



ME & MY SHADOW
EDUCATION RESOURCE

Contents

| | |
|---|----|
| About Patch Theatre | 3 |
| Introduction to <i>Me & My Shadow</i> | 4 |
| Learning and Curriculum Links Overview | 5 |
| Introduction to Online Resources | 7 |
| Classroom Activities | |
| What is Light? | 7 |
| What is a Shadow? | |
| Shadow Puppets | 8 |
| Make Your Own | |
| What is a Mirror? | |
| Shadow the Teacher | 9 |
| Human Shadows in Pairs | |
| Playing with Shadows and Light | |
| Tableaux | 10 |
| Playing Together | |
| Friends | 11 |
| Paper Costumes | |
| Installatio | |
| Sunlight | 12 |
| Growing Sculptures | |
| Recycling | 13 |
| Paper People | |
| Reflect and Respond | |
| Class Reflection | 14 |
| Questions to Explore | |
| Watch | |
| Individual Response | 15 |
| Curriculum Links | 16 |

THESE RESOURCES ARE ALSO AVAILABLE
ON THE PATCH WEBSITE

The ordinary world of children is transformed through play, often so vividly that the 'imagined' becomes 'real' and possibilities become limitless.

About Patch Theatre

Patch Theatre has been making shows for 4–8 year old children and their families from our home in South Australia since 1972. In our nearly 48 years, Patch has made 110 much-loved theatre works and performed to over 1.85 million children around the world. Alongside its in-theatre works, in 2019 Patch embarked on an exciting new direction, focusing on a totally new style of theatre experience that puts children and their curiosity first.

Each year, Patch presents new work in South Australia and tours regionally, nationally and internationally.

Already well-regarded as an award-winning company both nationally and internationally, Patch Theatre's new team are bringing a fresh vision and an extensive set of skills to this next stage of Patch's creative journey.



Philosophy

Patch Theatre creates theatre experiences that transform our 4–8 year old audience. We delight, beguile and provoke children to make sense of their ever-expanding world, while fueling their joyful power of curiosity and imagination.

Patch Theatre is committed to creating art specifically for and with children at this crucial stage of their lives. We do so with rigour, respect and playfulness, conscious of the power of connection and imagination that theatre can generate, and its ability to enrich the lives of our very special audiences.

Process

We create our work over several focused creative developments with a team of amazing actors, designers, composers, musicians and technicians. This process asks big questions, is experimental, highly collaborative and underpinned by research, but always with our audiences the centre of our focus. The resulting experiences are fresh, unique and tailored precisely to the imagination, developmental stages and the world of children aged 4-8, while still delighting a much broader age group. Each work enjoys a premiere season in Adelaide before touring South Australia and then onto national and international tours.

Introduction to Me & My Shadow

Overview

Me & My Shadow is a lilting, imaginative and gentle story about the adventures of a child who befriends her shadow. She discovers that making friends with shadows can be a tricky business. There are things to sort out, negotiations to be made, frustrations to be overcome, problems to solve, adventures to be had and laughter to be shared.

Me & My Shadow is presented in the form of a **visual poem** for children. The show tells the story using the languages of **paper, light, shadow, colour, water, music, sound and words**. **Themes explored are Friendship, Creation, Imagination, Problem Solving and Play.**

Cast and Creatives

Collaboratively created by Zoë Barry, Dave Brown, Geoff Cobham, Roz Hervey, Nathan O'Keefe, Astrid Pill and Bob Weatherly

Direction Roz Hervey, Dave Brown and Geoff Cobham

Composer Zoë Barry

Lighting and Set Designer Geoff Cobham

Production Management Bob Weatherly

Original Cast Astrid Pill and Nathan O'Keefe



Touring Cast 2020

Temeka Lawlor and Tim Overton

Touring Crew 2020

Jacinta Way and Tom Bayford

Theatrical Style

Visual Theatre

This art form often incorporates puppets, mime, dance, theatre, shadow theatre, circus, mask and other forms to communicate a story or feeling to the audience without words. Visual Theatre is not completely silent – it often contains elements of sound and music to enhance the story telling. However, the emphasis is on creating a theatrical experience that relies on visual language rather than text.



Visual Poetry

Visual poetry is... poetry or art that makes meaning out of a series of visual experiences through colours, shapes, materials, textures, rather than with words. Patch Theatre's visual poetry does not completely depend on text. It is as much performance art as it is a form of visual literature.

Learning and Curriculum Links Overview

Early Childhood to Year 3 - LEARNING

Language - Languages aren't just spoken or read. A language is any expression of meaning conveyed through symbols. Dance, music, maths and painting are all languages. Artists are continually inventing and exploring the possibilities of new languages and new forms of expression. Children being the natural artists they are, do this all the time as they explore the imaginative possibilities of their world. As with all theatre, *Me & My Shadow* is a wonderful way to explore the diverse world of language.

Symbolic Play - Symbolic play is the ability to use objects, actions or ideas to represent other things whilst playing. For example a torch can become a car or a rocket ship, a paper bag can transform into a dog, a shadow can become a friend. *Me & My Shadow* draws upon the simple possibilities of found objects and their capacity to transform into the amazing possibilities that children invent in their creative play



“Belonging, Being Becoming...”

After children view *Me & My Shadow* and complete the activities listed in this resource, all outcomes in the **Early Years Framework** will have been addressed in some manner. Specific outcomes have been matched to each activity, using the following codes.

EARLY YEARS FRAMEWORK – OUTCOMES

| | |
|----|---|
| 01 | Children have a strong sense of identity |
| 02 | Children are connected with and contribute to their world |
| 03 | Children have a strong sense of wellbeing |
| 04 | Children are confident and involved learners |
| 05 | Children are effective communicators |

Australian Curriculum – (Foundation to Year 3)

The Australian Curriculum builds on the key learning outcomes of the Early Years Framework. When students have viewed *Me & My Shadow* and participated in a number of pre and post-show activities, they are likely to develop **knowledge, understanding and skills** within the following ACARA subject areas:

- English
- Science
- The Arts
- Technologies
- Health and Physical Education

Learning Area **Content Descriptions Link – F-2**

<https://www.australiancurriculum.edu.au/f-10-curriculum/learning-f-2/>

Learning Area **Content Descriptions Link 3-6**

<https://www.australiancurriculum.edu.au/f-10-curriculum/learning-3-6/?searchTerm=Learning+3#dimension-content>

The activities listed in this publication also cover the majority of the **7 General Capabilities** in the Australian Curriculum for students in Foundation to Year 3 and beyond. The following icons denote each capability covered by the activity.

| | |
|---|--|
|  Literacy |  Critical and Creative Thinking |
|  Personal and Social |  Information and Communication Technology |
|  Intercultural Understanding |  Ethical Understanding |
|  Numeracy | |

General Capabilities Link

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

Introduction to Online Resources

Prior to your experience in the theatre, the following click and play resources will be available on the Education Page of the Patch Theatre website.

[Me & My Shadow activities and videos for the classroom – www.patchtheatre.org.au/education/me-and-my-shadow](http://www.patchtheatre.org.au/education/me-and-my-shadow)



Classroom Activities

Following your visit to see Patch Theatre's performance of *Me & My Shadow*, here are some activities to explore with your class to engage with some of the ideas that you saw on stage in the show.

What is Light?

(04, 05)    

<https://www.youtube.com/watch?v=d7yTlp4gBTI>

This clip gives a quick, age appropriate and entertaining introduction to light. Points raised – Form of energy. What is a photon. How does light travel? Particles. Waves. Transparency. Opaque Objects. Translucency. Speed of Light. Refraction.

What is a Shadow?

(04, 05)    

<https://www.youtube.com/watch?v=IOIGOT88Aqc>

Show this short clip to your class. It gives a succinct and fun introduction to the concept of how shadows are made. Light that cannot pass through an object. What has shadows? Multiple shadows. Shadow size. Direction of light. Sun Clocks.

Shadow Puppetry Footage

These clips may be of use to further communicate the concept of making shadows to create images and stories...

Patch Plays with Shadows

Shadow Puppets with Temeka <https://www.patchtheatre.org.au/activities/shadow-puppets>

Projector Shadows <https://vimeo.com/291021627>

Password: 2019M&MSNatTour

Shadow Working play <https://vimeo.com/312879997>

Password: 2019M&MSNatTour

Make Your Own Shadow Puppet

(04) 

You Will Need...

- Bright Torch/Lamp
- Sticky Tape
- A4 Cardboard
- Pencil
- Scissors
- Skewers
- White wall

Ask students to think what puppets they want to create. Maybe an animal, a person or even a make believe character?

Draw outlines of the characters on the cardboard and carefully cut them out.



Use sticky tape to attach the back of the puppet to the skewer.

Put the light source safely on the floor or on a raised surface, turn it on and direct the focus to where you want it to be. Turn off the lights and make the room as dark as possible

Have the students hold their puppets between the light and the wall and move until they are clear. Ask them to make their shadow different sizes.

Encourage students to bring their characters to life or create their own show.

What is a Mirror?

A mirror is a flat piece of glass which reflects light, so that when you look at it you can see yourself reflected in it.

If something mirrors something else, it has similar features to it, and therefore seems like a copy or representation of it..

Collins Dictionary

Shadow The Teacher

(01, 04, 05)   

Compile 6 different pieces of music that go for approximately 40 seconds each and run simultaneously after each other.

Have the class stand in front of you with adequate space surrounding them. Make simple movements for the class to mirror or shadow and which reflect the “atmosphere and pace” created by the music. If there is room, feel free to move around the space. Students may also enjoy like to lead the movement.

Human Shadows in Pairs

(01, 02)   

Following on from the previous activity, ask the students to get into pairs.

One must be the leader and then they can swap. Remind them to be slow and clear with their movements and to copy their partners exact movements just like a mirror would.

Using music for this exercise will enhance the students enjoyment and give them the incentive to respond to what they are hearing physically.



Image from Patch Theatre Workshop @ Sturt Street Primary School-Photo Credit Sam Oster

Playing with Light and Shadow

(01, 04, 05)     

In a darkened space have students explore and experiment with the kinds of effects that can be created with a torch when pointed toward various surfaces. Some of the surfaces that could be experimented with could include cardboard, cellophane, mirror, flywire, glass, plastic, a glass of water, fabric, ears, fingers, etc. Together with students identify to what degree light can and cannot penetrate various things. With students make lists of the following: surfaces that light shines through; surfaces that light reflects; surfaces that light does not shine through at all.

Working in groups of 3 in a room that is only dimly lit, have 2 group members stand in front of a wall or curtain and mime throwing/carrying/passing a ball of light to one another. The other group member is to use a torch to represent the ball of light that is being transferred from person to person. Encourage students to experiment with having the ball of light float, snap, glide, vibrate, ricochet and shake, according to how it is transferred. Have group members rotate roles.

Have groups prepare performances that incorporate the use of torch light to represent a fragile beam of starlight, a tennis ball, a weapon, a bolt of lightning, a magic spell, etc. Have audience members identify what methods of transferring the light from person to person looked most effective.

Measure the distance between the light source and object as well as the height of the shadow. Note these discoveries down in a table and then put into a graph.

Try staging performances that use more than 2 actors and/or more than 1 torch.

Tableaux

(02, 04, 05)    

Exercise 1

Using an overhead projector or projector create a light onto a blank white wall or screen...

In pairs, students create a frozen picture (a tableaux) in a situation that they will show as a shadow...

Two people playing tennis

Two ballet dancers

An owner and their pet dog

Two runners in a race

A couple processing down the wedding aisle

Exercise 2

Have students form small groups of 3–6.

Each group is to create 4 interrelated frozen poses that demonstrate the growth of a friendship between members of the group.

Tableaux #1 is to represent the group meeting as strangers

Tableaux # 2 is to represent the group getting to know each other

Tableaux # 3 is to represent getting to like each other

Tableaux # 4 is to represent that the strangers are now friends



Playing Together

(01, 02, 03)    

In *Me & My Shadow* the performers play together, cooperating with one another as they use objects such as paper bags, or light from a torch.

Have students discuss what it takes to play together nicely, and safely. Encourage the class to identify the kind of playing that is not nice, not fair, or not safe. Discuss when and why it is ever okay to exclude others from playing with them. How would it feel to be excluded?



Image from Patch Theatre Workshop @ Sturt Street Primary School Photo Credit Sam Oster

Friends

(01, 02, 03, 04, 05)    

In *Me & My Shadow* a character makes friends with their shadow.

Have students think about their friends, and list or illustrate the things that they like about their best friends.

Discuss the following questions...

- What makes a good friend?
- What does it takes to be a good friend?
- How can people make new friends?
These questions can be addressed through discussion, poetry, fine arts and/or performance arts.



Paper Costume

(02, 04, 05)    

In *Me & My Shadow* the actors use paper bags to make and/or represent various things including hats, wigs, and boots. Working in small groups allocate students several sheets of paper (butchers paper or newspaper) as well as some masking tape, and have them construct a costume to be worn by one or more members.

Stipulate that costumes are to be made using only the allocated paper and masking tape. Costumes could be made to represent creatures or characters from story- books, or creatures or characters relating to units of study such as nature or history.

Have student introduce their costumes as though they are sculptures in a museum, or alternatively stage a costume parade with commentary on each costume masterpiece.

Installation

(01, 02, 03, 04, 05)     

The actors in *Me & My Shadow* use paper bags to represent buildings, and various other constructions.

Working collaboratively, construct an installation - using only paper bags and boxes of various sizes - that represents a city. The installation can be set in the past, present or future, or a city of a specific country or region. It may include buildings with windows cut out, bridges, towers, castles, cottages, sports arenas, etc.

Conduct tours through the installation, or alternatively create performances that take place there.

Sunlight

(04, 05)    

Take students outdoors on a sunny day and observe and comment on the phenomenon of shadows made by still objects such as walls, basketball hoops, goal posts, fences, etc. Use chalk and trace the shadows being cast at various time intervals.

Have students experiment with theatrical shadow effects that can be achieved through changes in proximity between light source/s and subject/s. A good example of this can be found on the following video grab from *Me & My Shadow*. This can be shown to students in order to inspire them to devise and create short performances incorporating shadow techniques and interplay between different moving subjects and/or light sources



Shadow play <https://vimeo.com/312879997>

Password: 2019M&MSNatTour

Image from Patch Theatre Workshop @ Sturt Street Primary School Photo Credit Sam Oster

Growing Sculptures

(01, 02, 03, 04, 05)     

Paper bags are featured in *Me & My Shadow*.

Collect used bags and other paper scraps and packaging materials. Working collaboratively, begin to build a sculpture. Start with just a few pieces, and then, add a few more things to the sculpture every day, observing and enjoying how it grows and develops.

Alternatively, separate scrap materials according to shape, size, material and/or colour and build separate sculptures in different parts of the classroom that are made exclusively of paper based things, plastics, round shaped things, square shaped things, small things, large things, primary/secondary coloured things, etc.



Recycling

(02, 03, 04)      

Discuss where and how used objects and materials such as paper bags, boxes and cartons can be recycled. Why might this be a good idea?

This link includes great activities and worksheets on recycling.

<https://www.sustainableschoolsnsw.org.au/teach/waste>

Make Your Own Paper People

(04, 05)    

What you need

- pencil
- paper
- scissors
- crayons

Fold paper, accordion-fashion.

The number of folds in the paper determines the number of people in the chain.

On the top piece of the folded paper, draw a person whose hands extend to touch the folds of the paper on each side.

Carefully cut around the person, making sure not to cut where the hands meet the folds.

Open up the paper and your child will have a chain of several people holding hands.

Colour them in with crayons, make different expressions on each face, or create a themed group.

Students enjoy creating a replica of their family, so make sure you have enough folds to include whomever the children would like in the family group.



REFLECTION – Post Performance

Class Reflection

(01, 02, 04, 05)



On a big piece of butcher's paper draw two outlines of a person. Indicate which one is the child and which one is the shadow. Ask your students to describe the child... what was their personality? What did they do? Write all the details in inside the outline of the child.

Repeat this step for the shadow.

Talk about the friendship between these two characters. What do they like to do together? What different games do they play? What experiences did they have? Write these responses around the outside of the outlines. All students can then decorate on and around the two figures and title it... *Me & My Shadow*. They can colour them in and draw their favourite moments around the outlines



Some questions to explore

(04, 05)



- Are people the only things that have shadows?
- Are shadows different colours?
- Why is someone's shadow sometimes lighter or darker?
- Can we catch our shadow?
- Can we make our shadows bigger or smaller?
- Can we make our shadows hop, run or skip?
- Can you get away from your shadow?
- Do fish make shadows in water?
- Do shadows talk?
- Do you have a shadow at noon?
- How does something make two shadows?
- If there were no light, would there still be shadows?
- Where do shadows go when the sun goes behind a cloud?
- What makes shadows at night?

Watch

(05)



View this clip to remind you of what you experienced...

<https://www.youtube.com/watch?v=RXTw1d7bmMs>

NAME : _____

ME & MY SHADOW RESPONSE

(04, 05)    

What did the girl find in her bedroom?

How did she feel about her shadow?

What did the shadow try to do to be friends with the child?

Can you remember one moment you thought was funny?

Why was it funny?

What did *Me & My Shadow* look like?

What moments in the performance made you feel excited?

What moments in the show made you feel scared? Why?

Can you remember any of the music?

What did it sound like?

If your shadow came to life in your bedroom, what would you do?

If your shadow could be your friend what games would you play together?

What was your favourite part of the play?

Students may **write or draw their responses depending on age.

Curriculum Links

This section summarises curriculum links to the *Me & My Shadow* **Education Resources** and **Audience Experience**. Links are made with Australian Curriculum Subject Areas, the General Capabilities and Early Years Framework Outcomes.

We hope this will assist teachers to pick and choose activities suitable to the age, aptitude and needs of their class; as well as curriculum programming requirements.

***Me & My Shadow* - Audience Experience**

Students who participate in the *Me & My Shadow* audience experience are offered the opportunity to develop empathy, build creativity, use their imagination, increase self-awareness, boost literacy and vocabulary skills, increase positivity and improve cognitive thinking. *Me & My Shadow* will transport children into the hearts and minds of the characters and enable them to recognise and understand their own actions and feelings in the process. Even the additional adventures of travelling to the theatre, being in an auditorium, witnessing the use of technology and sitting amongst others is an enriching experience. **All 5 EYF Outcomes are addressed within this experience and these are:**

Early Years Framework – Learning Outcome Links

- 01 - Children have a strong sense of identity
- 02 - Children are connected with and contribute to their world
- 03 - Children have a strong sense of wellbeing
- 04 - Children are confident and involved learners
- 05 - Children are effective communicators

Australian Curriculum – Links

The experience of going to the theatre and viewing *Me & My Shadow* makes links to content within the following F-3 ACARA Subject Learning Areas and General Capabilities:

THE ARTS, ENGLISH, HEALTH AND PE, TECHNOLOGIES



Personal and Social



Literacy



Critical and Creative Thinking



Information and Communication Technology



Ethical Understanding

Education Resources – Curriculum Links

| ACTIVITY | EYF KEY OUTCOMES | F-3 ACARA SUBJECT AREA | F-3 GENERAL CAPABILITIES |
|---|--|--|---|
| <p>Going to The Theatre (Magical World)</p> | <p>01, 02, 04</p> <p>Children learn to interact in relation to others with care, empathy and respect</p> <p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>Children engage with a range of texts and gain meaning from these texts</p> <p>Children are confident and involved learners</p> | <p>English The Arts Technologies</p> |  |
| <p>What is Light?</p> | <p>04, 05</p> <p>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>Children engage with a range of texts and gain meaning from these texts</p> | <p>Science Maths</p> |  |
| <p>What is a Shadow?</p> | <p>04, 05</p> <p>Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</p> <p>Children engage with a range of texts and gain meaning from these texts</p> | <p>Science Maths</p> |  |
| <p>M Y O Shadow Puppets</p> | <p>04</p> <p>Children transfer and adapt what they have learned from one context to another</p> <p>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> | <p>English Science The Arts Technologies</p> |  |
| <p>What's A Mirror?</p> | <p>04, 05</p> <p>Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</p> <p>Children engage with a range of texts and gain meaning from these texts</p> | <p>English The Arts Health and PE</p> |  |

| | | | |
|--|--|--|---|
| <p>Shadow The Teacher</p> | <p>01, 04, 05</p> <p>Children learn to interact in relation to others with care, empathy and respect</p> <p>Children interact verbally and non-verbally with others for a range of purposes</p> <p>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> | <p>English The Arts Health and PE</p> |  |
| <p>Human Shadows</p> | <p>01, 02,</p> <p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>Children learn to interact in relation to others with care, empathy and respect</p> | <p>English Science Maths The Arts Technologies</p> |  |
| <p>Playing with Light and Shadow</p> | <p>01, 04, 05</p> <p>Children learn to interact in relation to others with care, empathy and respect</p> <p>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>Children transfer and adapt what they have learned from one context to another</p> | <p>English The Arts</p> |  |
| <p>Tableaux</p> | <p>02, 04, 05</p> <p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating Children transfer and adapt what they have learned from one context to another</p> | <p>English The Arts Health and PE</p> |  |

| | | | |
|-------------------------|--|--|---|
| <p>Playing Together</p> | <p>01, 02, 03</p> <p>Children develop their emerging autonomy, inter-dependence, resilience and sense of agency</p> <p>Children learn to interact in relation to others with care, empathy and respect</p> <p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>Children respond to diversity with respect</p> <p>Children become aware of fairness</p> <p>Children become strong in their social and emotional wellbeing</p> | <p>English The Arts Technologies Health and PE</p> |  |
| <p>Friends</p> | <p>01, 02, 03, 04, 05</p> <p>Children develop their emerging autonomy, inter-dependence, resilience and sense of agency</p> <p>Children become strong in their social and emotional wellbeing</p> <p>Children learn to interact in relation to others with care, empathy and respect</p> <p>Children become aware of fairness</p> <p>Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</p> <p>Children transfer and adapt what they have learned from one context to another</p> <p>Children interact verbally and non-verbally with others for a range of purposes</p> | <p>English The Arts Technologies</p> |  |
| <p>Paper Costume</p> | <p>02, 04, 05</p> <p>Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p> <p>Children become aware of fairness</p> <p>Children interact verbally and non-verbally with others for a range of purposes</p> <p>Children express ideas and make meaning using a range of media</p> | <p>English Science The Arts Technologies Health and PE</p> |  |

| | | | |
|---------------------------|--|--|---|
| <p>Installation</p> | <p>01, 02, 03, 04, 05</p> <p>Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p> <p>Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating</p> <p>Children interact verbally and non-verbally with others for a range of purposes</p> <p>Children become strong in their social and emotional wellbeing</p> <p>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>Children become aware of fairness</p> <p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>Children learn to interact in relation to others with care, empathy and respect</p> | <p>English Science The Arts</p> |  |
| <p>Sunlight</p> | <p>04, 05</p> <p>Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating</p> <p>Children engage with a range of texts and gain meaning from these texts</p> | <p>English Maths The Arts Technologies</p> |  |
| <p>Growing Sculptures</p> | <p>01, 02, 03, 04, 05</p> <p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>Children become aware of fairness</p> <p>Children become socially responsible and show respect for the environment</p> <p>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</p> <p>Children become strong in their social and emotional wellbeing</p> | <p>English Science Maths Technologies</p> |  |

| | | | |
|--|--|--|--|
| | <p>Children interact verbally and non-verbally with others for a range of purposes</p> <p>Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p> | | |
|--|--|--|--|

| | | | |
|----------------------------|--|-----------------------------------|---|
| Recycling | <p>02, 03, 04</p> <p>Children become socially responsible and show respect for the environment</p> <p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p> | The Arts Maths Technologies |  |
| Make Your Own Paper People | <p>04, 05</p> <p>Children transfer and adapt what they have learned from one context to another</p> <p>Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesizing, researching and investigating</p> | English The Arts |  |
| Class Reflection | <p>01, 02, 04, 05</p> <p>Children interact verbally and non-verbally with others for a range of purposes</p> <p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <p>Children engage with a range of texts and gain meaning from these texts</p> <p>Children express ideas and make meaning using a range of media</p> <p>Children transfer and adapt what they have learned from one context to another</p> | English Science Maths |  |
| Questions | <p>04, 05</p> <p>Children interact verbally and non-verbally with others for a range of purposes</p> | English Science The Arts |  |

| | | | |
|--|---|--|--|
| | Children engage with a range of texts and gain meaning from these texts | | |
|--|---|--|--|

| | | | |
|-------------------------------|---|---------------------|---|
| Watch | <p>O5</p> <p>Children engage with a range of texts and gain meaning from these texts</p> | English The Arts |    |
| MMS Individual Response | <p>O4, O5</p> <p>Children interact verbally and non-verbally with others for a range of purposes</p> <p>Children engage with a range of texts and gain meaning from these texts</p> <p>Children transfer and adapt what they have learned from one context to another</p> | English The Arts |     |

Link to ACARA Subject Learning Area Information
Including Content Descriptions and Codes

<https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/>

KEY

| | |
|--|---|
|  Literacy |  Critical and Creative Thinking |
|  Personal and Social |  Information and Communication Technology |
|  Intercultural Understanding |  Ethical Understanding |
|  Numeracy | |



This publication was compiled by Hannah McCarthy-Oliver

All images are production shots of the 2012 season of Me & My Shadow, unless specified otherwise.

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