







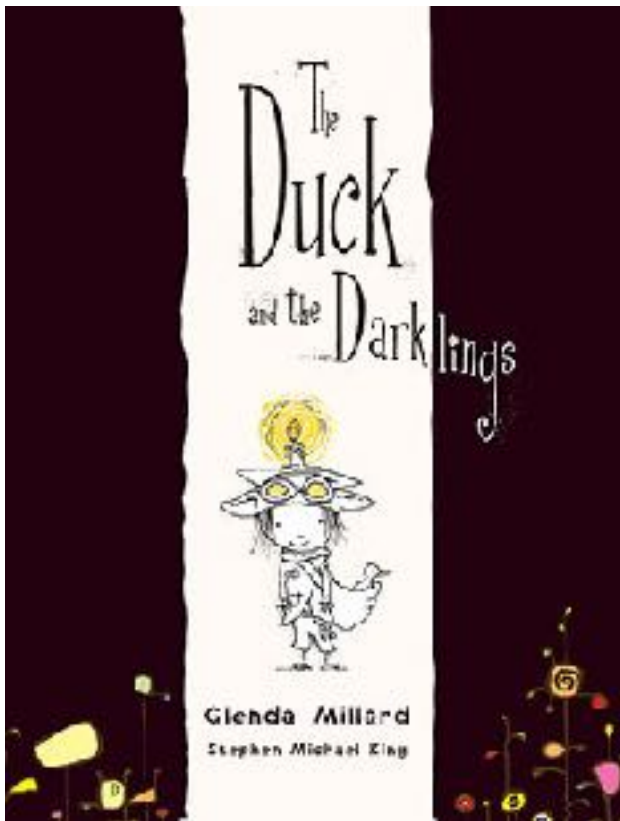
# AiR Summer School 2017 Integrated arts Workshop

Activity brief	Arts focus	Arts Curriculum addressed
<p><b>A workshop designed to model ways of integrating the five arts subjects seamlessly</b></p>		
<p><b>Edging in</b> (Note there is a sequence of slides for this workshop)</p>		
<p>The focus of this workshop is light and darkness – journeys between them – and how the Arts symbolically represents</p>		
<p>Creative visualisation Moving from darkness to light: Music: Grieg Morning Visualisation: waking up, stretching</p>	<p>Drama and music</p>	
<p>Pairs: One with Blind fold/ the other guiding with voice only through around and in the space</p>	<p>Building ensemble and trust</p>	
<p>Movement – after general movement warm up • contrasts between contraction and opening body • contrasts between groups together and apart</p>	<p>Movement/Dance</p>	
<p>Sound – using voices (singly and in groups) explore dark sounds and light sounds</p>	<p>Music</p>	
<p>Media Arts and Visual Arts Half group – using iPads take images that use shadows on faces – light and dark Other half of group – using drawing of faces to show light and dark</p>	<p>Media Arts</p>	
<p>Discussion: how do we symbolically represent light and dark?</p>	<p>All arts forms</p>	
<p>Narration: Introducing Peterboy</p>	<p>Drama and story</p>	<p><i>In the land of the dark grew a child called Peterboy. Home was a hole built in a cave lit with love where he and grandpapa shared everything.</i></p>
<p><b>Extending and exploring ideas - Peterboy moves from darkness into the light</b></p>		
<p>Narration</p>		<p><i>Dark was a sorry spoiled place; a broken and battered place. It had been that way so long that sunups and sundowns, yesterdays and tomorrows and almost everything in them had been disremembered by each and all ... except Grandpapa.</i></p>

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Using tableaux to show Peterboy and Grandpapa and the dark of their home – working in groups of 6/7 – using bodies to create the dark around the two in role		
Narration		Only when the heaven's were deepest indigo and earth was darkest violet were Peterboy and the other Darkling children sent up and out to the finding fields.
<p>Peterboy makes a journey:</p> <ul style="list-style-type: none"> <li>• The group create the caves and the dark of Peterboy's journey – movement and bodies</li> <li>• The group accompany the journey with a sound scape made to show the movement from the caves to the finding fields.– sounds and music</li> <li>• IPads are used to capture the journey – from the pov of Peterboy moving from the caves to the finding fields.</li> </ul>	<p>Dance</p> <p>Music</p> <p>Media Arts</p>	<p>Improvisation of ideas to create simple dance sequences</p> <p>Use of dramatic action to sequence events to communicate an idea or message</p> <p>Improvisation with sounds, simple pitch and rhythm patterns to communicate music ideas</p> <p>Exploration and experimentation of images, sounds and text, considering how these communicate ideas and tell stories</p>
Narration		<i>When he returned to Grandpapa, Peterboy painted word pictures of the mysteries he had seen outside</i>
Individually and collectively, participants talk about and then draw what mysteries Peterboy had seen. Share what each envisaged.	Visual Arts	
Narration		Yellowly, yellowly shone the sun, when I was young and wee, he began.
<b>Extending exploration</b>		
Narration		<p><i>While Peterboy talked, he saw light as dazzling as a falling star in Grandpapa's eyes. When he asked what it was, the old man answered 'memories of things past, child, thoughts of things lost and longed for'</i></p> <p><i>The light put longing in Peterboy's heart. he wished for more than crumbs and crusts. He wished for a scrap of wonderfulness.</i></p>

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<p>Working in groups: improvisation – Peterboy went on another journey searching for ... <i>We don't know what it was that Peterboy found and brought back to Grandpapa but it was something with wonderfulness.</i>  <i>Your task is work in groups.</i></p> <ul style="list-style-type: none"> <li>• you can use any of the five arts forms – but we need all five of the arts forms worked on</li> <li>• you must find and make and bring what you find back; use your imaginations and found objects and bodies and voices.</li> </ul>	<p>Speculation</p> <p>All arts forms need to be used</p>	
<p>Ritual: each group presents what Peterboy found to Grandpapa (Teacher in Role)</p> <ul style="list-style-type: none"> <li>• each group needs to improvise their sound for the ritual of presentation – focus on timbre in music and movement (stillness and slowness in dance and drama) for mood and atmosphere</li> </ul>		
<p>Narration: <i>Peterboy found a damaged duck</i></p>		
<p><b>Possible Branching activities</b> (only if there is time)</p>		
<p>Media Arts: explore using iPads to create a trailer that shows dark and light (Horror genre)</p>		
<p>Visual Arts: in a nine panel comic book format tell the story of Peterboy and Grandpapa leaving the dark caves for good</p>		
<p>Dance: the dance of the damaged duck</p>		
<p>Music: imagine the music that the darlings might make</p>		
<p>Drama: the duck brought back to the cave dies.</p>		
<p><b>Finding an endpoint for the workshop</b></p>		
<p>But that is not the end of the story – or even the beginning of the next one.</p>		<p>Yellowly, yellowly shone the sun, when I was young and wee, he began.</p>
<p><b>Reflection</b></p>		

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<p>De-constructing the workshop</p> <ul style="list-style-type: none"> <li>• This as a workshop designed to model ways of integrating the five arts subjects.</li> <li>• Not the play of the story <ul style="list-style-type: none"> <li>• Not tied literally to the text – why?</li> <li>• Freeing from the text makes it possible to focus on the BIG Arts Ideas.</li> </ul> </li> <li>• This is a generative text – there are many more possibilities. <ul style="list-style-type: none"> <li>• What are some of those possibilities?</li> </ul> </li> <li>• What are other generative texts?</li> <li>• You work from a flexibly planned structure but you build in choices – you provide students with agency. There may be common starting points/ ideas. materials yet multiple pathways and student determined outcomes that represent choices in personal, social and cultural identity while also meeting specific learning outcomes and infused with a sense of play and playfulness.</li> <li>• What other ideas are important?</li> <li>• How do you move seamlessly from arts form to arts form and back?</li> </ul>	<p><i>Dorothy Heathcote a long time ago reminded is that drama (and I include all of the Arts) symbolically explores the spaces between:</i></p> 	<p><i>Dorothy Heathcote a long time ago reminded is that drama (and I include all of the Arts) symbolically explores the spaces between:</i></p>



Peterboy wants to find something special for his grandfather, but he finds a fallen duck in need of care. This is an extraordinary and totally enchanting story of friendship, hope and joy from two very talented, award-winning picture-book makers.

WINNER: 2016 WA Premier's Book Awards, Children's Books

SHORT-LISTED: 2015 CBCA Picture Book of the Year

SHORT-LISTED: 2015 NSW Premier's Literary Awards, Patricia Wrightson Prize for Children's Literature

Grandpapa's eyes shine when he remembers the beauty of the world, long-ago. Peterboy wants to find something wonderful to bring the light to Grandpapa's eyes and keep it there. What he finds is a duck, wounded and broken, and Grandpapa mends her from top to tail; quack, waddle and wing!

The Duck and the Darklings is a triumphant story, for children and adults, about the coming of hope in dark days, the warmth of friendship and the splendour of a new dawn.

Selected by the International Youth Library as a White Raven 2015 book.

You can see The Duck and the Darklings read by jayke ethan carn andrea 6Y

<https://www.youtube.com/watch?v=CTNuNVg1LnI>

