

A photograph of three young children in a jungle setting, looking upwards with expressions of wonder. The child in the center holds a small, glowing light source. The background is filled with lush green foliage and a bird in flight. The entire image is overlaid with a vibrant, multi-colored gradient (red, orange, yellow, green, blue, purple) that creates a magical atmosphere.

PATCH

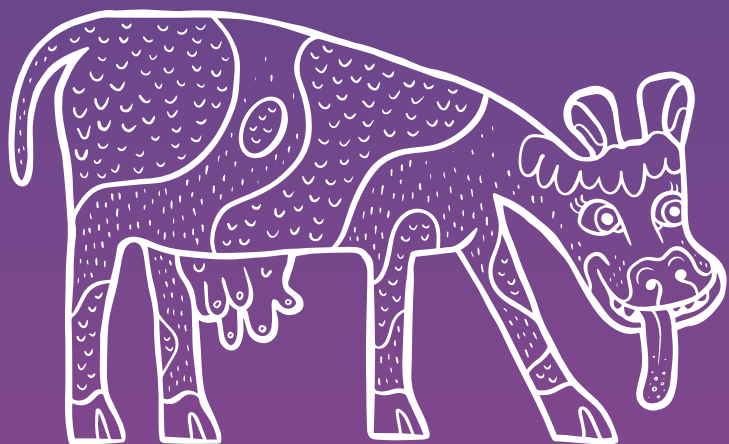
SUPERLUMINAL

Education Resource

Introduction

Co-Directors Geoff Cobham and Zoë Barry

Superluminal brings Patch's renowned light play and visual storytelling into an unexpected locations and invites children to take part. Installations are a fantastic way for young children to engage with art and to follow their own impulses within a creative space. We love making theatre shows for 4–8-year-olds, but what they really want is to play – to be on stage with us and be part of the action. *Superluminal* lets them to do this, giving them opportunities to explore light and nature in a captivating, hands-on experience!



Acknowledgement of Country

Patch Theatre acknowledge that we work, create, and play on the traditional lands of the Kaurna people, the Custodians of the Adelaide plains and surrounding regions.

We acknowledge and pay respect to the Traditional Owners of the Country our work is presented on, and to all First Nations people and Elders past and present.

Always was, always will be, Aboriginal land.

Throughout this document the term Aboriginal is used to refer to both Aboriginal and Torres Strait Islander people. We recognise the diversity of Aboriginal peoples, communities and cultures across Australia.

Welcome

Welcome to Patch Theatre's *Superluminal* Education Resource. This resource contains a mix of activities suitable for pre- and post-show exploration and has been designed specifically with the Early Years Framework and Australian Curriculum (R-3) in mind. Curriculum and general capability links are provided.

These activities and prompts are open-ended, can be adapted for a range of learners and can be linked to multiple learning areas such as The Arts, Science, and Humanities and Social Sciences. Key themes and ideas from the show can be explored through discussion questions, art making, creative provocations, scientific investigations and literacy tasks. They can be used to inspire whole units of work, or simply to prepare children to make a stronger connection to the experience and to get as much as they can from the performance.

Visit our website

For printable worksheets and online resources

patchtheatre.org.au/learn



Art: Cedric Varcoe (above) and Luku Kuku (left)

Curriculum Connections

EYLF Learning Outcomes 1 2 3 4 5

- 1 Children have a strong sense of identity
- 2 Children are connected with and contribute to their world
- 3 Children have a strong sense of wellbeing
- 4 Children are confident and involved learners
- 5 Children are effective communicators

Primary Learning Areas

English • The Arts • Technologies • Science • Humanities and Social Sciences

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Culture • Asia and Australia's Engagement with Asia • Sustainability

General Capabilities

Critical and Creative Thinking • Digital Literacy • Ethical Understanding • Intercultural Understanding • Literacy • Numeracy • Personal and Social Capability

IDENTITY AND BELONGING

ACTIVITY

Everything on Earth is Connected

Explain to your class that everything on earth, from animals and people to soil, water, air and rocks, are all connected.

- 1. Pictures:** Ask children to draw or provide a picture of something from our ecosystem. For example, a river, a stone, an ant or the sun.
- 2. Circle Time:** Have the children sit in a circle with their pictures on the floor in front of them.
- 3. Sharing and Connecting:**
 - One child starts by holding a ball of wool.
 - They share what they have drawn.
 - Other children raise their hands if they think their picture is connected.
 - Select one child to explain their connection and pass the ball of wool to them, stretching the yarn from the first child to the second.
 - Continue until many connections are made, showing a complex visual of how everything in our ecosystem is linked.

ACTIVITY

Finding our Connections

Explain to the children that just like the things in our ecosystem, people are connected too. We all have things in common that bring us closer together.

Start by asking children to find someone who has the same favourite colour as them. When they find their match, they can stand together.

- Next, have them find someone who likes the same animal.
- Continue with other commonalities, such as having a sister or brother, liking the same food, or wearing the same type of shoes.

Discuss:

Did you discover something new about the people in your class?

How did it feel to find someone else who likes or has the same things as you? Do you feel a sense of belonging when you find connections and similarities with others?

DISCUSS

Campfires and Storytelling

Do you remember the campfire in *Superluminal*?

For as long as we can remember, under the starry sky and by the light of the fire, people would tell stories and explore connections. You may like to read fire creation stories such as *Mar the Cockatoo - How the Boandik People Obtained Fire*.

Let's discuss how we share stories and find connections with each other today.

What questions are good to ask to find things we have in common with other people?

Where do your families and friends like to share stories?

How do celebrations help us feel connected and like we belong?

Explore:

- Discover the many ways Aboriginal People have traditionally used fire for both survival and community connection.
- Investigate the diverse and sophisticated technologies developed by Aboriginal communities including creating fire.
- Explore museum collections featuring artworks and cultural objects that show how deeply fire is woven into culture and history.



EYLF Learning Outcomes

1 2 4 5

General Capabilities

Critical and Creative Thinking •
Ethical Understanding • Literacy •
Personal and Social Capability • Numeracy

Primary Learning Areas

The Arts • Science • English • History •
Geography • Technologies.

Cross-Curriculum Priorities

Sustainability • Aboriginal and Torres Strait
Islander Histories and Cultures

LIGHT AND COLOUR

EXPLORE

Light and Shadow Play

Using a light box or overhead projector, children can experiment with a variety of transparent, translucent and opaque materials to see what effect they have. Materials can include leaves, fabric, different types of paper and plastic.

Discuss:

How much light comes through?

Do they create a solid shadow?

Does the colour brighten or stay the same?

What happens if you move the material away from the light source and towards the wall or ceiling?

What happens if you sit one material on top of another?

Can you use a marker to draw or write on some of the materials?

ACTIVITY

Magic Colour Reveal

Ask children if they can remember the moment in *Superluminal* when different animals were revealed as they walked along with their lanterns. *How did this happen?*

Children can create their own secret drawings and messages using cellophane and markers. Use a light blue marker to draw a creature onto white paper, then squiggle over this with red marker so that the creature is hidden. Finally, place a square of red cellophane over your drawing to reveal your creature!

You could also try...

- Creating hidden messages for friends!
- Creating a whole class version with a long piece of butcher's paper and different colours!

REFLECT & RESPOND

Cedric Varcoe's Art

Narangga/Ngarrindjeri artist Cedric Varcoe created some of the images in *Superluminal*. You can find his work online.

What do you notice in his work? What shapes? What colours? Can you see people, animals or creatures?

What stands out to you?

How does the artwork make you feel?



In pairs, create a story about one of the characters in a Cedric Varcoe painting. *What are they doing? Where are they going? How are they feeling? What are they thinking about?* The story could be verbal, written, drawn, or mimed with hands.



EYLF Learning Outcomes

2 4 5

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Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories
and Cultures

ACTIVITY

Natural Chimera



A chimera is an imagined creature made up of different animal parts. There is a chimera skeleton at the South Australian Museum made from many different animals' bones.

Make a chimera using items from nature! Children could use sticks, pinecones, bark, dried leaves and flowers, stones or feathers. Use these items with glue

and paper to make a chimera artwork or use pipe cleaners to create a chimera model.

Share more about this creature. *How did it move? What did it eat? What did it sound like?* Children could write profiles or interview each other about their creatures. Follow these prompts or come up with your own.

Name: Gwennifer

Description: Scary, slimy and funny

Is good at: Climbing really high

Is scared of: Loud sounds and the hot sun

Is friends with: George

Loves: Marshmallows and shiny things

Continue sharing:

- Children could create an exhibition or parade of creatures for another class
- Write stories about their creatures' adventures.



ACTIVITY

Shadow Play

- Use chalk to trace your shadows in the sunshine, come back every hour or two and trace them again to see how they've moved. Discuss the passing of time.
- Fill your shadows with pebbles or other small items
- Use bodies, items and cut cardboard to create the shadow of an imagined creature, trace this. How is this similar to the light and shadow play in *Superluminal*?

EYLF Learning Outcomes

2 3 4 5

General Capabilities

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Primary Learning Areas

The Arts • Science • English • Technologies

Cross-Curriculum Priorities

Sustainability

SOUNDSCAPES

EXPLORE

Nature Sound Meditation

Take children outside into a school yard, park, or natural environment. Ask them to stand, sit or lie down and lead them in a meditation:

Close your eyes and listen to your body - Can you hear your breathing? Can you hear your heart beating? Can you hear your tummy rumbling?

Now listen to the sounds around you. Can you hear other children? Birds? Rustling leaves?

Now listen to the sounds from far away, imagine your ears are stretching to hear more! Can you hear traffic? An aeroplane? A dog barking?

Cup your hands behind your ears - do things sound different?

Draw a map in your mind of all the sounds you are hearing up close and far away.

Back in the classroom ask children to think about what they experienced. Individually or as a class, respond to the following prompts - *I heard..., I felt..., I wondered...*

Explore more:

- *Can you draw a map of the the sounds you heard? You could mark the sounds using dots, lines and shapes, or draw the thing that makes the sound.*

REFLECT & RESPOND

Soundscape Adventures

Soundscapes play an important part in setting the scene and mood in performances. The soundscape in *Superluminal* was created by musician Zoë Barry and includes immersive recordings of nature from around the world.

This music includes recordings of frogs, bird calls, animals snoring and children imagining the sounds of both real and imaginary animals.

What sounds did you hear in the show? Do you remember hearing music? Or sounds by performers?

Listen to the soundscape from the show (available on the [Patch Theatre website](#)) – *what can you hear? What do you feel?*

Respond

Have children create their own soundscape using their voices or available objects. Sounds could be machinery, weather, animals, people or imagined sounds. A soundscape location could be imagined or real such as a jungle, a shopping centre, a land where dinosaurs live.

- Stand in a circle, each child with a piece of A4 paper. Go around the circle letting each child share a sound the paper can make – it might be scrunching it, tearing it, waving it in the air, tapping it, scratching it with a fingernail.
- Choose an environment, for example the beach, and as a group create the sounds of the wind and the waves with the paper. Choose one child to be the conductor – they can tell everyone when to start, when to stop and when to get louder or softer using arm gestures.

Continue listening...

Discuss different soundscapes and the feelings they create – a birthday party, a quiet beach, home. List the sounds you hear and the feelings associated. *Do different people feel different things in the same soundscape?*

EYLF Learning Outcomes

1 2 3 4 5

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Superluminal Book List

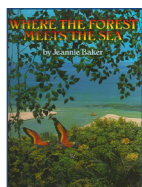
Picture Books



Nightsong

by Sally Soweal Han

A story about listening to the world around you! Lewis discovers the music of nature when his bus breaks down on a quiet country road.



Where the Forest Meets the Sea

by Jeannie Baker

A classic picture book with meticulously collaged images and very few words. An ancient landscape reveals the past and future.



Hello, Hello

by Indigenous Literacy Foundation and Children from the Spinifex Writing Camp

A family walks home on a dark night, struggling to see and hear clearly. Turn the pages of this intriguing and atmospheric book to join the family as they discover what the dark night is hiding.



The Garden of Broken Things

by Freya Blackwood

Curious Sadie follows a cat into a hidden garden and finds a woman, bent with time and weariness. A beautiful story about connecting with plants, animals and people.



The Rainbow Serpent

by Dick Roughsey

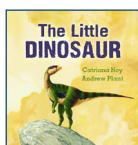
A book parents may have enjoyed as children! A Dreamtime story about how the Rainbow Serpent created huge ridges, mountains and gorges. A story of landscape and colour with incredible illustrations.



Our Earth is a poem – poetry about nature

by various poets

A beautifully illustrated collection featuring powerful poems about nature by a wide range of poets.

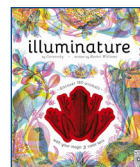


The Little Dinosaur

by Catriona Hoy, illustrated by Andrew Plant

The story of a small dinosaur living in ancient Antarctic forests, who, after hurting her leg, falls behind her herd. Millions of years later, her leg bone is discovered, ensuring she is remembered forever.

Non-Fiction



Illuminature

by Rachel Williams & Carnovsky

Using the same colour illusions seen in *Superluminal*, use the tri-coloured glasses to reveal animals and plants across different habitats.



The Trees – Learning Tree Knowledge with Uncle Kuu

by Victor Steffensen, illustrated by Sandra Steffensen

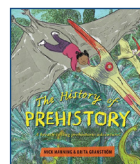
A book about caring for Country and respecting First Nations knowledge.



The Black Book of Colours

by Menena Cottin

Can we see colour without our eyes? Experience colour through textured art, descriptive text, and braille.



The History of Prehistory

by Mick Manning & Brita Granstrom

Two time travellers and their cat explore the emergence of life on Earth and early human history.



Nature's Treasures

by Ben Hoare

This book reveals 100 intriguing natural objects, from owl pellets to pinecones. It combines beautiful illustrations with incredible facts, perfect for inquisitive children and explorers alike.

Early Reader Chapter Books



Wandi

by Flavel Parrett

This award-winning story follows a young cub, Wandi, who is plucked from his home and dropped into the world of humans. It's a tale of resilience and survival based on a true story.

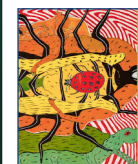


The Wildlife 1, 2 & 3

by Laura & Phillip Bunting

Long-format children's books in the style of picture books. Featuring Quokka, Wombat and Roo, each book contains humour, friendship, adventure and discoveries.

For Teachers



Aboriginal and Torres Strait Islander Art in the Classroom Volume 2

Aligned with the Australian Curriculum, this publication encourages educators to integrate Aboriginal and Torres Strait Islander art and stories into learning for reception to Year 11. It features over 50 First Nation artists and writers and provides examples of classroom projects and case studies.

It takes a village to make a show

Many people were involved in making *Superluminal* – meet the amazing team and check out what they do!

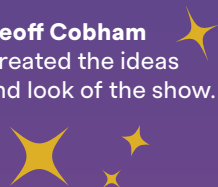
CREATIVE TEAM

Directors

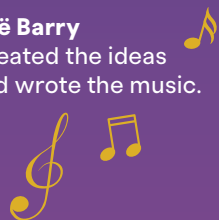
The directors are the inventors of the show. They lead the team who help to make the experience amazing.



Geoff Cobham
Created the ideas and look of the show.



Zoë Barry
Created the ideas and wrote the music.



Creator



Michelle 'Maddog' Delaney
Worked with Geoff and Zoë on creating the ideas and look of the show. She tests all the ideas and organises the makers.



Makers

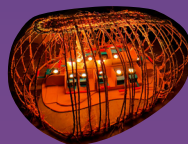
These people made the things you see in the show.



Wendy Todd
Created the spinning islands.



Elisabeth Blomberg
Made the basket that represents a campfire.



Jimmy Dodd
Made the lanterns you hold throughout the show and built the "marsh tables" you built creatures at.



Bianka Kennedy
Created the glowing feet you follow, the pieces you make creatures from, and the cardboard shapes you use in the glow room.



Illustrators

The people who drew the amazing animals, plants, and people you will see on the magical colour wall.



Luku Kuku



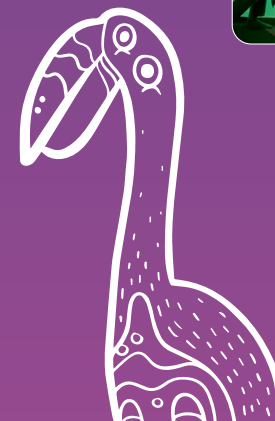
Cedric Varcoe



PERFORMERS

These people bring the show to life with their expressions and movement. They guide you through the installation, showing you the magical things inside.

Edgell Junior Edgell
Lizzy Falkland
Ezra Juanta
Temeka Lawlor
Ksenja Logos
Astrid Pill
Freja Sande
Evyenia Stefanidis
Rikki Wilson



CREW

The people working behind the scenes during a performance.

Stage Managers

Make sure the performers and crew are ready and everything is set up so the show runs smoothly and on time.

Briony Hunt
Ayden Martin
Katya Shevtsov
Freja Sande

Technicians

Control the sound, lights, and colours of the lanterns to reveal secrets throughout the show.

Alex Hatchard
Ayden Martin

AUDIENCE



You
We couldn't have an interactive show without an audience! By participating you become part of the show and your creations and reactions change what the other audience members experience.



patchtheatre.org.au

Supporters



Government of South Australia
Arts South Australia



Australian Government



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