.

**Store** the recordings for use in session 5.

### Student activities

Each pair or group:

- **chooses** 2 to 3 sounds from the [Class list of sounds](#)
- **uses** voices, body percussion, found objects and untuned percussion instruments to **recreate** the sounds they have chosen
- **uses** the sounds they have created to present short rhythm patterns (these can be patterns they know, or they can invent their own)
- **records** the sounds using a digital device with a microphone
- **uploads** to the chosen storage space for the exhibition
- **copies** the URL into a QR code generator tool.

#### Extension

Students choose or draw a graphic symbol for each sound they have created and use those symbols to notate their rhythm pattern.

## Session 3 – Almost forgotten sounds (continued)

### Homework task: Whatever next?

**Distribute** the [Future sounds worksheet](#). **Ask** students to:

- think about new sounds that will be common in 50 years, sounds that will be almost forgotten and sounds that will have changed significantly
- list their ideas on the [Future sounds worksheet](#).

**Explain** the following tasks to students:

- Right now, choose one sound from the [Class list of sounds](#). List their sound on the [Future sounds worksheet](#) or in their diary or journal for the home task.
- At home, before the next session, they are to imagine changes that will happen over time to this sound. For example, if cars hovered, what sound might they make? List their ideas on the [Future sounds worksheet](#) or in their diary or journal.

## Session 4 – Sounds of the future

### Resources

- Sticky notes
- A drum or tambour for keeping the beat
- Untuned percussion instruments or found sound objects (at least 1 per student)
- Recording devices
- QR code generator

### Department, Technologies:

- Digital Technologies – Year 6  
Unit 2: [Mountains of data](#)

### Additional materials:

- [Mystery sounds audio files](#)
- [Sound categories worksheet](#)
- [Future sounds worksheet](#)
- [Exhibition advice and technical support document](#)

### Warm-up: Guess that sound!

- **Play** a selection of 5 to 10 sounds from the [Mystery sounds audio files](#).
- As each sound is correctly identified, **write** the name of the sound on a sticky note (ready for the [Categorising sounds](#) activity below).

### Sounds of the future

**Facilitate** a class discussion about sounds of the future. Ask students about the sounds they have described on the [Future sounds worksheet](#). Ask questions such as:

- What sounds do you think will be heard in schools, homes or the world in the future?
- How might technology change the sounds we hear every day?
- How might different environments, such as towns, cities or forests sound?
- How might music and musical instruments sound?
- What emotions could be communicated through futuristic sounds?
- What sounds will be missing in 50 years?
- What new sounds will exist in 50 years?
- With technology, might we discover new ways to hear what the human ear cannot hear today?
- With technology, might we discover new ways to experience sound?
- What technology exists to support hearing? For example, cochlear implants.

[Feeling the music through your skin](#) (Secret Science 2024) shows how a music experiencing tool enables sound vibrations to be enhanced. This clip is from episode 4 of the ABC show Secret Science (from 20:02 onwards). For an explanation on how sound is digitised, refer to Digital Technologies — Year 6 Unit 2: [Mountains of data](#) (Department for Education 2021). Sequence 1 involves an experiment that demonstrates sound as vibrations and how it travels in waves which can be digitised or mapped and turned into digital sound using binary processing.

**Practice: Museum of Sounds rhyme** (See session 3).

### Categorising sounds

- **Draw** a table on the whiteboard or project: Sound categories worksheet.
- **Choose** 'class choice' categories, for example, happy, scary, sad, squishy, sharp, dull, and so on.
- Using the 5 to 10 sticky notes made from the warm-up, **listen again** to the sounds ([Mystery sounds audio files](#)). After hearing each sound once or twice, give the class time to decide which categories it fits into and place the sticky note on the whiteboard. Use a combination of familiar and unfamiliar sounds. Explain to students that sounds might fit into more than one category (make repeat sticky notes) and that different people perceive sounds differently.

For older students, the teacher can **model** this activity first, then small groups can complete the activity as the teacher plays the sounds.

### Teacher prompts

#### Imagining and creating future sounds

**Organise** students into new pairs or groups of 3.

**Talk** with each pair or group, encouraging and prompting.

**Bring** the class back together. Ask each pair or group to share the sounds they have created.

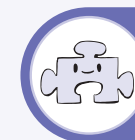
Ask other students to **describe** the sounds being presented. Allow time for the composing pair or group to add descriptive words used by the class to their own description of the sound on the [Future sounds worksheet](#).

**Store** recordings for use in session 5.

### Student activities

Each pair or group:

- **imagines** 3 to 5 sounds they will hear in the future
- uses prompts on the [Future sounds worksheet](#) to **write** a short description of the sounds they imagine
- uses their voices, untuned percussion and found objects to **create** the sounds they have imagined
- **records** the sounds using a digital device with a microphone
- **uploads** to the chosen storage space for the exhibition
- **copies** the URL into a QR code generator tool.



### Reflection

Allow students some time to:

- **think** individually, and then as a pair or group, about the differences in the way they described the sounds they created and the way that others in the class described the sounds
- **rewrite** their description of the sounds using their original words and contributions from the class
- **name** their sounds, for example, 'Moon Rover woosh'.

**Collect** the completed [Future sounds worksheets](#) and **store** the recordings for use in the next session.

## Session 5 – Composing with sounds

### Resources

- A drum or tambour for keeping the beat
- Untuned percussion instruments or found sound objects (at least 1 per student)
- Recording devices
- QR code generator
- Access to the students' sound files created so far

### Additional materials:

- [Composition template](#)
- [Exhibition advice and technical support document](#)

### Warm-up: Practise the Museum of Sounds rhyme (See session 3)

#### Small group composition task

**Congratulate** students on collecting, creating and recording so many sounds from the past, present and future.

**Explain** that the next task is to use the past, present and future sounds they have collected and created to create a piece of music.

**Remind** students that the sounds they have recorded and uploaded using the QR code generator will be displayed in the Museum of Sounds exhibition.

**Stick** the ideas about sounds that students have collected and discussed (worksheets from the previous sessions) on the wall or a display board.

**Organise** the class into groups of 3 or 4. Talk through the instructions on the [Museum of Sounds composition template](#).



**Teacher note:** two options are provided below. In option 1, students create, record and upload their composition as an audio file. In option 2 (steps 2a and 4a), they also create a graphic or notated score. Students will need devices to access the sounds they have recorded and stored for steps 1, 2, 2a, 4 and 4a.

- Step 1: Review the past, present and future sounds that have been collected for the Museum of Sounds.
- Step 2: Each group selects 1 sound from the past, 1 from the present, and 1 from the future that they would like to display in the Museum of Sounds.
- Step 2a: Groups who will be creating a score – design a symbol for each sound; for example, a foot for stomps, a bell for ringing sounds.
- Step 3: All groups, softly (T4B), **rehearse** how they will create the 3 sounds they have chosen. They might be using their voices for one sound, a found object for another and a percussion instrument for the third. Alternatively, 2 sound sources might be needed for 1 sound. There are many possibilities.
- Step 4: All groups use the 3 sounds they have chosen and rehearsed to **compose** a pattern (no more than 16 beats) that can be performed with the Museum of Sounds rhyme. After groups have rehearsed their pattern, they **make a recording** as a reference. The recording can be used to evaluate if the pattern sounds the way they want it to. It is also a reminder of what their pattern sounds like.
- Step 4a: Use the symbols to **create a score** for their work. Start by drawing symbols onto sticky notes (multiple copies of each symbol). Place the sticky notes in order onto an A3 sheet. Rehearse to check accuracy and move the sticky notes around if needed. When the score is correct, secure the sticky notes into place.
- Step 5: Ask groups to **choose dynamics** for their pattern. For example, variations of loud and soft throughout. Encourage students to trial a few options and choose a favourite.
- Step 6: Use a device with a microphone and GarageBand or a similar app to **record** their final version of the composition.
- Step 7: Use a QR code generator to **upload** to the location of their recording and score (if relevant).

### Exhibition planning

**Discuss** with the class what is required to **prepare** for their exhibition. Refer to the start of session 7 for ideas.



## Session 6 – Sharing, rehearsing and recording

### Resources

- A drum or tambour for keeping the beat
- Untuned percussion instruments or found sound objects (at least 1 per student)

### Additional materials:

- Composition templates from previous session
- [Exhibition advice and technical support document](#)

### Warm-up

Allow time for each group to **rehearse** their pattern. Use the session 5 recordings and composition templates as a reminder.

### Sharing, rehearsing and recording

**Bring** the class together, sitting in a circle. **Explain** that now they will combine their patterns with the Museum of Sounds rhyme.

Ask each group to **present** their pattern so that the whole class can hear the music they have created. **Use** a count-in – the teacher claps or taps 4 beats on a tambour, then the group presents their rhythm.

**Practise** joining the students' rhythms after the Museum of Sounds rhyme. **Assign** each group with a letter 'B', 'C', 'D', and so on. The rhyme will be '**A**', which everyone joins in.

**Decide** on a sequence for presenting the students' rhythms. Always include the 4-beat count-in before '**A**' and before each group's presentation.

### Sequence examples:

Example 1: Part 1 – **A** B C D **A** (break) Part 2 – **A** E F G **A** (Each part begins and ends with the whole class, 3 groups present in the middle section.)

Example 2: Rondo form – **A** B **A** C **A** D **A** E **A** (and so on).

Begin with a count-in and keep tapping the beat throughout. When students are not presenting their pattern, they can softly tap the beat on their knees.

Allow groups time to **rehearse** individually before each run-through. A few rehearsals of the whole class sequence will be needed to achieve the best possible presentation. For example:

- Run-through 1 – focus on getting the sequence right
- Run-through 2 – focus on their group maintaining the same tempo
- Run-through 3 – focus on the dynamics of their pattern

During the final rehearsal, the teacher **records** a complete run-through.

The class **listens** back to the performance. Using sticky notes, ask students to **write** or **draw**:

- one thing that worked very well
- one thing that needs more rehearsal.

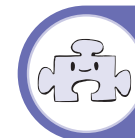
**Discuss** students' comments and allow time for groups to rehearse again, focusing on their suggestions for improvement.

**Perform and record** the complete performance.

**Upload** the recording to be played at the exhibition using the QR code generator. This recording can be part of the ongoing exhibition and if possible, a live performance presented to an audience at the opening of the exhibition.

### Exhibition planning

Continue exhibition preparations. Refer to the start of session 7 for ideas.



## Session 7 – The Museum of Sounds exhibition

### Resources

- Completed worksheets
- QR code display sheets
- Graphic scores (if created)
- A drum or tambour for keeping the beat
- Untuned percussion instruments or found sound objects (if performing live)

### Additional materials:

- [Exhibition advice and technical support document](#)

### Planning and presenting the Museum of Sounds exhibition

Allow as much lead-in time as possible for exhibition preparation to **provide opportunities for** student voice, agency, co-design and collaboration (T4B).

Depending on time available, students might want to do the following:

- **Develop** invitations and posters for the exhibition.
- **Plan, write and practise** presenting a welcome for the audience.
- **Create** QR code backgrounds (for example, coloured A4 sheets) which provide information about the sounds and who created them.
- **Assist** in placing the QR code display in the exhibition space.
- **Write, draw or record** short reflections about their role in creating the Museum of Sounds. These could be recorded as audio files (refer to safety considerations listed in the [Exhibition advice and technical support document](#) or printed and displayed in the exhibition space. Videos of the class working on different tasks could also be included.
- **Create** a display of the instruments and found objects they have used to create the sounds in the museum. Additional exhibition preparation information is listed in the [Exhibition advice and technical support document](#).



### Presentation and museum launch

**Welcome** the audience.

- **Explain** the Museum of Sounds concept to the audience. Share a few of the sounds from the past, present and future.
- **Demonstrate** to the audience how the exhibition works, what is in it and how to access the QR codes.
- If applicable, **perform** the complete composition using the format from session 5.
- If possible, **make** a recording of the performance and exhibition.
- Students **chaperone** the audience, **talking** about their learning experiences and **providing** technical support.

**Reflection** (this could occur after the audience has left or in a follow up session):

- **Use** a reflection process that students are familiar with to recap the learning and skills developed in this learning sequence.
- **Talk** about other places the Museum of Sounds exhibition could be presented such as the local library, supermarket, and so on.





## Ideas for adapting this learning sequence

This learning sequence is written for years 3 to 4. It can be adapted for years 1 to 2 or years 5 to 6 using the ideas detailed below. The level of music skills required can be adapted to cater for students' confidence and experience.

### For younger students:

- Spend more time explicitly modelling warm-up rhythm patterns and the Museum of Sounds rhyme, building in knowledge and skill acquisition activities such as differentiating between beat and rhythm.
- Use smaller sets of sounds. For example, ask students to identify 3 rather than 5 'present' sounds in the classroom.
- Select 1 or 2 rather than all 3 timeframes; past (session 3), present (session 2) and future (session 4) and adapt accordingly. Concepts and skills that are scaffolded through sessions 2 to 4 will need to be included in your modification.
- Give the class practice in transforming existing sounds into future sounds through a guided improvisation. In this activity, the teacher would model how an existing sound could be modified by changing the way the sound is produced, for example, rubbing two claves (rhythm sticks) together instead of hitting them or combining vocal and percussion sounds.

### For older students:

Incorporate these activities into a 'work of the future' unit. Students could do the following:

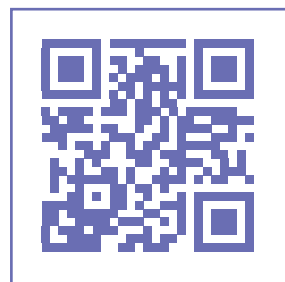
- Investigate what sound designers do.
- Think about the dispositions and digital tools that a sound designer might utilise in their work, for example, observation, imagination, music creation tools (DAWs – Digital Audio Workstations), and digital options such as presets, algorithms and filters.
- Sample (record) sounds from their environment and transform them (edit) using GarageBand filters.

### Inclusive approaches:

In this learning sequence, the Teaching for belonging icon (T4B) signals when consideration of individual learning needs may be needed. See page 8 of the Teaching and Learning Resource for information about inclusive learning in the Arts.



Scan the QR code to  
provide feedback  
by 28 July 2025



## Session preparation

### Before session 1

#### Essential:

- Familiarise yourself with the technology used – a tablet with an app for recording and playing back audio such as GarageBand or a microphone connected to a phone or laptop. See [Resource 6 – GarageBand how-to guide](#) (Department for Education 2021) for instructions on how to use a range of apps. Other programs that work with Android devices include Chrome Music Lab and BandLab (internet access required).
- Choose a QR code generator app and familiarise yourself with using it.
- See the [Exhibition advice and technical support document](#) for:
  - QR code generation instructions
  - advice about using QR code generators safely in the classroom.
- Decide where you will store the recordings that the QR codes will link to.

#### Optional:

- Review [GR01: Tips and tricks for teaching music R to 6](#) (Department for Education 2021).
- Display [GR02: Elements of music posters](#) (Department for Education 2020) in your classroom. They include images and vocabulary that students can use when describing the qualities of sounds they hear.

### Sessions 2 and 4 to 7

#### Untuned percussion instruments and found objects

- Gather a collection of untuned percussion instruments and found objects that meet the needs of your students. Include found objects of varied materials, weights, densities and sizes such as containers, cardboard, paper, saucepans, boxes, food storage containers, buckets, lengths of wood (or piping) and metal (or hard plastic) spoons.
- Gather drumsticks, beaters or objects that can be used as beaters of different sizes and materials.
- Check the safety and durability of items – ensure that there are no sharp edges and no glass.

### Session 4

#### Audio files for the quiz

- Decide if you will use the provided [Mystery sounds audio files](#) for the ‘What sound is that?’ quiz. Alternatively, you or the students can use a device to record sounds from around the school or local environment.
- If developing your own playlist, include familiar and unfamiliar sounds with a variety of pitches (high, low), dynamics (loud, soft), durations, (long, short) timbres and tone colours (such as crisp, muffled, screechy, warm or squishy).
- Sounds can be sourced and downloaded from sites such as [Pixabay](#) or [Freesound](#). Check any attribution requirements for sounds you download and include this information in the slideshow or other document you use to store the sounds.

### Sessions 4 to 6

#### Spaces for composing, sharing and displaying the Museum of Sounds exhibition

- If possible, organise a large enough space so that groups can set up their instruments to compose and rehearse. For example, a hall, a multi-purpose room or a covered outdoor space that is not too close to other classrooms to cause noise interference.

### Session 7 and all exhibitions

#### The Museum of Sounds exhibition

- The exhibition space needs to be large enough for the whole class to share their composition to an audience and have space to display the QR codes and instruments they have used in their recordings. PA equipment such as a microphone and speaker may be required for both the presentation and the Museum of Sounds exhibition (QR codes and recordings).

Session	Resource list	
1	<ul style="list-style-type: none"> <li>• Device for recording sound (for example, a tablet, phone or laptop with a built-in or external microphone)</li> <li>• App for recording (for example, GarageBand)</li> </ul>	<ul style="list-style-type: none"> <li>• QR code generator</li> <li>• A drum or tambour to tap the beat</li> </ul>
2	<ul style="list-style-type: none"> <li>• Music Year 7 Unit 4: <a href="#">GR06 – Music Pedagogy strategies 7 to 10</a> (discussion section)</li> <li>• Music Year 7 Unit 4: <a href="#">Resource 6 – GarageBand how-to guide</a></li> <li>• <a href="#">Classroom sounds worksheet</a> – one per group</li> <li>• <a href="#">Class list of sounds worksheet</a></li> <li>• <a href="#">Sounds of the past worksheet</a> – homework prompt sheet</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Exploring found sounds worksheet</a></li> <li>• A drum or tambour for keeping the beat</li> <li>• Device for recording sound (for example, a tablet, phone or laptop with a built-in or external microphone)</li> <li>• App for recording (for example, GarageBand)</li> <li>• QR code generator</li> </ul>
3	<ul style="list-style-type: none"> <li>• Audio file for Museum of Sounds rhyme (email <a href="mailto:Education.DreamBIG@sa.gov.au">Education.DreamBIG@sa.gov.au</a> for this file)</li> <li>• Students' research about <a href="#">Sounds of the past</a> (session 2 homework task)</li> <li>• <a href="#">Class list of sounds worksheet</a></li> <li>• <a href="#">Future sounds worksheet</a> – homework prompt sheet</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Rhythm pattern graphic score template</a> – one per group</li> <li>• A drum or tambour for keeping the beat</li> <li>• Untuned percussion instruments or found sound objects (at least one per student)</li> <li>• Recording devices</li> <li>• QR code generator</li> </ul>
4	<ul style="list-style-type: none"> <li>• A larger teaching space (if possible)</li> <li>• <a href="#">Sound categories worksheet</a></li> <li>• <a href="#">Future sounds worksheet</a></li> <li>• <a href="#">Mystery sounds audio files</a> – audio files for the 'What sound is that?' quiz (adapt as required by adding your own sound recordings or choosing others from sound effects or sample databases)</li> </ul>	<ul style="list-style-type: none"> <li>• A drum or tambour for keeping the beat</li> <li>• Untuned percussion instruments or found sound objects (at least one per student)</li> <li>• Recording devices</li> <li>• QR code generator</li> </ul>
5	<ul style="list-style-type: none"> <li>• A larger teaching space (if possible)</li> <li>• Access to the students' sound files created so far</li> <li>• <a href="#">Museum of sounds rhyme group composition template</a> – groups that notate a score can use this worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• A drum or tambour for keeping the beat</li> <li>• Untuned percussion instruments or found sound objects (at least one per student)</li> <li>• Recording devices</li> <li>• QR code generator</li> </ul>
6	<ul style="list-style-type: none"> <li>• A larger teaching space (if possible)</li> <li>• Composition templates from previous session</li> <li>• A drum or tambour for keeping the beat</li> </ul>	<ul style="list-style-type: none"> <li>• Untuned percussion instruments or found sound objects (at least one per student)</li> <li>• Recording devices</li> <li>• QR code generator (if needed)</li> </ul>
7 and additional exhibitions	<ul style="list-style-type: none"> <li>• Completed worksheets</li> <li>• QR code display sheets</li> <li>• Graphic scores (if created)</li> <li>• A drum or tambour for keeping the beat</li> </ul>	<ul style="list-style-type: none"> <li>• Untuned percussion instruments or found sound objects (for performing live or display)</li> <li>• Exhibition space</li> <li>• Signage for attendees</li> <li>• PA equipment such as a microphone and speaker (if needed)</li> </ul>

## Exhibition advice and technical support

### Disclaimer

- The advice in this document takes e-safety into account and is relevant for Department for Education sites. Other sites should follow their relevant policies and procedures.
- Some QR codes have been linked to scams. It is important to explain to students not to scan public QR codes without first speaking with an adult or checking the URL. The codes they will create in this learning sequence are safe because they have used secure methods. Once the gallery exhibit is finished it is recommended to destroy the codes either physically or by putting a thick line through them. This is because free codes expire and can be used by other people for different purposes.

### This document covers the following:

- Teacher planning and preparation
- Student involvement in presenting an exhibition
- Technical support:
  1. Preparing the exhibition
  2. Creating and managing files

## Teacher planning and preparation

- Consider how you will maximise lead-in time to the exhibition and provide opportunities for student voice, agency, co-design and collaboration.
- Decide if you will follow the full learning sequence or focus on past, present or future sounds.
- Consider what students will do as part of their learning (as much as possible) and what you will do. For example, teachers may need to:
  - seek assistance in preparing equipment for the sessions, storing sounds and deciding on technology requirements for the exhibition space
  - book class sets of tablets or other equipment such as microphones
  - download apps onto tablets
  - complete required processes such as booking spaces and following your school's events and e-safety policies
  - alert colleagues to timetable changes or opportunities for their classes to engage with the exhibition
  - work with colleagues as appropriate to collaborate, such as students developing exhibition invitations and posters during Visual Arts.

## Student involvement in presenting an exhibition

Depending on the time available, students may contribute in the following ways:

- **Develop** invitations and posters promoting the exhibition.
- **Plan, write and practise** presenting a welcome for the audience.
- **Write, draw or record** short reflections about their role in creating the Museum of Sounds. These could be recorded as audio files (refer to the safety considerations listed [here](#)) or printed and displayed in the exhibition space. Videos of the class working on different tasks could also be included.
- **Create** QR code backgrounds (for example, coloured A4 sheets) which provide information about the sounds and who created them.

- **Assist** in preparing the exhibition space by:
  - preparing a welcome area and equipment area
  - making signage to assist attendees to find the exhibition
  - displaying the QR codes in a gallery format
  - creating a display of the instruments and found objects used to create the sounds in the museum.
- For the exhibition event, **take on roles** such as:
  - setting up and packing up the exhibition, including charging tablets
  - meeting attendees at the front office
  - welcoming the audience
  - chaperoning audience members and assisting with technology.

## Technical support (QR codes, file management and step-by-step instructions)

### 1. Preparing the exhibition

- Storing files securely
- Planning device availability

### 2. Creating and managing files

- Creating audio files
- Storing audio files
- Generating QR codes (Canva, Chrome browser, free QR code generators and URL shorteners)

#### Storing files securely

It is strongly recommended that audio files are saved online in a space accessible only through your site's internal network. This option will require exhibition attendees to use school-based devices, such as tablets, to scan the QR codes and experience the recordings. The alternative approaches suggested below carry a greater element of risk. As the files are saved, use file-naming protocols that will be meaningful for all users.

#### Planning device availability

Having devices available for exhibition attendees to use is a key factor in making this event a great experience for everyone involved. Use the following steps as a guide:

- Consider how many devices can be available for exhibition attendees at any one time. You may wish to hold one or two in reserve in case of technical issues. For example, one visiting class at a time might experience the exhibition with 1 tablet between 2 students. For external visitors, such as families and community, consider allocating 1 tablet per person.
- Book the equipment you require so it is available for the times and days of your exhibition (including charging time).
- Consider a timeslot booking system to ensure there is enough equipment available for the number of attendees at any one time.

Additional considerations:

- Allow changeover time before the next group arrives to clean and reset the equipment.
- Factor in the time needed to charge the equipment before and during the breaks.
- Plan to have the students who have created the exhibition guide the attendees and assist with using the technology. Have a practice run of this process before hosting external visitors.

## Creating audio files

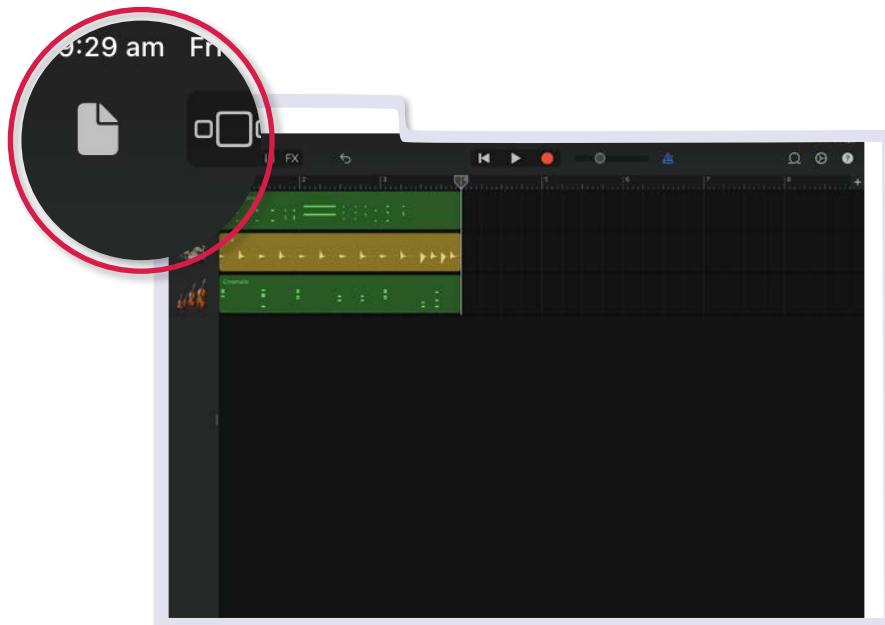
There are many applications that allow you to create music. The following information is a guide to some of the possibilities.

For Apple devices (iOS) [GarageBand](#) is pre-installed on most devices. Files created with GarageBand are best saved as a WAV file. A WAV file can be played by most devices. Information about saving WAV files is provided below. For all devices with Google Chrome installed – The Chrome Music Lab [Song Maker](#) app is a good choice, particularly for younger learners. The app includes a publicly accessible link.

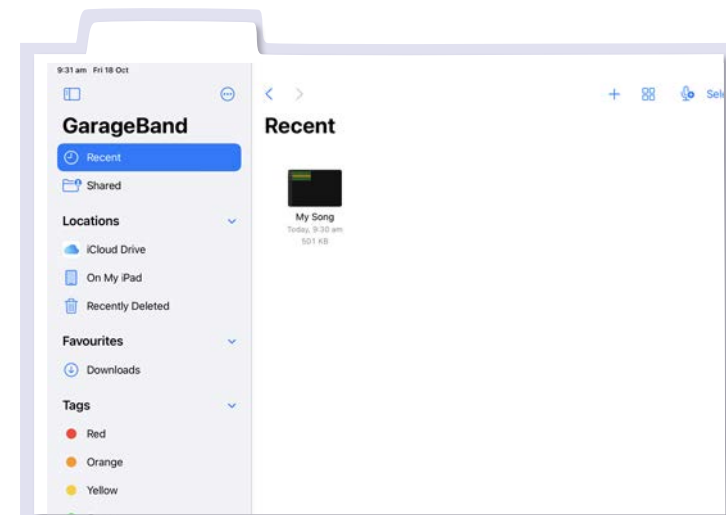
[BandLab](#) is a free music studio for older learners, only accessible online. You will need to make an education account which is free. Students can join classes with a code you generate.

[Audacity](#) can be downloaded to local devices but may be blocked by Department for Education filtering. You will need to fill in a request for non-standard software.

## Saving GarageBand files as a WAV file:

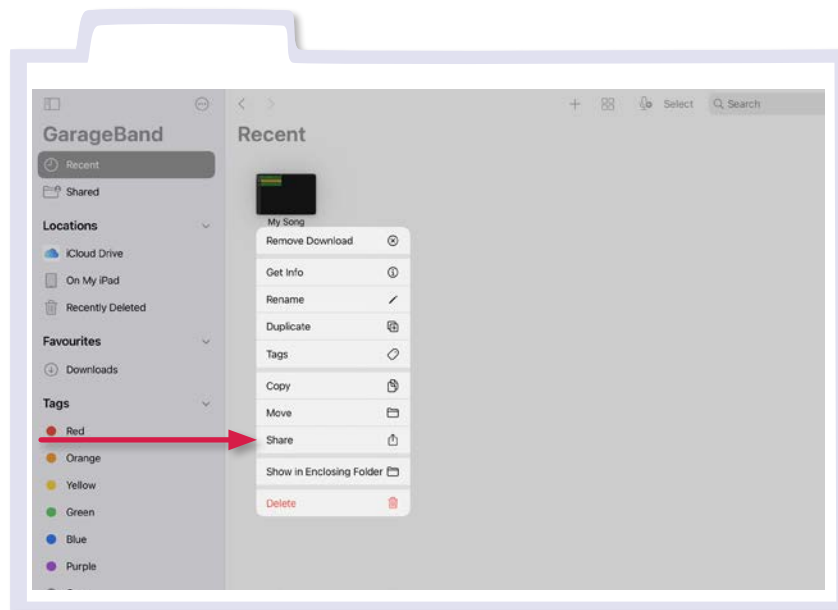


1. After you have created your track in GarageBand, select the file icon.

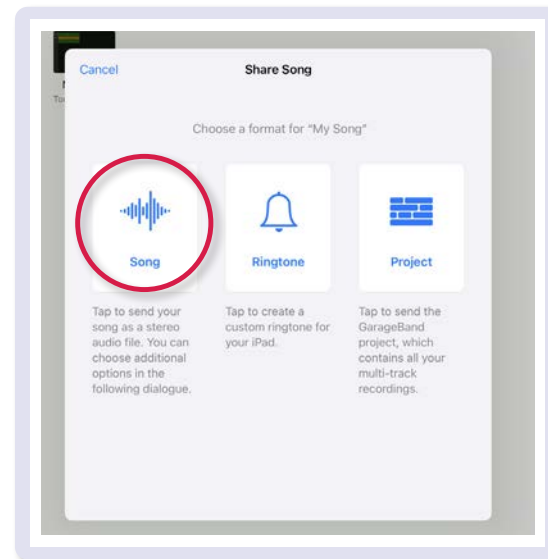


2. Save the file to the iCloud drive.

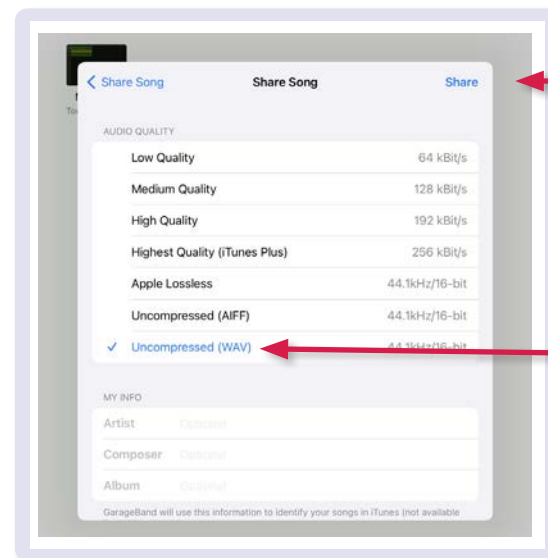




3. Hold your finger down on the file you want to share.
4. Select 'Share'.



5. Choose 'Song' from the menu.



6. Select 'Uncompressed (WAV)' and then click 'Share'.
7. Select a location from the menu, for example, the class folder on the school's secure internal network.

## Storing audio files

Before generating a QR code, the students' audio files must be stored online in a space accessible only through your site's internal network. This might be on iCloud, Google Drive or OneDrive. Many school accounts will require the person accessing the QR code link to be Department for Education staff or students. This is why sites need to provide exhibition attendees with site-based devices.

Consult your IT support person and ask their advice about the most accessible place the files can be securely stored **before** beginning to store the files.

**Safety note:** make sure that student files are de-identified. This means they must name and save the audio files **without any identifying information**. For example, *foundsound1.wav* or *voicesandmetalcontainer.mp3*.

**Do not permit students to save the file with their name or school site included in the text.** Files can be organised in folders that are named with students' first names, but make sure that the QR code is linked directly to the audio file and not to the folder.

After the audio files are stored, copy the URL link. You will need this link to make the QR code.

The following options to store files online can be used after security risks are evaluated:

- Music streaming services such as SoundCloud or YouTube will work, but these sites will need an account. Note that sometimes these sites advertise inappropriate material.
- Learner management system files shared with parents. Caution is advised and settings should be set to restricted mode.

If sites do not have enough devices to allow reasonable audience access, the files could be:

- stored on a dedicated page on the **school website** (any security risks should be carefully considered before using this option)
- made available through the school's public facing social media. Before using this option, files must be de-identified.

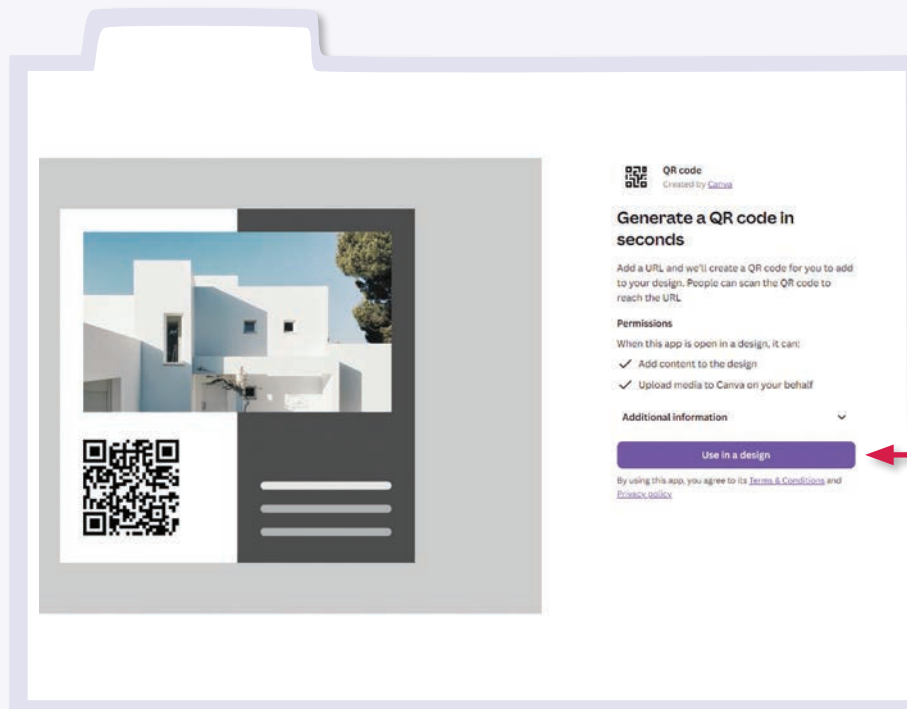
## Generating QR codes

There are many ways to create a QR code. If you are interested in teaching students about QR codes, [Digital Technologies – Year 4 Unit 3](#) (Department for Education 2023) has a section called 'Cracking the code' which explains how QR codes work.

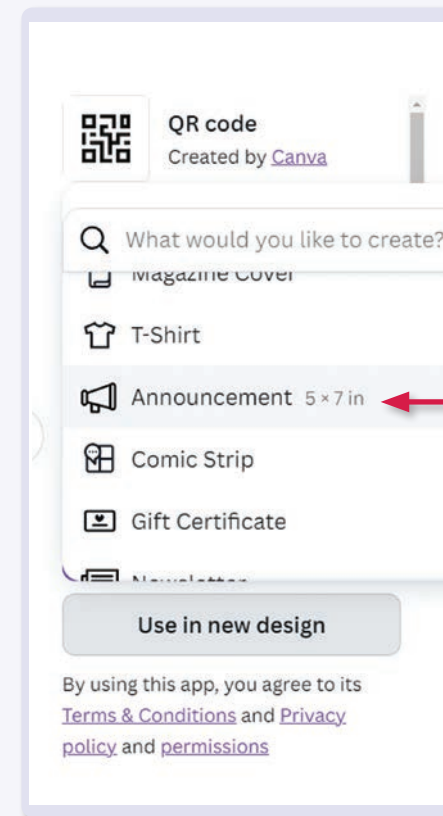
## Canva

All Department for Education schools have single sign on access to [Canva](#).

- [Detailed instructions](#) for generating a QR code using Canva are provided in the app. This quick guide will get you started.
- Navigate to <https://www.canva.com/apps/QRCode/qr-code>



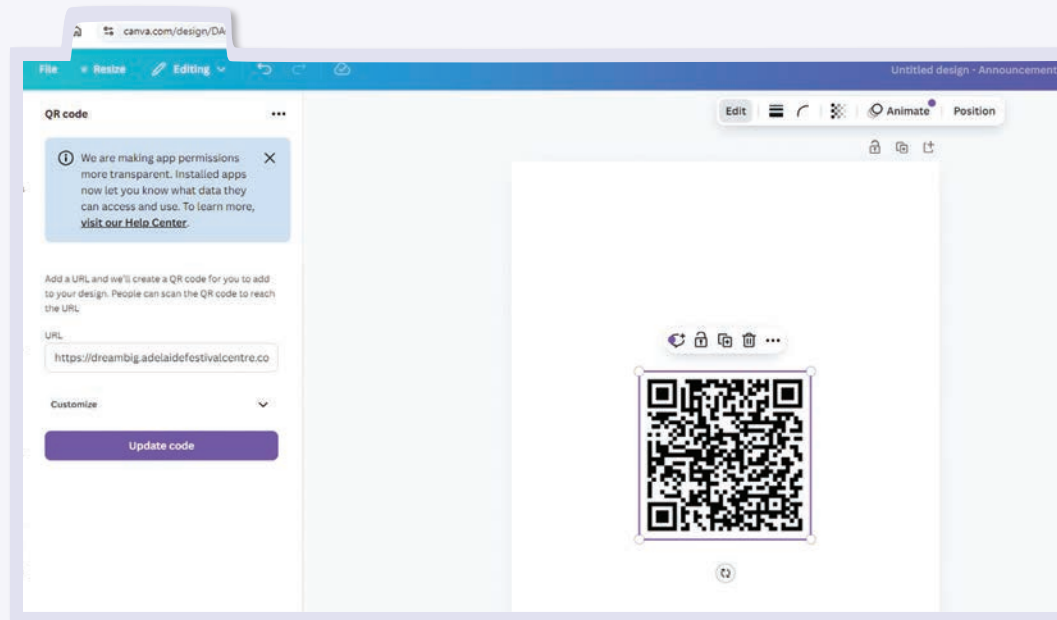
1. Choose an existing design or start from scratch with 'Use in new design'.



2. If you select 'Use in new design' you will have several options to choose from – each will produce a blank template. For simplicity, select 'Announcement'.

## Canva

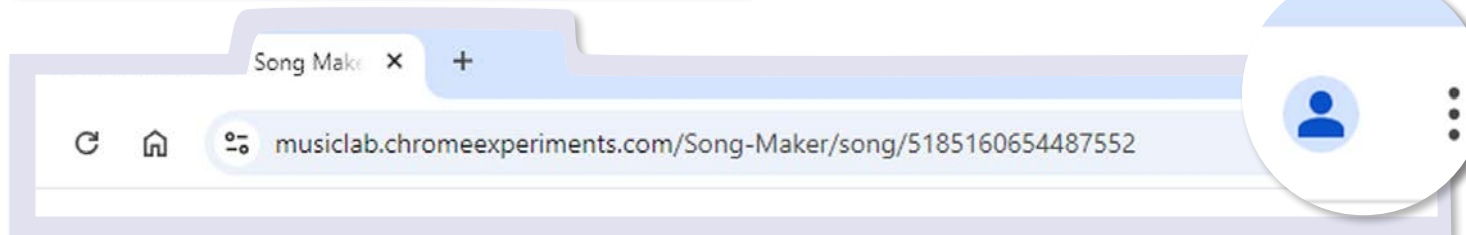
3. Copy and paste the URL with the location of the audio file into the left panel and Canva will generate a QR code. Students can decorate around the code with text or design elements.



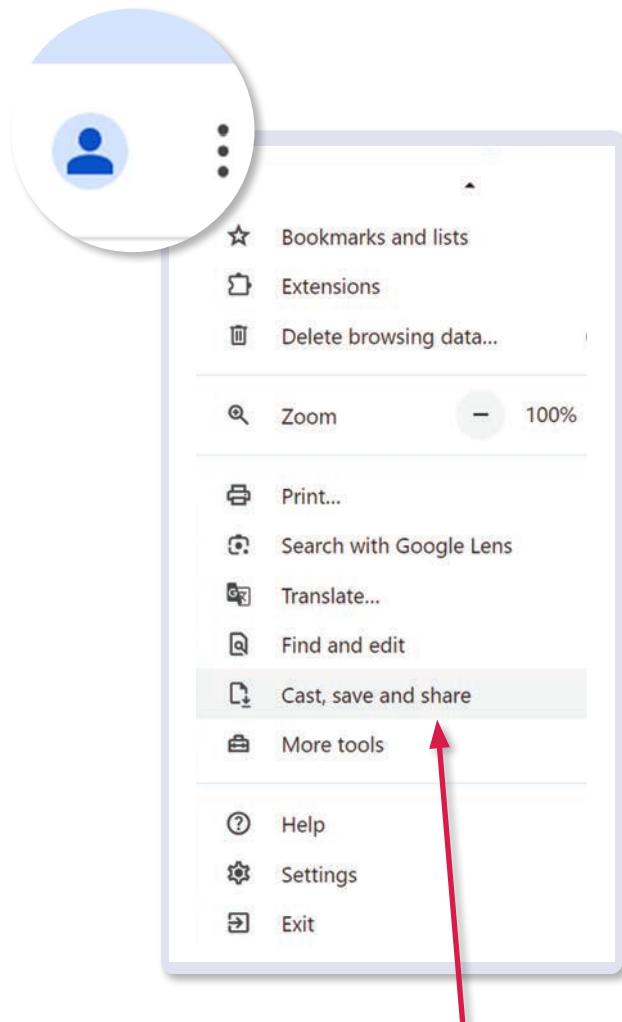
4. Save the QR code using a suitable file name and print.

## Chrome browser

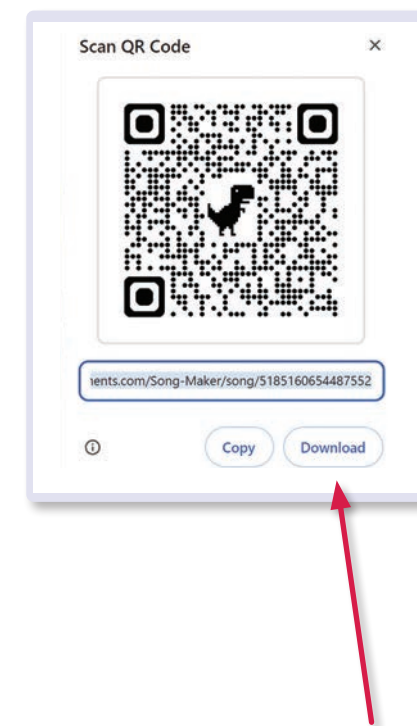
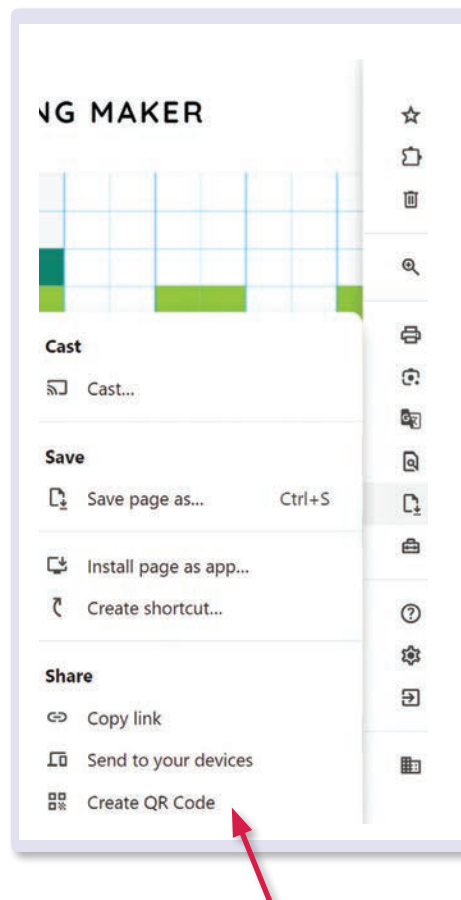
1. Navigate to the URL of the audio file in the browser window.



2. Select the three dots on the top right of the window. This will bring up a menu.



3. Select 'Cast, save and share' which will bring up another menu with 'Create QR Code' as an option.



4. Download the QR code and save.

## Free QR code generators

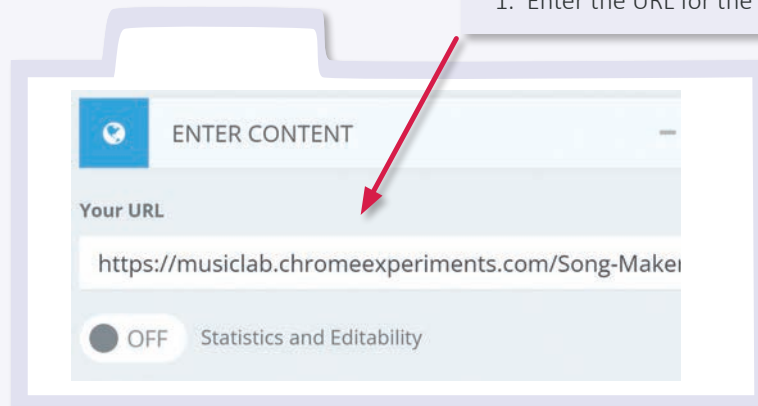
There are a number of free options you can use to generate a QR code. Be aware that free QR codes generally expire after an extended period of time (for example, 12 months). See the disclaimer section for recommendations regarding QR codes.

Most QR code generators will generate a basic QR code for free. Adding design elements or custom features often comes at a cost.

One option is [QRCode Monkey](https://qrcode-monkey.com) which allows codes to be coloured and images embedded in the centre using the add logo image option.

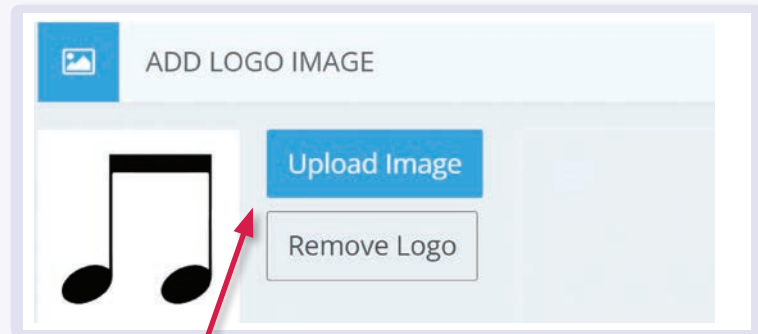
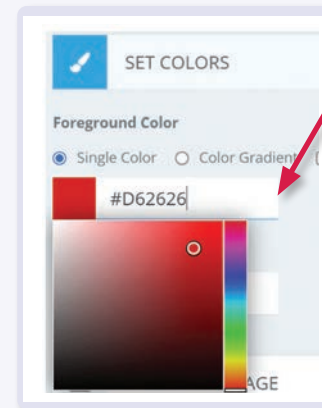
- Navigate to [qrcode-monkey.com](https://qrcode-monkey.com).

1. Enter the URL for the audio file.



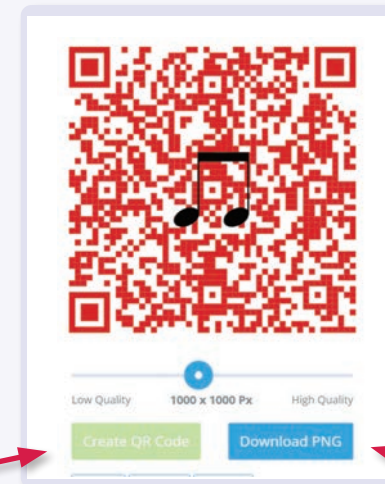
The screenshot shows the 'ENTER CONTENT' section of the QRCode Monkey website. It features a text input field labeled 'Your URL' containing the text 'https://musiclab.chromeexperiments.com/Song-Make'. Below the input field is a toggle switch labeled 'OFF' and the text 'Statistics and Editability'.

2. Set a colour by clicking on the square and sliding the cursor until you find the colour you want.



3. Upload an image you would like at the centre of your QR code.

4. Select 'Create QR Code'.



5. Download the QR code as a PNG file.

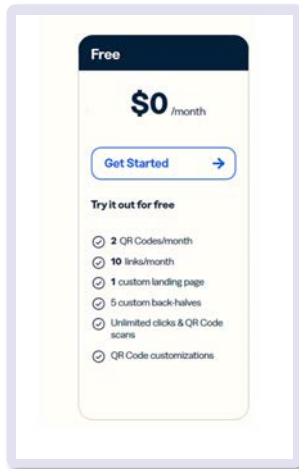


## URL shorteners

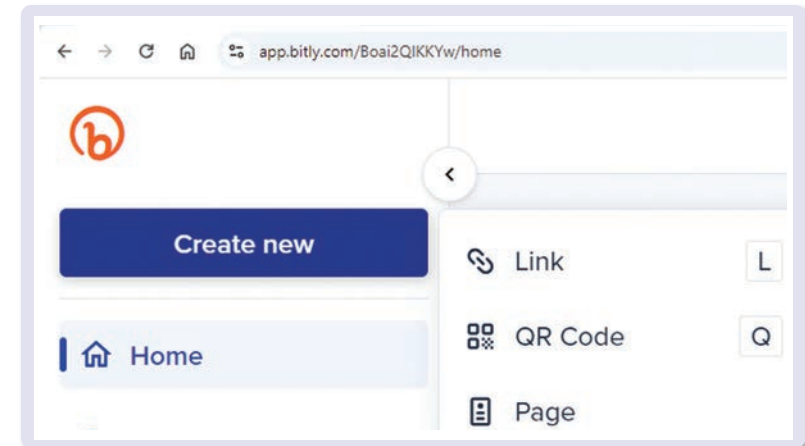
URL shortening services also have QR code options. [Bitly](#) and [TinyURL](#) are two that are commonly used. They offer free and paid accounts.

Bitly allows users to create five free links or codes each month using a free account.

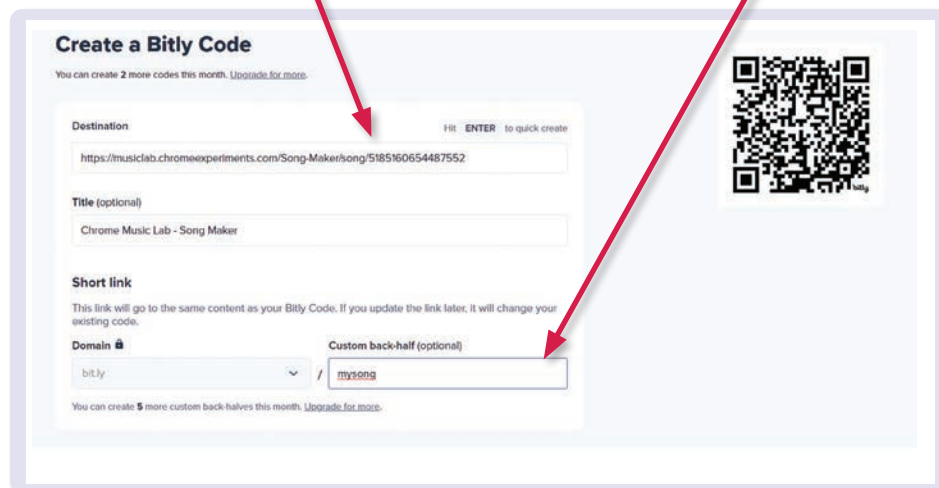
1. Sign up with your school's email account or a Google email address.



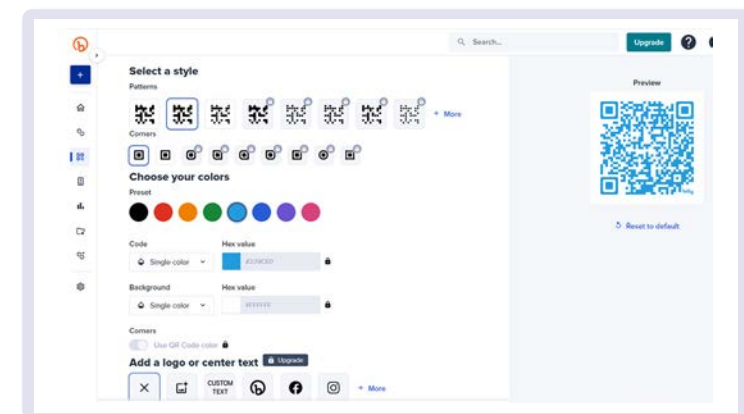
2. Select 'Create new' and then select 'QR Code'.



3. You can customise the back half of your short URL. If people attending the exhibition do not have access to a QR code reader they can type in the short URL into their browser.



4. Set your colours and create your code. Images require an upgrade to a paid account.





## Exploring found sounds

In this learning sequence, students use their voices, percussion instruments and ‘found sounds’ – sounds created by objects that are not usually regarded as instruments. Found sounds can be sourced from almost anywhere. They might be basic or complex. Some may not make an obvious ‘note’ or ‘pitch’.

The following suggestions can be used to scaffold activities in session 2 where students are talking about sounds and experimenting with sounds that can be made with objects found in the classroom.

### Experimenting with sound

These activities all require an imaginative, creative and persistent mindset. Before students start exploring, perform a safety check on each object. Make sure there are no sharp edges or easily broken materials.

Encourage students to do the following when exploring the sonic possibilities of each object:

- Try all the possibilities with your found objects, obvious and imaginative, so long as no damage is caused.
- Use their beat and rhythm knowledge and skills.
- Explore links between music and science.
- Combine materials such as plastic, metal, paper, and so on.
- Use different body parts as beaters.
- Go outside to find sounds – natural sounds and sounds made by humans.
- Discuss the potential of each object as an instrument and record their findings on the [Classroom sounds worksheet](#).  
For example, ask questions such as:
  - How many different sounds can it make?
  - Can it make long (continuous) and short sounds?
  - How can you vary the dynamics (loud, soft)?
- Create patterns with the sounds they discover.

### Guiding prompt





What sounds are possible that fit with the idea (past, present or future) for a music composition or performance?

### Activity (example)

Organise pairs or groups of 3 to explore the concept that everyday items have musical potential.

- Find an object to model experimenting with found objects. A drink bottle will do. Make sure that it has some water inside and that it is securely sealed. Start making some sounds:
  - Tap it – one finger, lots of fingers, the palm of your hand
  - Shake it – quickly, slowly
  - Roll it – between your hands, on the floor or a tabletop
  - Blow into a recessed space
  - Hit it with a percussion beater – soft top or hard top
  - Hit it against a similar object
- Try a combination of objects such as a lunchbox with pencils inside.
- Discuss the findings and model on the whiteboard how to fill out the [Classroom sounds worksheet](#). An example is provided on the following page.



Name or drawing of the object	How the object produces sound	Discussion only – description of the sound
<b>Soft plastic water bottle</b>		
	Finger tap	Short, soft to very soft
	Multi-finger tap	Short, sort of loud to very soft
	Hard-top beater	Muffled
	Rolling on a hard surface	Random sounds from attachments
	Blowing into the flip-top straw	Whistle sound
<b>Metal water bottle</b>		
	Finger tap	Muffled, short, louder with fingernail tap, softer with fingertip
	Tap the removable lid against the body of the bottle	Check out the sound differences above and below the water line
<b>Lunchbox with pencils</b>		
	Rolling pencils around a lunchbox: <ul style="list-style-type: none"> <li>• with and without the lid</li> <li>• with one pencil</li> <li>• with lots of pencils</li> </ul> Shaking the box instead of rolling the pencils	
<b>Lunchbox with masking tape</b>		
	Using a pen as a beater Change the sound by adding some masking tape on the lunchbox	
The following resource may also be useful: • <a href="#">How to make upcycled musical instruments</a> (BBC Bitesize n.d.)		

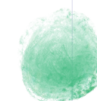




## Classroom sounds

### Task

1. Individually and silently, look around the classroom and identify 5 objects that could make a sound.
2. After 2 minutes, share your ideas with the other people in your group. Together, choose 3 to 5 sound sources (objects that can make sounds). Write the name or draw each object you choose in the table below.
3. For each object, experiment to find ways that it can make a sound by:
  - shaking
  - hitting with a hand or another object such as a beater
  - blowing onto or across the top of the object
  - strumming by hand or with another object.
4. Write or draw a description of how the object can produce sound.



Name or drawing of the object	How the object produces sound (Hint: there might be more than one possibility)
1	
2	
3	
4	
5	

5. Practise making sounds with objects you have chosen so you are ready to demonstrate them to the class.



**Found object name**

## How the object produces sound

[illegible]



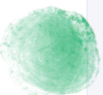
## Sounds of the past

Some sounds from the past aren't heard anymore. Or, they might only be heard in a particular place or at a particular time.

### Task

1. Talk to people you know about 'Sounds of the past'. Ask them about sounds they used to hear that aren't heard much (or at all) these days.
2. Make a list of the sounds you discuss. Add information about the person who told you about the sound and how they described the sound.
3. Bring your list of 'Sounds of the past' to the next Museum of Sounds session on \_\_\_\_\_

Sound	Who told me about the sound	Memories of the sound
Example: Ship horns	My neighbour	On foggy winter mornings we used to hear ship horns blowing in the bay near our house. The horns sounded deep, loud and spooky. Even if you stood on the beach, you couldn't see the ships.







## Sounds of the future

How will the sounds we hear today sound in the future? This is your chance to imagine and invent.

### Task

1. Choose a sound from the class list of sounds. Write the name of the sound into the box below.
2. Imagine how the sound might change over the next 50 years.
3. Write a description of the 'future sound' you imagine. Add a picture or diagram to show how the object will make the future sound.
4. Bring your list of 'Sounds of the future' ideas to the next Museum of Sounds session on \_\_\_\_\_

### Sound of today

### Sound of tomorrow description

### Sound of tomorrow illustration

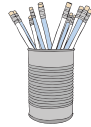




## Task

1. Draw a symbol for each sound in the pattern. For example, if a pattern uses the word buzz, hand claps and pencil shakes you will need one word and two symbols:

and



- Buzzzzzzzzzzzzzzzzzzzz



## Buzz



## Buzz



## Buzz



## Buzz

## Group pattern

## Mystery sounds audio files

Click on each sound file link and play them for students. Do not display this page.

[Sound 1](#)

[Sound 2](#)

[Sound 3](#)

[Sound 4](#)

[Sound 5](#)

[Sound 6](#)

[Sound 7](#)

[Sound 8](#)

[Sound 9](#)

[Sound 10](#)

[Sound 11](#)

[Sound 12](#)

[Sound 13](#)

[Sound 14](#)

### Reference list

Sound 1: Freesound 2020, *Galley-bacon-frying-and-skillet-clunks.wav*, viewed 1 October 2024, <<https://freesound.org/people/4billboards/sounds/512122/>>

Sound 2: Freesound 2012, *Dog Pitiful Howl and Bark*, viewed 1 October 2024, <<https://freesound.org/people/Jace/sounds/155317/>>

Sound 3: Freesound 2014, *creaking-door-open01.flac*, viewed 1 October 2024, <<https://freesound.org/people/Aiyumi/sounds/244425/>>

Sound 4: Freesound 2012, *Wave on Shore 1*, viewed 1 October 2024, <<https://freesound.org/people/rbirdwise/sounds/157183/>>

Sound 5: Freesound 2019, *FX\_Eating\_Toast.WAV*, viewed 1 October 2024, <<https://freesound.org/people/PeteBarry/sounds/493901/>>

Sound 6: Freesound 2019, *Harp Glissando Descending Long*, viewed 1 October 2024, <<https://freesound.org/people/SergeQuadrado/sounds/476711/>>

Sound 7: Freesound 2010, *20100614Thunderstorm02.mp3*, viewed 1 October 2024, <<https://freesound.org/people/csengeri/sounds/99079/>>

Sound 8: Freesound 2011, *Computer startup.wav*, viewed 1 October 2024, <<https://freesound.org/people/juskiddink/sounds/122683/>>

Sound 9: Freesound 2021, *Train Passing By 137 with Bell, Engine, Steam Hissing, Outside Ambiance.mp3*, viewed 1 October 2024, <<https://freesound.org/people/FunWithSound/sounds/592746/>>

Sound 10: Freesound 2018, *basketball ext dribble bounce hard surface.flac*, viewed 1 October 2024, <<https://freesound.org/people/kyles/sounds/453757/>>

Sound 11: Freesound 2017, *Typewriter loop 4 94 bpm.wav*, viewed 1 October 2024, <<https://freesound.org/people/Owl/sounds/387907/>>

Sound 12: Freesound 2024, *Aircraft Taking Off*, viewed 1 October 2024, <<https://freesound.org/people/naturenotesuk/sounds/754984/>>

Sound 13: Freesound 2019, *Crowd Cheering - Full Recording.wav*, viewed 1 October 2024, <<https://freesound.org/people/GregorQuendel/sounds/481773/>>

Sound 14: Freesound 2018, *Chess pieces rolling on the chess board.wav*, viewed 1 October 2024, <<https://freesound.org/people/BiancaBothaPure/sounds/437487/>>



Sound categories

Sound	Loud	Soft	High	Low	Class choice 1	Class choice 2





## Museum of Sounds rhyme group composition template

### Task

Create a graphic score to show how the sounds are organised in your group's rhythm pattern for the Museum of Sounds rhyme.

1. Draw a symbol for each sound in the pattern. Stack sounds that happen together. For example, the future sound of a 'carship' might be created by saying 'swoosh' and stomping feet.



or



2. Rehearse your rhythm pattern.
3. In the box below and overside, create a graphic score that shows the order in which the sounds happen in your pattern. Vary the symbol size to reflect the volume and stack sounds that happen together.

### Group pattern



Group pattern

# Museum of Sounds

## Reference list

- Department for Education 2023, 'General resource 22 – Teaching beat and rhythm', *The Arts – Music – Reception Unit 1: Let's make music*, Government of South Australia, viewed 12 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=19409017&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=19409017&languageId=en-GB&clientId=1)>
- Department for Education 2023, *Technologies – Digital technologies – Year 4 Unit 3: The safety code*, Government of South Australia, viewed 12 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=19723302&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=19723302&languageId=en-GB&clientId=1)>
- Department for Education 2022, 'General resource 06 – Music pedagogy strategies 7 to 10', *The Arts – Music – Year 7 Unit 4: Curious classics*, Government of South Australia, viewed 12 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=12624981&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=12624981&languageId=en-GB&clientId=1)>
- Department for Education 2021, 'General resource 01 – Tips and tricks for teaching music R to 6', *The Arts – Music – Year 3 Unit 1: Play it again*, Government of South Australia, viewed 12 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=12516207&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=12516207&languageId=en-GB&clientId=1)>
- Department for Education 2021, 'Resource 6 – GarageBand how-to guide', *The Arts – Music – Year 7 Unit 4: Curious classics*, Government of South Australia, viewed 12 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=13563639&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=13563639&languageId=en-GB&clientId=1)>
- Department for Education 2021, *Technologies – Digital technologies – Year 6 Unit 3 and 4: Mountains of data*, Government of South Australia, viewed 12 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=14715693&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=14715693&languageId=en-GB&clientId=1)>
- Department for Education 2020, 'General resource 02 – Elements of music posters', *The Arts – Music – Year 3 Unit 1: Play it again*, Government of South Australia, viewed 12 June 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=12516125&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=12516125&languageId=en-GB&clientId=1)>
- Permezel B 2024, 'Senses' [television program], Secret Science, Australian Broadcasting Corporation, Sydney
- Pixabay 2022, *FX LuMu cellphone ringtone Huawei Y6 fx old phone*, viewed 12 June 2024, <<https://pixabay.com/sound-effects/fx-lumu-cellphone-ringtone-huawei-y6-fx-old-phone-68532/>>





### Teacher preparation resources

#### Department, The Arts:

- [GR01 – Teaching the visual arts](#) (Department for Education 2022)
- [GR02 – Elements of visual arts posters 7 to 10](#) (Department for Education 2021)
- [GR04 – Visual arts glossary R to 10](#) (Department for Education 2022)
- [GR05 – Audience and viewing etiquette](#) (Department for Education 2022)
- [GR06 – Pedagogy strategies](#) (Department for Education 2022)

[Preparing classroom space](#)

[Collaborative Bunting Project information](#)

Session	Resource list		
1	<ul style="list-style-type: none"> <li>• <a href="#">Preparing classroom space</a></li> <li>• Triangular piece of black card approximately 20 cm wide</li> <li>• A4 and A3 paper</li> </ul>	<ul style="list-style-type: none"> <li>• Lead pencils</li> <li>• Erasers</li> <li>• Pencil sharpeners</li> </ul>	<ul style="list-style-type: none"> <li>• Fine point pens (0.4 and 0.6)</li> <li>• Sticky notes</li> <li>• An assortment of everyday objects</li> </ul>
2	<ul style="list-style-type: none"> <li>• <a href="#">Preparing classroom space</a> (session 2 notes for the gallery display)</li> <li>• <a href="#">One-minute 'quick draw' activities</a></li> <li>• A4 and A3 paper</li> </ul>	<ul style="list-style-type: none"> <li>• Lead pencils</li> <li>• Erasers</li> <li>• Pencil sharpeners</li> </ul>	<ul style="list-style-type: none"> <li>• Fine point pens (0.4 and 0.6)</li> <li>• Sticky notes</li> <li>• An assortment of everyday objects</li> </ul>
3	<ul style="list-style-type: none"> <li>• A4 and A3 paper</li> <li>• Lead pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Erasers</li> <li>• Pencil sharpeners</li> </ul>	<ul style="list-style-type: none"> <li>• Fine point pens (0.4 and 0.6)</li> <li>• Sticky notes</li> </ul>
4	<ul style="list-style-type: none"> <li>• <a href="#">Preparing classroom space</a> (session 4 notes)</li> <li>• <a href="#">Postcard detective questions worksheet</a></li> <li>• 5 vintage postcards from the same decade, each cut into 5 pieces (ensure enough pieces for the number of students)</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker and device to play music</li> <li>• Vintage music selection</li> <li>• Projector and screen</li> <li>• Butchers' paper (for the postcard criteria list)</li> </ul>	<ul style="list-style-type: none"> <li>• Pins or tape</li> <li>• A4 paper</li> <li>• Lead pencils</li> <li>• Marker pens</li> </ul>
5	<ul style="list-style-type: none"> <li>• Postcard criteria list from previous session</li> <li>• A4 paper</li> <li>• Lead pencils</li> <li>• Erasers</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil sharpeners</li> <li>• Rulers</li> <li>• Coloured markers and pencils</li> <li>• Glue sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Assorted coloured paper</li> <li>• Assorted craft materials (teacher's choice)</li> <li>• <a href="#">Collaborative Bunting Project information</a></li> <li>• <a href="#">Template for the final artwork</a></li> </ul>
6	<ul style="list-style-type: none"> <li>• Glue sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Stapler and staples</li> </ul>	<ul style="list-style-type: none"> <li>• Lengths of string, rope or ribbon to hang the bunting</li> </ul>

## Preparing classroom space

In this learning sequence, students work as a whole class, in small groups and individually. Organising the room to create discrete spaces for each grouping will support students to focus and participate. If there is not enough space for 3 work areas, consider how to reorganise the space quickly for each activity. Use the following points as a guide:

- **Whole class warm-ups:** students are best seated in a circle for the 'This is not a triangle' activity. Make sure there is open space in the middle of the circle to allow students to move and expressively demonstrate what the triangle has become.
- **Groups of 2 to 3:** for example, in sessions 1 and 2 (redesigning an object). For these activities, each group of students can sit around a table or bench that has enough space for the materials they are using such as the object they are reimagining.
- **Individual activities** such as 'one-minute quick draws'. Allow students to find a space in the room where they feel relaxed and comfortable. This may be at a table or bench, on the floor or on beanbags (with a clipboard to keep the paper or card stable).

### Session 1 – preparation of materials and classroom space

- Organise a diverse collection of everyday objects. Choose objects with a variety of shapes, parts, sizes and textures. Examples include a water bottle, a desk lamp and an egg carton. Optional: prior to session 1, encourage students to bring a familiar and unbreakable object with the parameters above.
- Become familiar with the 'This is not a ...' warm-up activity. An explanation and demonstration video are available [here](#).
- Prepare a visual analysis of an everyday object to model analysis and demonstrate the use of visual arts language and terminology. An example is provided in session 1.

### Sessions 2 and 4 – preparation of the classroom space

- In session 2, students display their redesigned objects. Groups need space for the gallery walk, and to view and discuss each display.
- In session 4, a wall or display board space is needed to hang butchers' paper.

### Session 4 – preparation of materials and classroom space

Before the session:

- Decide on a decade from the past and source at least 5 vintage postcards that feature the look and lifestyle of that time. Select postcards that have strong visual aesthetics and provide inspiration through interesting use of images, fonts and design elements. For example, these postcards present different views of 'surf culture':

[Postcard 1](#)

[Postcard 2](#)

[Postcard 3](#)

[Postcard 4](#)

[Postcard 5](#)

- Make copies of the postcards and cut each into approximately 5 pieces (ensure there are enough pieces for the total number of students).
- Prepare images of the postcards to display on an IWB or large screen to the class.
- Prepare a playlist (1 to 5 songs) from the era or style of the vintage postcards. If possible, select the instrumental versions. For example, the following tracks set the mood to discuss the surf culture postcards:

[The Denvermen – Surfside](#)  
(Malabu2 2008)

[The Delltones – Hangin' five](#)  
(The Rockabillie 2019)

[The Atlantics – Bombora](#)  
(Jenipete 2013)

[Little Pattie – Stompin' at Maroubra](#)  
(Sallie6 2011)

[The Echomen – Strangers when we met](#)  
(Yellowitom61 2016)

On the day, prior to the session:

- Arrange 5 large table groupings, each with 5 chairs around (enough for all students). Allow plenty of space for students to walk around the tables.
- Set up a speaker to play the music from the era of the postcards on loop. Play the music as students enter.
- Set up images of all 5 postcards ready to display on an IWB or large screen to show later in the session.
- On each table grouping, place a copy of the [Postcard detective questions worksheet](#) and a pen or pencil.
- On a wall, pin up a large piece of butchers' paper.

## One-minute 'quick draw' activities

When you only have a minute to sketch something, there is no time to overthink. In quick draw activities, you respond to the prompt intuitively. It is a warm-up for your eyes, hands and brain. Quick draw responses might not be perfect, but if practised over time they will build drawing skills and confidence. You can use them to practise observing shapes and lines or to hone technical skills. One tip is to focus on the outline of the shape you are drawing.

### Ideas for quick draw prompts

- Use a prompt generator such as [MegaPencil](https://megapencil.co/art-prompt-generator) ([megapencil.co/art-prompt-generator](https://megapencil.co/art-prompt-generator)).
- Ask participants to suggest a prompt.
- Select 3 of the following:

a bowl of cereal  
a lunch box  
a toothbrush  
a thoughtful face  
a penguin eating a sandwich  
the seaside  
a fish wearing a baseball cap  
tangled noodles  
a cat with a twitchy tail  
a child wearing shoes that are too big

stars in the night sky  
a mythical creature with a great hair style  
a flowering plant  
circles with stripes and dots  
a drink bottle  
the first letter of your name  
a kite on a windy day  
your favourite food  
a building  
a mode of transport

an ice-cream holding a hotdog  
a bunch of grapes  
pizza dough being tossed and stretched  
swirly lines  
a body of water  
trees with no leaves  
the furniture in front of you  
a book  
a shoe  
a sleeping dog

Group names: \_\_\_\_\_

## Postcard detective questions

### POST CARD

#### What do you see?

(images, text, shapes, colours, a stamp, a postmark, and so on)

**Postcard side 1** – front (give a detailed description)

**Postcard side 2** – back (give a detailed description)



#### What do you deduce?

- Who is it from? How do you know?
- Who is it for? How do you know?
- Where is it from and where is it going?  
How do you know?
- What year is it from?

---

---

---

---

---

## Collaborative Bunting Project information

Students can contribute the postcards they create in sessions 4 to 6 to the Collaborative Bunting Project. Information about submitting contributions is available [here](#).

If participating in the DreamBIG Collaborative Bunting Project, make colour photocopies of the students' artworks before session 6 begins. One set of artworks will be sent to DreamBIG and one will stay at the school. Students take on the role of curating the bunting displayed at the school.

## Assembling your bunting for school display

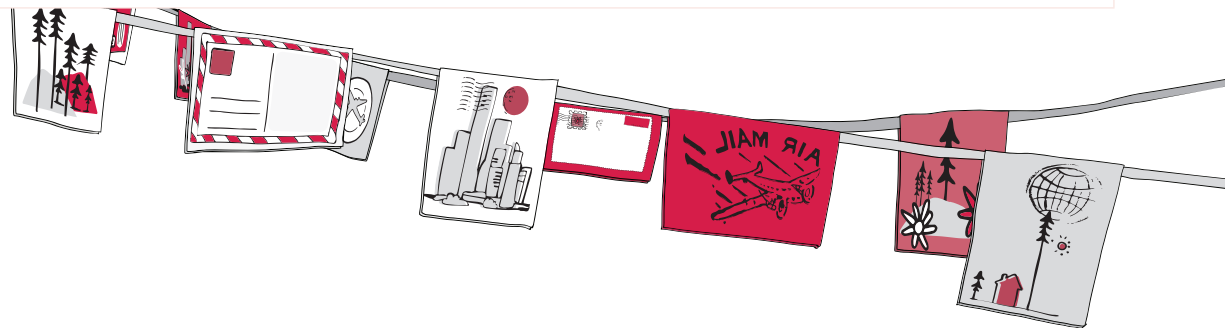
1. Complete the design on the A3 template prior to cutting.
2. Cut along the outline. Do not cut along the dotted 'fold' line.
3. Fold in half along the dotted line and place over the string.
4. Work out how long each string needs to be. Factor in:
  - how many postcards will hang per string and if they are portrait or landscape
  - how much space to allow between each postcard and from the hanging points
  - some extra length for attaching to the hanging points.
5. Cut the string to the desired length.
6. Attach the postcard by placing the fold over the string.
7. Staple across the fold 2 to 3 times, ensuring that the string is caught in the staple so that the bunting will not slip along the string.
8. Glue or staple along the remaining edges so that the 2 surfaces are stuck together.
9. Repeat with all the postcards until you have a string of bunting to hang in your classroom!

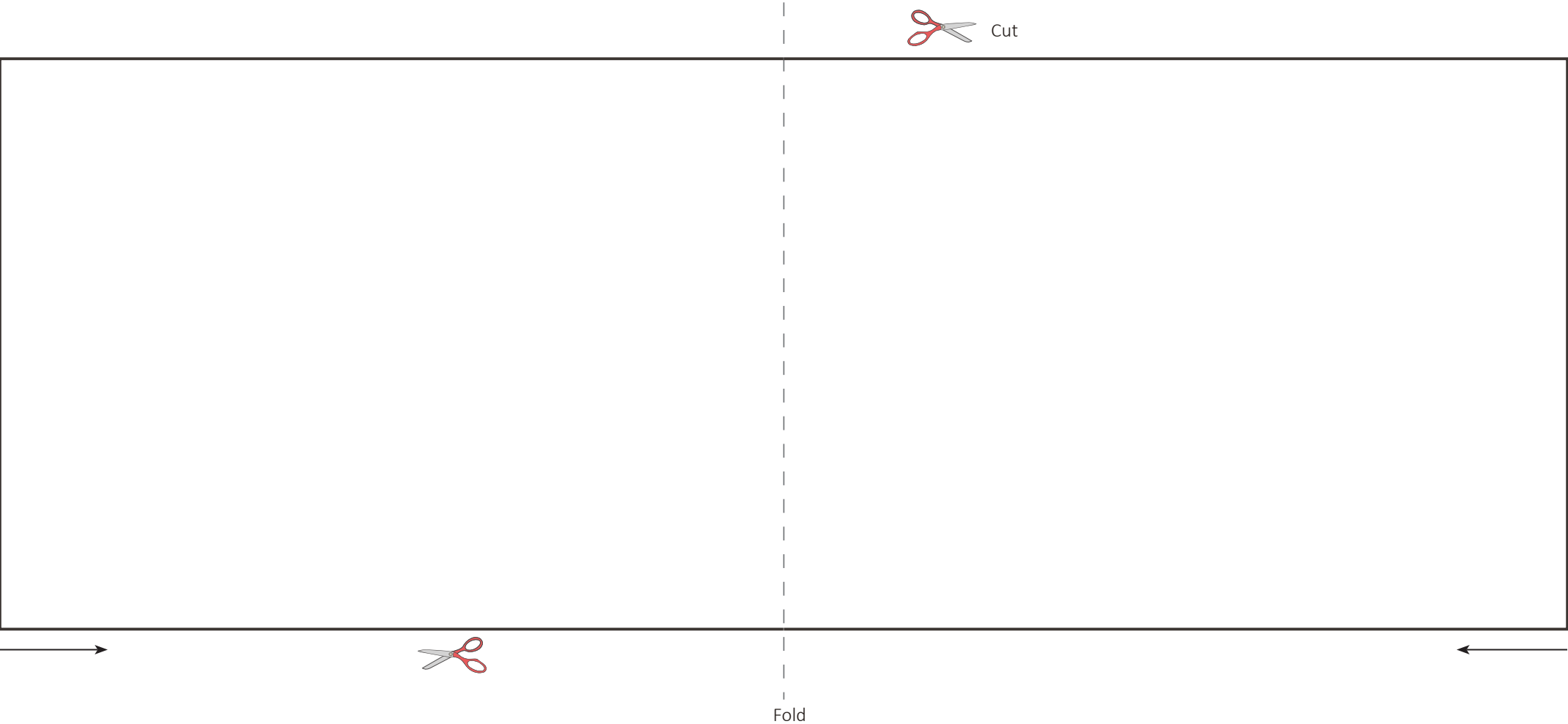
## Sending in your bunting

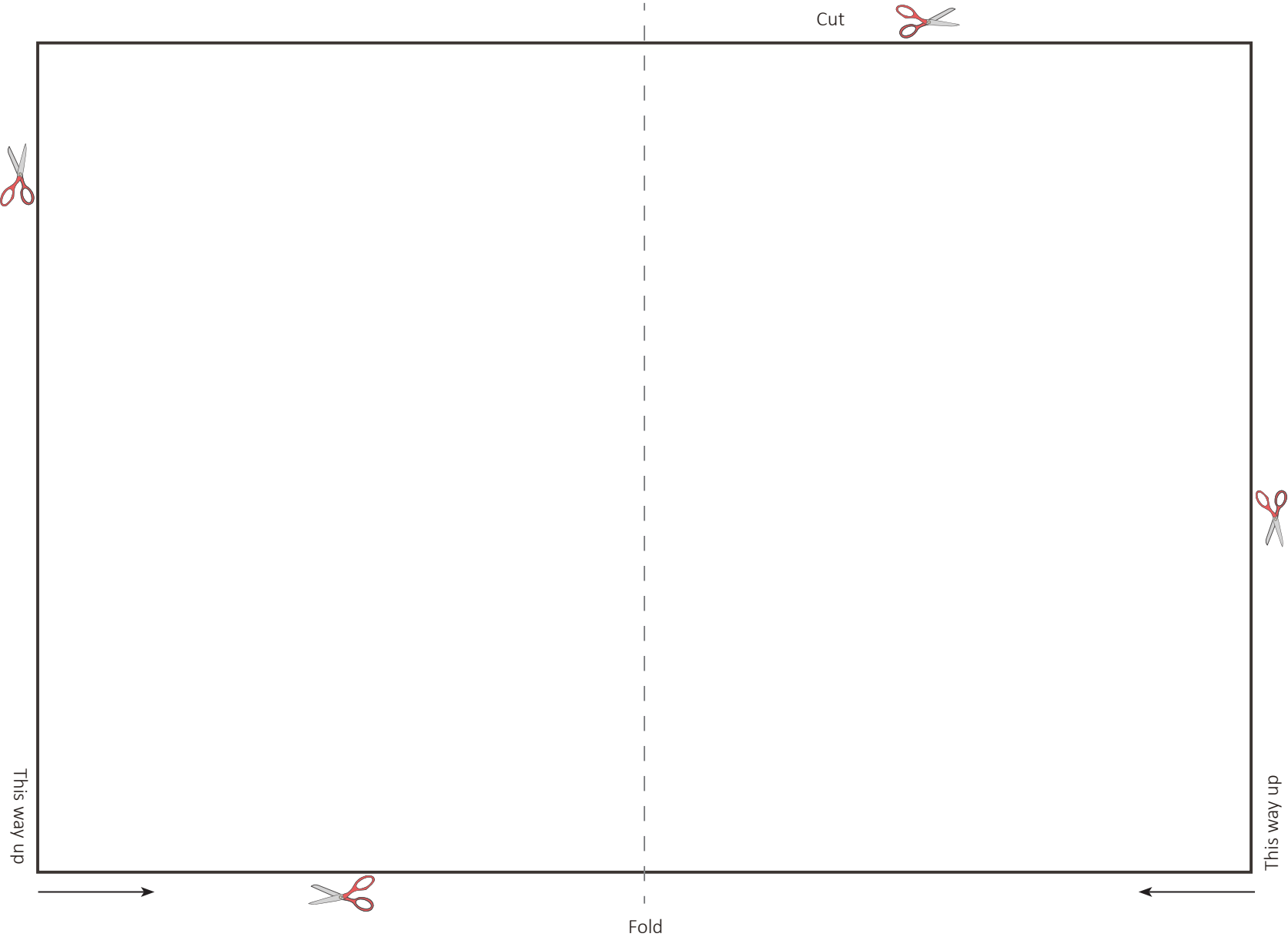
1. Follow steps 1 and 2 above.
2. Send the postcards into DreamBIG by Friday 11 April 2025 with the accompanying teacher paperwork verifying the permissions to display student artwork.

Postal address – DreamBIG, Adelaide Festival Centre, GPO Box 1269, Adelaide 5001

Email address – [dreamBIG@adelaidefestivalcentre.com.au](mailto:dreamBIG@adelaidefestivalcentre.com.au)









## Transforming the Everyday

### Reference list

- Department for Education 2021, 'General resource 02 – Elements of visual arts posters 7 to 10', *The Arts – Visual Arts – Year 7 Unit 4: Functional objects*, Government of South Australia, viewed 10 July 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=15556701&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=15556701&languageId=en-GB&clientId=1)>
- Department for Education 2022, 'General resource 01 – Teaching the visual arts', *The Arts – Visual Arts – Year 7 Unit 4: Functional objects*, Government of South Australia, viewed 10 July 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=15773261&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=15773261&languageId=en-GB&clientId=1)>
- Department for Education 2022, 'General resource 04 – Visual arts glossary R to 10', *The Arts – Visual Arts – Year 7 Unit 4: Functional objects*, Government of South Australia, viewed 10 July 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=13366607&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=13366607&languageId=en-GB&clientId=1)>
- Department for Education 2022, 'General resource 05 – Audience and viewing etiquette', *The Arts – Visual Arts – Year 7 Unit 4: Functional objects*, Government of South Australia, viewed 10 July 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=16249537&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=16249537&languageId=en-GB&clientId=1)>
- Department for Education 2022, 'General resource 06 – Pedagogy strategies', *The Arts – Visual Arts – Year 7 Unit 4: Functional objects*, Government of South Australia, viewed 10 July 2024 <[https://www.plink.sa.edu.au/ils/goto\\_clix.jsp?clixEvent=view-content&id=16249574&languageId=en-GB&clientId=1](https://www.plink.sa.edu.au/ils/goto_clix.jsp?clixEvent=view-content&id=16249574&languageId=en-GB&clientId=1)>
- Jenipete 2013, *The Atlantics - Bombora* (1963), YouTube, 30 December, viewed 8 October 2024, <[https://www.youtube.com/watch?v=qmMeqid\\_fmU](https://www.youtube.com/watch?v=qmMeqid_fmU)>
- Malabu 2008, *The Denvermen - Surfside*, YouTube, 7 September, viewed 8 October 2024, <<https://www.youtube.com/watch?v=fmLI-gkiwWk>>
- Sallie6 2011, 🎵 *Little Pattie ★Stompin' At Maroubra* 🎵, YouTube, 6 June, viewed 8 October 2024, <[https://www.youtube.com/watch?v=Gt3RVn3\\_HZ4](https://www.youtube.com/watch?v=Gt3RVn3_HZ4)>
- The Rockabillie 2019, *The Delltones - Hangin' Five* (1963)- HD, YouTube, 15 July, viewed 8 October 2024, <[https://www.youtube.com/watch?v=3V17\\_ZLviGc](https://www.youtube.com/watch?v=3V17_ZLviGc)>
- Yellowitom61 2016, *The Echomen - Strangers When We Met* (1963), YouTube, 13 January, viewed 8 October 2024, <<https://www.youtube.com/watch?v=lzrRVuu6cnA>>

# Notes



A series of horizontal blue lines spanning the width of the page, intended for writing notes.



# Acknowledgements

Established in 1973, the Adelaide Festival Centre is Australia's first capital city arts venue and hosts more than one million people annually. As well as presenting theatre, dance, music and exhibitions, Adelaide Festival Centre creates diverse festivals to inspire, challenge, educate and entertain. Its management and staff welcome audiences of all ages, experiences and cultures. To discover more, visit [adelaidefestivalcentre.com.au](http://adelaidefestivalcentre.com.au).

Adelaide Festival Centre is at the heart of the arts in South Australia



## Adelaide Festival Centre and DreamBIG Festival Staff

<b>Douglas Gautier AM</b>	CEO and Artistic Director, Adelaide Festival Centre
<b>Georgi Paech</b>	Creative Producer, DreamBIG Children's Festival
<b>Maddy Warren</b>	Producer
<b>Kellie Nicol</b>	Special Events Producer
<b>Kylie Thane</b>	Outdoor Events Producer
<b>Britt Plummer</b>	Festival Coordinator
<b>Bianka Kennedy</b>	Festival Designer
<b>Renee Gibson</b>	centrED Education Manager
<b>Ioanna Salmanidis</b>	Learning and Engagement, Program Coordinator
<b>Charissa Davies</b>	Senior Exhibitions Curator
<b>Polly Dance</b>	Curator, Children's Artspace
<b>Sarah Northcott</b>	Curator, 50 years of Dreaming Big
<b>Jane Baird</b>	Lead Production Coordinator
<b>Monika Stevens</b>	Marketing Executive
<b>Danielle Sherman</b>	Marketing Executive
<b>Daphna Torres</b>	Marketing Coordinator
<b>Tayla Farlie</b>	Marketing Coordinator
<b>Joshua Osis</b>	Graphic Designer

## 2025 DreamBIG Teaching and Learning Resource and Companion production team:

**Resource manager and developer:** Cherie Broad, Manager Arts Projects (including DreamBIG Children's Festival) Department for Education

**Resource developer:** Helen Champion

**Editing, graphic design and online publishing:** Curriculum Development Publishing Team, Department for Education

**Additional graphic design:** Paper Daisy

## A special thank you to:

- DreamBIG and Adelaide Festival Centre staff
- Colleagues within the Department for Education
  - Curriculum Development Directorate
  - Curriculum Programs Directorate
  - Statewide Inclusive Education Services (SIES)
  - Distribution Centre
  - The Primary Schools Music Festival

The following [Outreach Education](#) organisations: centrED (Adelaide Festival Centre), Adelaide Zoo (Zoos SA), the History Trust of South Australia, Parliament House, South Australian Museum, Windmill Theatre Company.

- Arts Ambassadors, teachers, schools, parents and caregivers for their involvement in providing children and young people with authentic arts learning and DreamBIG experiences
- The students and teachers who participated in the DreamBIG poster competition
- Australian Dance Theatre
- Heathfield Renegades
- Educators SA

## Teaching and Learning Resource writers and contributors

Thank you to each of these people for their commitment to arts education through their contributions of ideas, written material and feedback in the development of this resource:



Adrianne Semmens  
Amanda Kimber  
Amy Mudge  
Anne-Marie Shin  
April Grava  
Bianka Kennedy  
Brad Steventon  
Caroline Dean  
Cherie Broad  
Chloe Allen  
Christine Haynes  
Danielle Sherman  
Deonne Smith  
Elizabeth Eland  
Gabriel Cunnett  
Georgi Peach  
Helen Champion  
Irene Solowij  
Joshua Osis  
Karen Butler  
Kassie Pidd  
Kate Murray  
Ken Lountain  
Kirralee Baldock  
Kym Tidswell  
Lawrina Osbourne  
Leah Kennewell  
Lisa Bryant  
Lisa Perre  
Maddy Warren  
Maria Witham  
Matthew Lees  
Matt Thornton  
Mitch Hearn  
Monika Stevens  
Naomi Koronis  
Natalie Jonas  
Nicholas Birch  
Rebecca Scott  
Renee Gibson  
Robyn Filmer  
Rod Nancarrow  
Ruby Chew  
Sally Wuttke  
Sarah Bradbury  
Susie Boeselt  
Tegan Soltes  
Tracey Davies  
Vicki Atsikbasis  
Zara Anderson



# DREAM BIG

CHILDREN'S FESTIVAL  
7-17 MAY 2025

## Teaching & Learning Companion

