

knowledge of gesture demonstrating a nod for “yes”, a wave for “hello” and so on. Teacher extends child’s thinking to full body expressions of feeling such as excited or angry.

Students review the feelings listed on the storyboard and individually create a frozen image demonstrating the chosen emotion. Students share their image with the class who attempt to guess the feeling.

Students imagine themselves on a journey sailing from island to



island as the boy did in *Boat*. They make a list of the islands that they would like to discover. Students draw their imagined island or several islands in storyboard format and/or or construct them from found objects. Students colour and name their islands.

Through these exercises students begin to learn the language of drama, and play with the integration of aesthetic elements.

Design your own journey: making props

In small groups students think about a journey they would like to go on. The journey might be to a fantasy destination or a place the children are already familiar with. They agree on a destination and consider what they will need to take with them to survive their journey. Teachers may guide list making by creating categories of objects that portend the path of action for the following role-play.

Departure	Challenges	Arrival
Suitcases Presents ...	Fishing equipment compass	Money Passport

Children choose a prop each that is important to their journey and create it from found objects.

Role Play:

In small groups children create three still images of their journey entitled 1. *The Departure* 2. *The Challenge* and 3 *The Arrival*. In each image they must use at least one of their props.

Students link their images, animating them into dramatic play. Older grades can present their role-plays to the class with a clear beginning middle and end.

Through these exercises students learn to construct drama and develop social skills using substantive discussion and negotiation.

Interviews

Teacher in role as an interviewer questions each student about their adventures. A fun way to do this is to play “arms in front”. In this game the interviewer and the interviewee sit facing the audience with 2 actors hiding behind them. The interviewer and interviewee conceal

their arms behind their backs while the other actors slip their arms forward as though they belong to the person in front. Teacher again discusses gesture: shaking hands, folding arms, thinking gestures.

Resource materials

Books

- Grandfather’s Journey* – Allen Say
- Alice in Wonderland* – Lewis Carroll
- Where the Wild Things Are* – Maurice Sendak
- Anno’s Journey* – Mitsumasa Anno
- The Arrival* – Shaun Tan
- The Red Tree* – Shaun Tan
- Lost and Found* – Oliver Jeffers

Films

- Curious George*
- The Rescuers*
- Finding Nemo*
- Pinocchio*

Visual Art

- Please refer to these websites for paintings about Journeys
- www.piantaskeys.com/images
 - www.commanderdare.com
 - www.lorettalouviers.com/assets/contemplating.jpg
 - The voyage, first day* by Alan Oldfield

Paintings

Consult these web paintings for journey paintings.

Written by

Natasha Budd & Adrienne Jones KITE Teacher Artists
More about KITE Arts Education Program at <http://www.qpac.com.au/education/>

KITE Arts Education Program @ QPAC

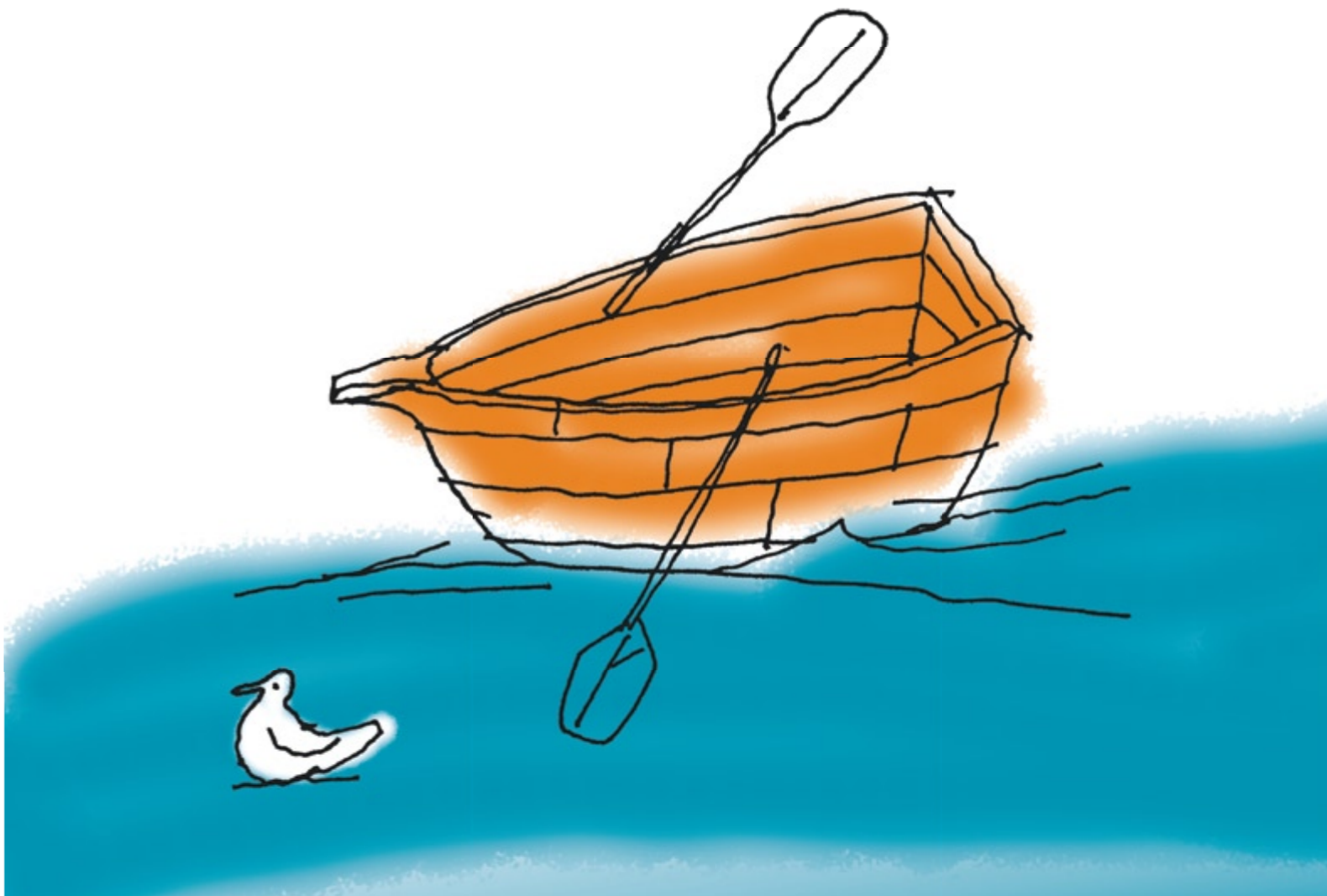
KITE Program at QPAC is an early childhood arts education initiative of Education Queensland supported by and located at the Queensland Performing Arts Centre. KITE delivers relevant, contemporary arts education experiences for Prep to Year Three students and teachers across Queensland.

CLASSROOM NOTES

KITE Arts Education Program at QPAC
presents

Boat

A boat . . . your imagination . . . a journey . . .
where will it take us?



Director Wesley Enoch **Writer** Janis Balodis **Designer** Jonathon Oxlade

Age this production has been created especially for children aged 4–8 years

Date and Time 23 – 27 October, 10.30am and 1.00pm daily

Venue Studio 2

Duration approximately 50 minutes

Illustration by Jonathon Oxlade

QPAC



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Boat

Tossing and tumbling in his cardboard boat, The Boy embarks on an epic adventure discovering and exploring enchanting landscapes; encountering challenges and learning to cope in unfamiliar territory. *Boat* presents an imagined world in which The Boy navigates threatening, frustrating and enticing islands. He draws on his skills and resourcefulness to emerge with increased knowledge about himself and the world.

An odyssey story for children told through rich imagery, sound and movement, *Boat* is inspired by the traditional hero's journey, child development theory and the lived experiences of children. The production celebrates the validity and importance of children's emotional lives and their potential in determining their present and future selves. *Boat* is a contemporary performance work that positions children as both participants in and recipients of the work. It will be performed by a rotating cast of child performers accompanied by the Kite Teacher Artists.

Kite Arts Education program is an early childhood arts education initiative of Education Queensland supported by and located at the Queensland Performing Arts Centre. Kite delivers relevant, contemporary arts education experiences for Prep to Year Three students and teachers across Queensland.

Artists

Creative Producer Susan Richer

Director Wesley Enoch

Writer/Dramaturge Janis Balodis

Designer Jonathan Oxlade

Sound Composer Brett Coltery

Lighting Designer David Walters

Performers (The Boy) Leigh Stafanou, Louis Raynor, Max Radvan, Raphael Ebeling

KITE Teacher Artists/Performers Natasha Budd, Adrienne Jones

Stage manager Eloise Grace

Set construction QPAC workshop

Props Maker Jan Van Dijk

Costumes Madeleine Tayler

Classroom Context and teaching connections

Boat is a performance that has been created to allow children to explore the idea of journeys; why we go on them, the challenges we may encounter and the destinations of our quests. This performance is a stimulus and starting point for units about exploring, travel, transport, the ocean and its animals and different cultures. It also presents moments that capture a young person dealing with emotional dilemmas and trying to solve them.

Suggested Topics

- Family relationships
- Emotional intelligence
- Determination
- Resourcefulness

- Care and compassion

- Journeys and their purpose

- Famous Journeys and Explorers

- Discovery and adventure

Being part of a theatre Experience: the role of the audience

Children will be immersed in a theatrical environment that is both an installation and set, theatrical and game like. The young audience and their adult companions will enter the performance space in boat sizes groups. The audience will be guided to the middle of a group of islands where they will sit. Through lighting, sound and movement, children will be able to experience the effect of being on the water whilst watching a story unfold.

At times, they will need to move to allow The Boy to undertake his journey, at times they may sway as if part of the sea and sometimes they may turn to view a different island. Each island like shape has an exquisite surprise that will be revealed through the performance as the audience travels with The Boy.

This performance experience is quite different to the usual viewing of a performance from the parameters of a seat in the dark of an auditorium and students will benefit from some briefing prior to the performance. Encourage students to enter into the experience as fully as possible whilst responding appropriately to the story as it unfolds.

Ushers and support performance personnel will be there to help on the day with any queries and to support the students in the experience as they enter and watch.

For the younger students, talk about what children can do if they are scared in the performance, can they come and sit with you or another teacher for a little while? Can they tell the person next to them?

Suggested Learning Experiences

Teachers may choose to extend this in depth by integrating a variety of learning activities from Key Learning Areas.

THE ARTS

Create construct and interpret visual and performing art through storyboarding, image theatre, prop making and role-play. Develop a dramatic language through analysis and manipulation of aesthetic elements.

Students explore body movements that convey sadness, anger, confusion, happiness and contentment. In workbooks they design their “perfect” cubby; what does it look like?, what is it made from?, and what color would it be?. Students play with finger puppets and tell a simple story about a family eating dinner together. Students create three-dimensional visual artwork that is an island in their dreams, students to use a variety of textures and decorations.



ENGLISH

Students clump associated words connected to key ideas within the performance e.g. water, waves, blue, bobbing, storm, shipwreck; anger, determination, success.

Students in journals recall journeys they have been on and the reasons for the journey.

Students can then create an imaginary journey story using the lists of words generated. Read suggested books as a starting point for the themes of the performance.

MATHEMATICS

Students make telescopes constructed from cardboard tubing of differing circumferences and consider the effect of circumference on viewing. Students classify different boats and their sizes and the effect that has upon its movement in the water.

SCIENCE

Students explore aspects of ocean life and the sea e.g. Tidal activity, currents, marine life under the water and above, the effects of wind, the storms of the sea i.e. tsunamis

STUDIES OF SOCIETY AND ENVIRONMENT

Students investigate the oceans and seas of the world through map work. They identify countries that they have connections to through family and friends. Students talk to family and carers about these countries and find images of their national flags.

TECHNOLOGY

Students build navigation instruments: telescopes, compasses, binoculars, and sextons. Students design an outfit to go exploring in; what might it need, how could it increase safety, what would it be made of so as to survive many adventures.

HEALTH AND PHYSICAL EDUCATION

Students discuss boating and required skills; how do you sail? Students experience the rhythm of rowing and the team- work required.

Teacher uses role on the wall to explore well-being. After sketching a figure on butcher's paper, students brainstorm words that describe well-being externally and internally. What makes us happy? They consider how The Boy felt at each island and how he dealt with those feelings. Children discuss what The Boy did when he discovered the sad woman. Did it help? How?

Pre performance Activities

Dance

Creating Movement

Students in small groups create the physical shape of a boat, an island, a telescope, a flock of birds, a house and a hamburger. Remind students to graft together to create the shape. Allow time to view the different groups around the class.

Students in unison create different versions of rolls, ripples, jumps, sways, turns, runs, pushes, lunging and pulls. The teacher coaches students to create a fast roll or a slow roll, a high push or a low push, and to use different directions, e.g. a roll backwards or a push sideward. Play with the movements.

Then in small groups ask the groups to create a movement sequence for five beats that captures the sea and waves. Explain they must include a roll, a sway and a pull. Class to rehearse and present. (Suitable sea music would extend the activity if available.)



Visual Art

Origami

Students make origami boats
<http://www.dltk-bible.com/crafts/mboat.htm>

Drama

1. Interpreting visual stimulus

Students to be shown the flyer or poster of the boat, with the teacher they speculate about its meaning. Who owns the boat? Where might it be going? Teacher then asks the students to imagine they are rowing in the boat, pausing and looking out to the horizon. Remind them to be clear about who they are and where they think they are going. Using touch and talk, teacher will allow each student to complete the phrase I am... going to... The teacher should provide some examples e.g. I am John and I am going to discover the island of fun! Teacher silently moves around the class tapping individual students on the shoulder thereby indicating they are to say their line.

2. Forming dramatic activity

Students form family groups and create a tableau of “Dinner time” at their house. (Students create a physical image to capture the moment). Ask them to consider carefully who they are in the picture and what task or activity they may be doing. Groups share as the teacher discusses each freeze frame with the class, discussing roles and mood. Next each group creates two more frames the moment before dinner and the moment after dinner. Each group presents their sequence of three and the class speculate about the chain of the events.

Music

In small groups, students create the soundtrack for a storm using musical instruments.

Play the storm game in a circle prior to the class as preamble (Students lead by teacher, eyes closed, start by rubbing their hands together, then build to clicking of fingers, thumping on ground, clapping for lightening, dropping off to less regular thumping to gentle rubbing sounds at end.) Chart the progress of the storm visually for the students and provide a strict time for the storm to come and go e.g. six beats for the arrival of the storm, six beats for the climax of the storm and six beats for it to fade away.

Post performance Activities

Media

Storyboard Activities

A storyboard is a series of pictures that show important moments in a play. A storyboard may also include repeated phrases and important dialogue. The show's designer is the artist who draws the storyboard. Below are some of the storyboard images for boat drawn by Jonathan Oxlade.

Students sequence the storyboard images.

Students identify the mood of each island and the emotions experienced by the boy. They name the images of the storyboard e.g. Angry Island, Frustration Island or Furious Island.

Children consider how colour and texture are connected to mood. They colour the storyboard images to reflect these moods.

Children create soundscapes using instruments and or body percussion to create a specific mood for each image. The teacher may also offer a selection of music and discuss the mood each piece of music evokes, matching these to the images.

Teacher discusses body language and gesture with children. How do we communicate without words? Children share their current