

HOTA HOME
OF THE
ARTS

HOTA EDUCATION

PERFORMANCE RESOURCE
FOR PRIMARY SCHOOLS

GOLDCOAST.

[HOTA.COM.AU/LEARN](https://hota.com.au/learn)



WELCOME TO CREATIVE LEARNING AT HOTA

This resource is designed for practical use in the classroom to allow students to have a deep engagement with the performance they view at HOTA. The suite of tasks also includes additional ideas that relate to our HOTA buildings, so you can use your real-world excursion as a stimulus for creative inquiry in the classroom across multiple learning areas.

The tasks are designed for teachers to deliver in one or two lessons pre and post visit and are prepared by experienced arts educators to ensure that succinct and quality resources support your experience.

The tasks cover core curriculum elements that relate to English, Maths, Science HASS, the Performing Arts and General Capabilities.

Learning outcomes

Each task has an explicit learning intention and integrated cognitive verbs.

Differentiation

Teachers are encouraged to adapt the tasks to differentiate for their own group of learners needs, abilities, and to suit the pedagogical framework of your school. You may wish to spend one or two lessons or draw them out for a more in-depth study. Throughout the document this symbol * will indicate suggestions of how to use and adapt the resource.

Pre-Visit Information

The following content will assist the planning the excursion itself and information to help you while you are at HOTA on the day. [School Visits - HOTA](#)

For further assistance in using this resource, you can always reach out to us at education@hota.com.au

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You are welcome to share photographs of the students work or lessons once you are done, we would love to see their work! Contact us at education@hota.com.au

PRE-SHOW ENGAGEMENT

We encourage you to explore the company and creatives involved in the production you are seeing. Investigate the performance company website and social media to find behind the scenes interviews, synopsis, reviews and resources, many companies often have a suite of resources you can access.

Pre-Show Activity 1 Prediction

LEARNING INTENT I can make predictions relating to the character, themes, genre, and story of the performance I will be viewing.

RESOURCES Look up the performance trailer on YouTube, or find the image for the performance you are seeing at HOTA.com.au

TASK 1

Watch the video trailer as a hook, then make predictions about the production you'll see on stage. Alternatively, show only the image for stimulus with little other information to see what creative ideas unfold.

TASK 2: PROMPTING QUESTIONS

What clues do you get from the performer's facial expressions about mood/characters/tension/intent?

- What clues do you get about the theatre style or genre from the video's appearance?
- What clues do you get from within the trailer about the story and themes?
- Make a list of questions you have about the show.
- Write a short explanation of what you think will happen?

CURRICULUM CONNECTIONS

English: Examining Literature, Language, Interacting with Others

The Arts: Exploring and Responding

Critical and Creative Thinking.

Digital Literacy

Pre-Show Activity 2

What I already know

LEARNING INTENT I can draw connections between this performance and what I already know about the subject, text, and my other learnings.

TASK

After completing activity 1, use the below questions to extend upon your first discussion.

- What do you know already about the story? Is it a popular tale or a new work?
- What genre does this performance fit into? What do I already know about this genre?
- What do I already know from other subject lessons at school, personal experiences or popular culture about the content and themes of this performance?

*These can be answered as questions individually or used as discussion points in a group. Teachers to scaffold and differentiate based on the age of students and provide examples relevant to your learning context.

CURRICULUM CONNECTIONS

The Arts, Exploring and Responding and Developing Practices and Skills

English- Engaging with and responding to literature, Language, Critical and Creative Thinking



Pre-Show Activity 3 Research and Compare

LEARNING INTENT I can research and investigate the themes and topics in the production I am going to see and identify similarities and differences to the other topics we have investigate in my unit of study.

TASK

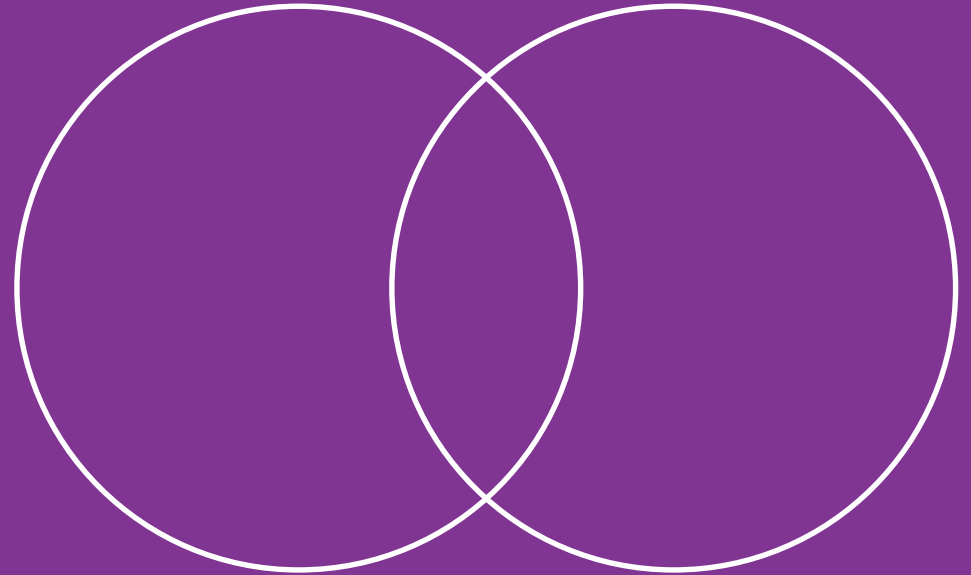
- Research- assess the original story, if available and familiarise yourself with the themes, characters, plot, structure and context. Or, find similar stories that can be used as a comparison.
- Compare - If this is a new or adapted version of the story, create a Venn diagram (fig.1) to compare the different adaptations. Complete this in more detail after you see the show.

*Teachers can use discretion to adapt this task depending on if you have already been studying the text as part of a bigger unit, or if the text is new to the students.

CURRICULUM CONNECTIONS

English: Language, Literature, Literacy
Critical and Creative Thinking
Intercultural Understanding

Fig.1



Pre-Show Activity 4 Getting ready to go to theatre

LEARNING INTENT Familiarise students with what to expect for their visit to HOTA. Build social confidence in exploring new places.

TASK

- For some, it may be the first time on a bus, discuss what travelling on a bus will be like, and how it is different from a car. Have any of our friends used public transportation before?
- Show the students images of HOTA and talk about the colourful buildings that you can see to familiarise them with the bold landscape.
- Look at the location on a map and plot the journey from your school to HOTA
- Have a class discussion about the theatre, who has been before, what was it like? What does it look and sound like?
- Print or project our Social Story "Going to the HOTA theatre". This resource can be shared in reading groups, email to parents to read with their students, or go through as a class once or twice before your visit. Use the images and feelings mentioned in the story to prompt further discussion.
- Talk about and practice being an audience member. Audience members sit and listen quietly for most of the time. They join in the action when invited, and clap and cheer to show their appreciation. They allow fellow audience members to watch the show without interruptions.
- Talk about and roleplay theatre conventions:
What is a theatre? What are actors?
What are characters? What are costumes?
What is a stage? What are props?
What is a set? What is a script?
Is theatre 'real'?
How can movement tell a story?



CURRICULUM CONNECTIONS

HASS: Geography, Questioning and Researching, Civics and Citizenship

Digital Literacy

Critical and Creative Thinking

Personal and Social Capability

AFTER THE PERFORMANCE

LEARNING INTENT I can recall elements of theatre and production and consider the overall effect on the audience.

*Print this one out for students to complete at lunch or on the bus home or use as a prompt for a sharing discussion.

CURRICULUM CONNECTIONS

The Arts: Exploring and Responding, Creativity and Making, Presenting and Performing

English: Language and Literacy

Ethical Understanding

Personal and Social Capability

LOWER PRIMARY P-3 Draw or write what you remember from the performance today.

How did the performance make me feel ?	What did the stage setting look like?	What sort of clothes or costumes were worn?
My favourite Character?	My favourite part?	My favourite song?

UPPER PRIMARY 4-6 Write and draw anything you remember from the performance today.

A feeling	A scene	A costume
An overall mood	A quote or memorable moment	A sound
A song/soundtrack	A theme	A character
A series of movements	An image	A lightening scene
The climax	How I feel with the resolution	My favourite part

BACK IN THE CLASSROOM

LOWER PRIMARY P-2

Post-Show Activity 1 Recount, My day at HOTA

Have the students fill in the following worksheet, depending on their writing abilities, add or reduce the lines required to fill.

CURRICULUM CONNECTIONS

English: Literacy

Performance Title:

Post-Show Activity 2
Sequencing events

Recall the sequence of events from the storyline in the performance, draw the order in the boxes and write what happened.

CURRICULUM CONNECTIONS

English: Language and Literature

1. At the start

2. What was the problem?

3. The big event?

4. In the end?

1	2
---	---

3	4
---	---

LOWER PRIMARY P-2

Post-Show Activity 3 Dramatic play

LEARNING INTENT I can manipulate a prop and improvise with my peers to recreate the story of the performance, or a key scene.

RESOURCES A selection of props or items of clothing that resemble similarities to the performance you watched.



TASK

- Warm up: sit in a circle and put your selected prop in the centre. Have students come into the middle and show the class how they would imaginatively use the prop. E.g., a simple chair can be used to be ridden like a bike or turned upside down to make a small tent or shelter.
- Working in groups, each group is given a prop to use. Students are to recreate a scene from the play or retell the main events of the play. Let the students engage in the play without the emphasis on performance or perfect rehearsal.
- Take digital photos of children representing each character and key scenes of the story to turn into a small book or PowerPoint retelling the whole story as a class.
- Make a character profile of key characters (looks like, sounds like, at the start, at the end)

CURRICULUM CONNECTIONS

Drama: Creating and Making, Presenting and Performing

Ethical Understanding

Digital Literacy

Critical and Creative thinking

*You may wish to assign characters or scenes for those who benefit from the direction, or have the students negotiate their preferences.

LOWER PRIMARY P-2

Post-Show Activity 4 HOTA Maths

LEARNING INTENT I can identify shapes and patterns that exist in nature and in the world around me.

TASK

- Look at the image of the HOTA buildings, count the shapes and sides.
- Research VORONOI shapes, describe this shape?
- Direct students to count the shapes in the below image, measure, colour, tally what you see. Or create an artistic pattern using shading and colours of your choice.
- Practice cutting along the lines of the voronoi template to make your own jigsaw to reassemble (print off the template on the RESOURCE page)

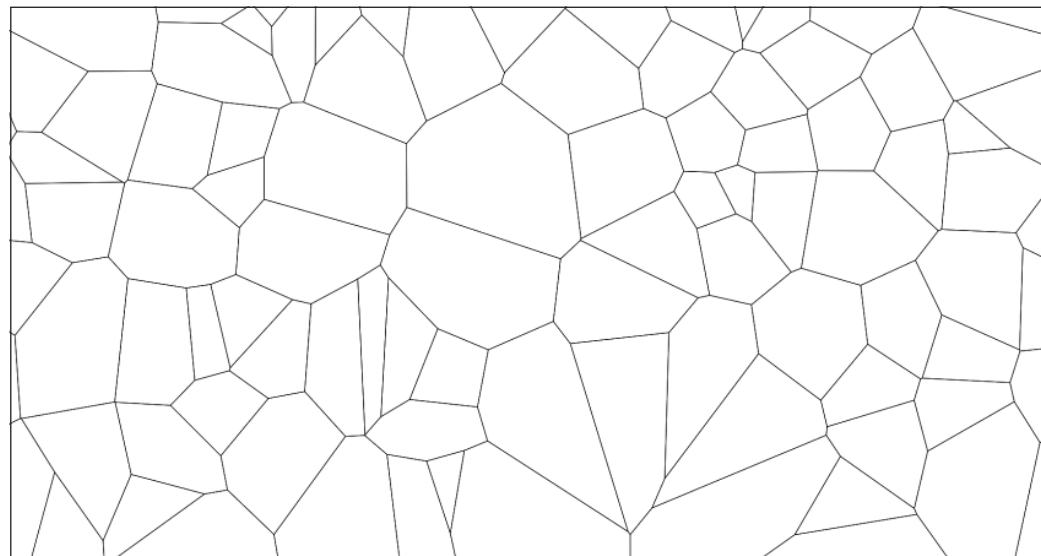
CURRICULUM CONNECTIONS

Maths: Measurement, Space

Critical and Creative Thinking

Digital Literacy

Design



LOWER PRIMARY P-2

Post-Show Activity 5 HOTA Science

LEARNING INTENT I can pose questions to explore observed simple patterns and relationships and make predictions based on experiences.

RESOURCES Searched images. Low tub, bubble mix or detergents, water, whisk, or eggbeater.

TASK

- Warm Up: Research more examples of the Voronoi shape in nature, investigate the following: bubbles, cracked mud, tree canopies.
- Inquiry question: *can round bubbles create Voronoi shapes?*
- Create a science experiment using a low tub full of bubble to look up close at the connecting lines and take photographs of this image to zoom in closer again.
- You could try different liquids (dishwashing, shampoo) to see which one makes better bubbles.
- Have students record their predictions and results.
- Watch more Voronoi bubbles up close – [Youtube video here](#)

CURRICULUM CONNECTIONS

Science: Science as a human endeavour

Critical and Creative Thinking

Digital Literacy



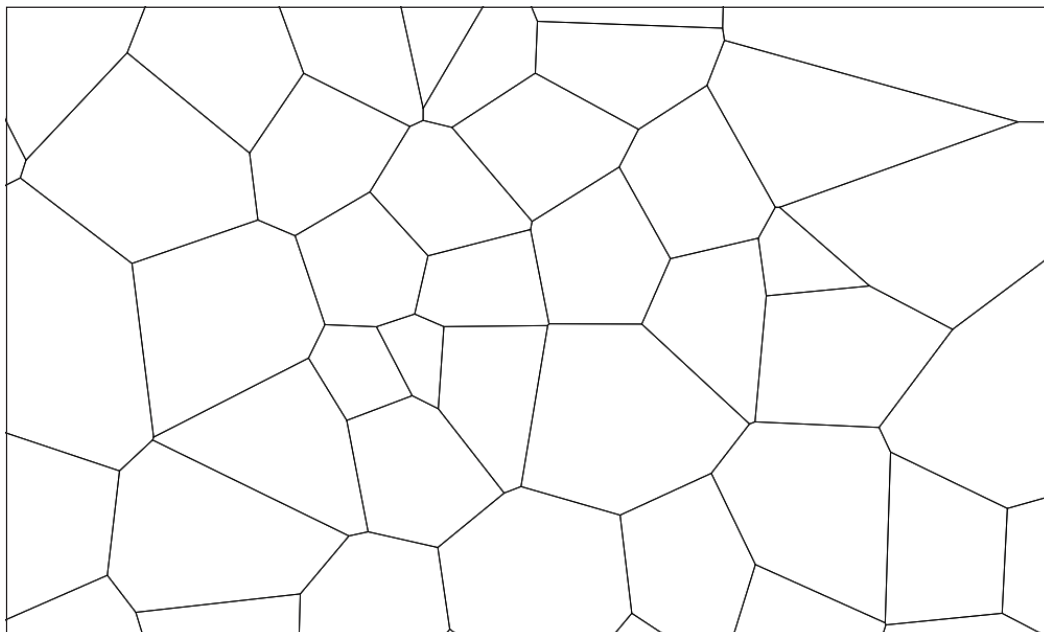
LOWER PRIMARY P-2

Pre-Show Activity 6 HOTA Science

LEARNING INTENT I can experiment and manipulate visual conventions, visual arts process and materials for personal expression.

I can reflect, analyse and evaluate their own visual art practices.

RESOURCES Use the Voronoi template found on the last page. Coloured pencils, paper, pastels, oil pastels, magazine images, leaves, feathers, sand, glue.



TASK

- Using the Voronoi template provided. Have students create a different design, pattern, texture, tone, colour, contrast or texture within each section.
- Write an Artist's Statement explaining their artistic choices and materials used.
- Reflection questions:
 - What materials did you use?
 - What mood does your artwork show? Why?
 - Give your artwork a title.
 - What are you most proud of with your artwork?
 - What was difficult?

CURRICULUM CONNECTIONS

Visual Arts: Developing practices and skills, creating and making

Please send photographs of the student's art once you are done, we would love to see your work! Contact us, education@hota.com.au

BACK IN THE CLASSROOM

UPPER PRIMARY 3–6

Post-Show Warm up 1 Succinct sentence

LEARNING INTENT I can communicate and describe succinctly.

TASK

Describe the show, in one sentence, to someone who hasn't seen it.

Satisfactory example: "The performance was about a dog"

Wow Example: "The performance was about Max who is a lost dog who goes on a journey to find his family and learns to make new friends on the way"

CURRICULUM CONNECTIONS

English: Literacy

Students can do this as a descriptive sentence in their books, or they can walk around the room interview style and deliver their sentence to others, dance students might create a movement motif to encapsulate the main emotion.



Post-Show Warm up 2 Snowballs

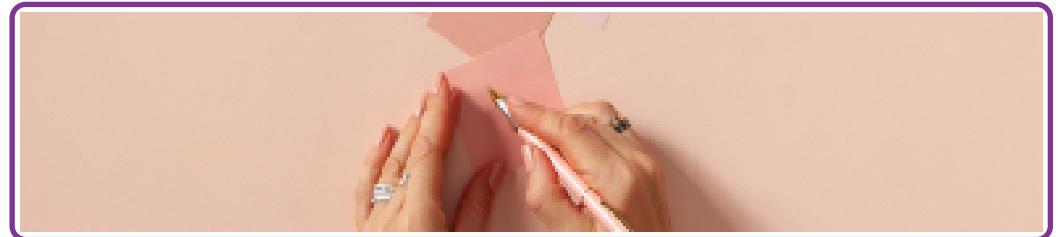
LEARNING INTENT I can increase my vocabulary and understanding of the themes from the production.

TASK

- Teachers write the main themes up on the board (there may be one or several)
- Each student gets a post-it or piece of paper
- Have each student write a definition of this term, then scrunch the paper into a ball and throw (or pass) it to somebody else in the room.
- The next person opens the paper, reads the definition, and then expands upon it adding more information or an example. Repeat this process another two times so that the paper fills with details.
- Now each paper will have a detailed definition or explanation of the themes. Share with the class.

CURRICULUM CONNECTIONS

English: Literacy



UPPER PRIMARY 3–6

Post-Show Activity 1 Character reflection

LEARNING INTENT I can use the elements of drama to shape improvisations to communicate the characters thoughts and feelings during key parts of the story.

TASK

Inquiry Question:

Why and how do our bodies change shape when we feel different emotions?

Using freeze frames, chart one or more characters' emotional journeys through the play. Note, you are not re-creating the performance, just the emotions of the character.

Reflect:

- What ideas are you using when you are playing, and where did they come from?
- In what ways has participating in this drama work helped you to understand the ideas and topics we are learning about in other subjects?

Freeze frames are used in drama to make a visual picture, like a photograph, to show characters in a scene or series of scenes. The freeze is held for several seconds to clearly show through the actions and facial expression what the characters are feeling and how they are feeling about other characters in the scene.

*You can take photos of each freeze and display them on your learning wall in the classroom or use the digital images to create a visual story.

CURRICULUM CONNECTIONS

Drama: Exploring and Responding



Post-Show Activity 2 Body mapping

LEARNING INTENT I can use the elements of drama to shape improvisations to communicate the characters thoughts and feelings during key parts of the story.

RESOURCES Large butchers' paper or a large whiteboard, markers. Or, if working digitally use an image of a body outline to edit into.

TASK

- Draw around your body with marker on the paper or whiteboards, fill parts of the body with descriptive words to describe the character.
- Prompts: character traits, actions, looks like, sounds like. How the character changes before/after, what lessons do they learn?
- Compare your responses with others, or work in small groups to each do a different character, put them along the wall of the classroom so the characters become part of the space.

CURRICULUM CONNECTIONS

English: Language

Drama: Exploring and Responding

Personal and Social Capability

UPPER PRIMARY 3–6

Post-Show Activity 3 Production analysis role play

LEARNING INTENT I can identify, describe, analyse and evaluate the production and performance aspects of a production. I can evaluate all the components of the production with my peers. I can empathise and demonstrate another person’s perspective.

RESOURCES Use your preferred method to distribute the below roles to students.

ROLES
Set designer
Psychologist
Choreographer
Writer
Lighting designer
School teacher
Musician

CURRICULUM CONNECTIONS

Drama: Exploring and Responding, Developing Practices and Skills, Creating and Making, Presenting and Performing

Music: Exploring and Responding

Visual Arts: Creating and Making.

Personal and Social Capability

Critical and Creative Thinking

TASK

- Assign each student/pair with one of the roles from the handout on the following page.
- Give the students clarification on the job position (e.g. a psychologist would be interested in the emotions of the character as the story develops, or a choreographer would be interested in how the performers moved around the stage, the pace, size and direction). You can cut up the below hand out to distribute names with descriptions.
- Have each of the students stay in the role of their job title and get them to share their observations of the performance (either verbally or written).
- You can expand on this to make it more performative in character as a role play.
- Evaluate the strengths and weaknesses of the production based off the viewpoints of each job role.
- Use this task to link to the review writing activity that follows.

* This task is designed to have students consider the production choices in detail. Listening to an analysis from a peer will help them to have a more in-depth understanding of all of the production elements overall. You may wish to use prompting or scaffolding, or peer work to promote deeper discussion.

RESOURCE

PRODUCTION ANALYSIS ROLE PLAY

ARTIST/SET DESIGNER

I am looking at the colours, shapes, patterns and textures on the set.

I am interested in how the look on the stage helps to support the story and setting.

PSYCHOLOGIST/SOCIAL WORKER/GUIDANCE OFFICER

I am looking at how the performers act, speak, stand and their body language.

I am interested in the characters emotions, relationships and how they interact with others.

CHOREOGRAPHER

I am looking at how the performers moved around the stage, their speed, the directions they face, and how close or far apart they are.

I am interested in the size of their movements and how they hold their bodies.

AUTHOR/WRITER/BLOGGER

I am interested in the overall story in the production.

I love learning about the characters descriptions and the events in the story.

LIGHTING DESIGNER

I am looking at the lighting and colours used.

I am interested in how the lighting helps to set the mood.

I love it when it turns dark or bright.

SCHOOL TEACHERS

I am interested in the theme or message of this performance.

I love to find out what big lessons can we all learn from the main characters or the story.

MUSICIAN

I love to hear the different sound effects used in a show.

I want to investigate how sound has helped to enhance the action or mood in the story.

Post-Show Activity 4 Review

LEARNING INTENT I can analyse and evaluate a performance using paragraph structure.

CURRICULUM CONNECTIONS

The Arts: Exploring and responding,

English: Literacy, Language

TASK

You have been employed by the Gold Coast City Council to be an Arts reviewer, write a paragraph reviewing the performance. Use the TEEEL/PEEEL scaffold below:

TOPIC/POINT: explain the title, date and genre of performance

Evaluate what you enjoyed about the performance
(give descriptive examples)

Evaluate what could be improved from the performance
(and why)

Evaluate who the performance is recommended for, and
why they should see it

Link/Conclusion: give a rating of the performance and
explain why

- Edit your work to check for spelling, grammar and punctuation.
- How can I use descriptive language to make my explanations more detailed?

UPPER PRIMARY 3-6

Post-Show Activity 5 Production elements

LEARNING INTENT I can recall what the set looked like, including:
Props and furniture, Flats, Projections, Lighting
Levels, and Risers.

TASK

Draw your own version of the set using the template below, or create a 3D version using recycled materials, or digitally.

Alternatively, design your own set rather than replicating the one from the performance. Create a set from a new scene that could be added to the play, or a scene from a narrative that you have constructed in class.

For more detail, follow the lesson here:
<https://www.wikihow.com/Design-a-Stage-Set>

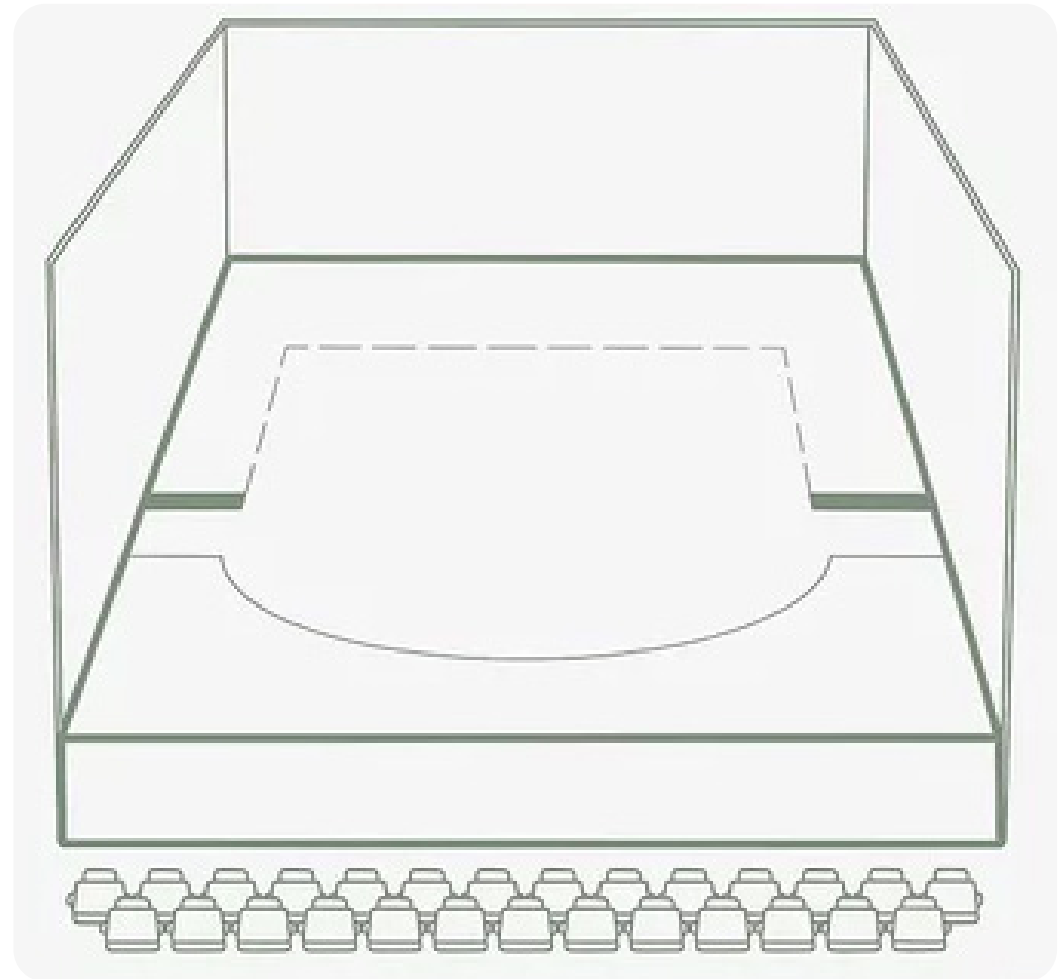
CURRICULUM CONNECTIONS

The Arts: Creating and Making

Design and Technology: Process and Production Skills

Digital Literacy

Sustainability



UPPER PRIMARY 3-6

Post-Show Activity 6 HOTA Maths and Science

TASK

- Look at the image of the HOTA buildings, count the shapes and sides.
- Research VORONOI shapes, what is this shape? Explain the characteristics of how Voronoi patterns work. (fig.2) More comprehensive images can be found here: <https://parametrichouse.com/voronoi-architecture/>
- Direct students to count the shapes in the image provided (fig.1) measure, colour, tally what you see. Or use this or a similar image to create an artistic pattern using shading and colours of your choice.
- Look up more examples of the Voronoi shape in nature, investigate the following: bubbles, cracked mud, tree canopies.
- See if you can make your own bubbles and photograph them to investigate the natural Voronoi shapes further.

CURRICULUM CONNECTIONS

Maths: Measurement, Space

Science: Inquiry

Critical and Creative Thinking



fig. 1

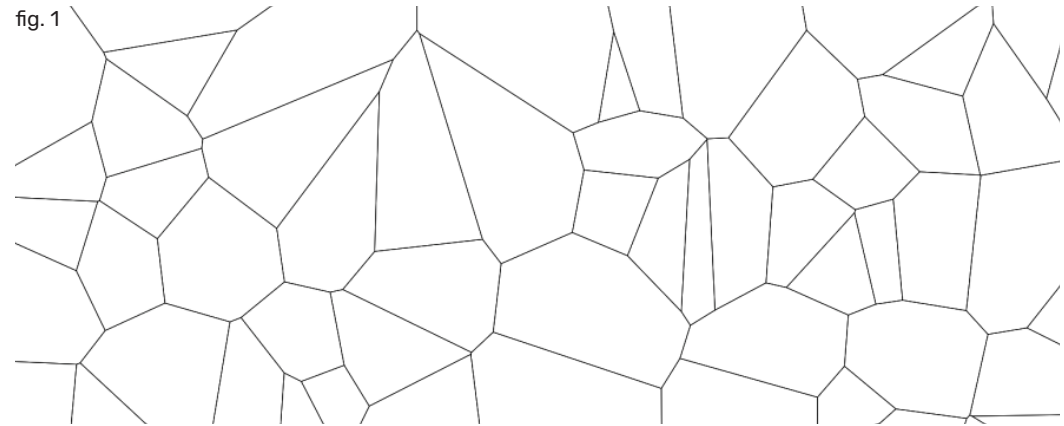
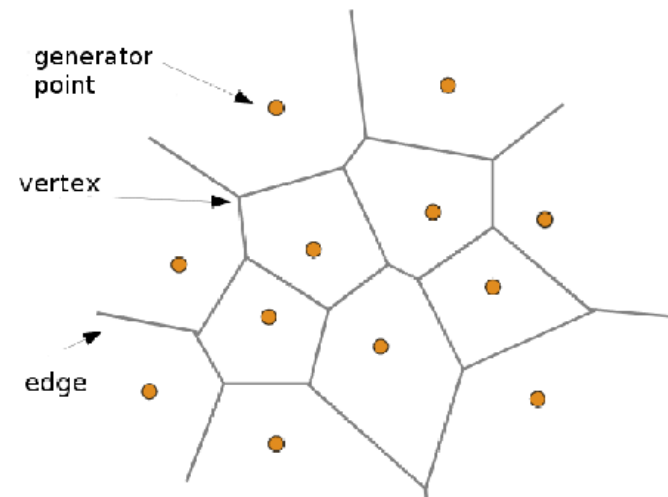


fig. 2



Post-Show Activity 7 Voronoi inspired art

- LEARNING INTENT**
- I can experiment and manipulate visual conventions, visual arts process and materials for personal expression
 - I can reflect, analyse and evaluate their own visual arts practices.

TASK 1

- Using the Voronoi template provided on the RESOURCE page. Have students create a different design, pattern, texture, tone, colour, contrast or texture within each section.
- Write an artists statement explaining their artistic choices and materials used.

Reflection questions:

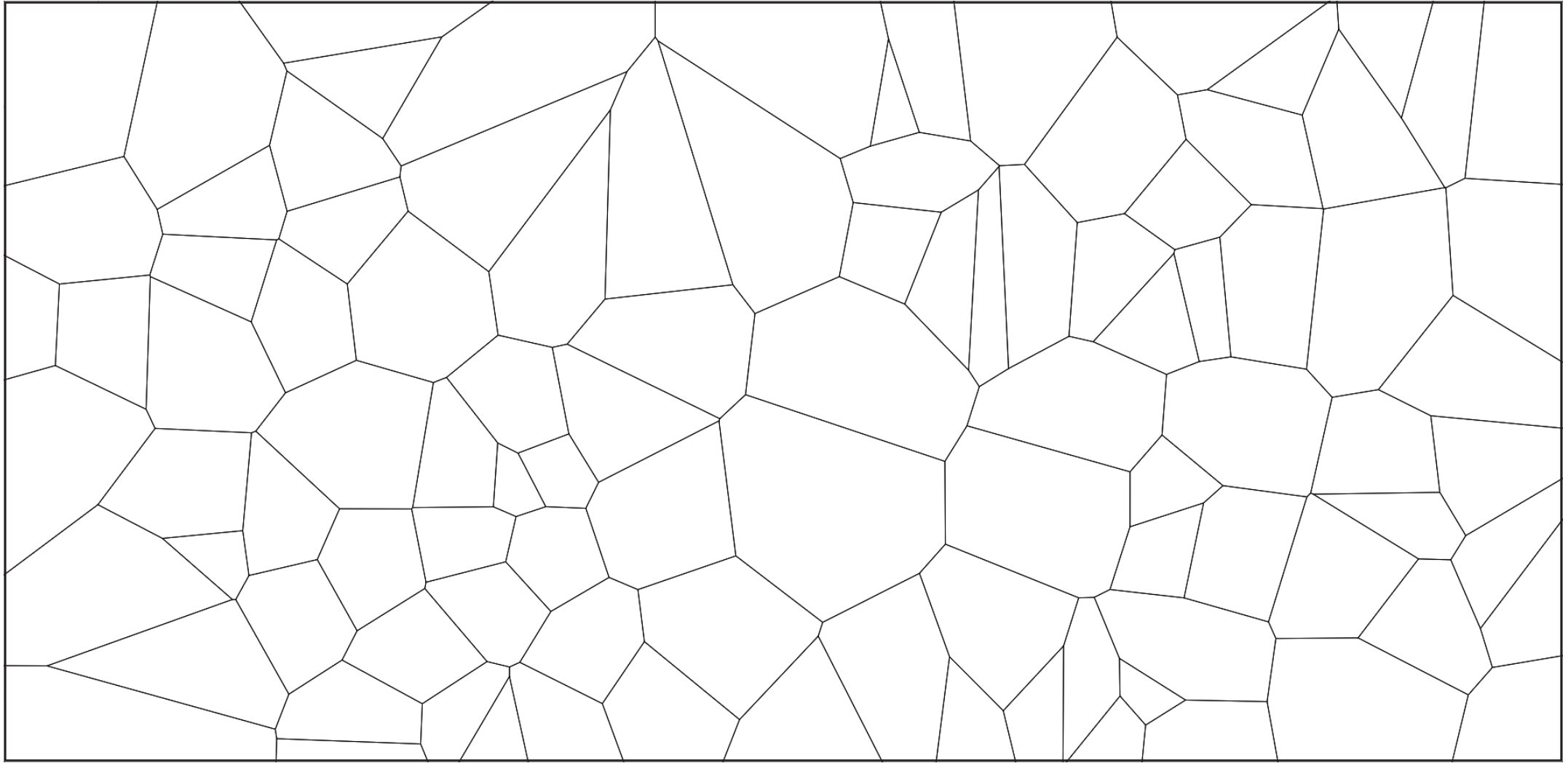
- What materials did you use?
- What mood does your artwork show? Why?
- Give your artwork a title.
- What was your favourite part of this experience and what was the most challenging part?
- What areas could you develop further, and how would you achieve this?

TASK 2

- Warm up: <https://hota.com.au/visit-and-explore/cultural-revolution>
- Design your own theatre building including the Voronoi shape, like the HOTA Outdoor Stage and Gallery. Create a 2D, 3D or Digital design.

CURRICULUM CONNECTIONS

Visual Arts: Developing practices and skills, creating and making, exploring and responding





This resource was created by the HOTA Education Team.
You are welcome to share photographs of the students
visit to HOTA, work or lesson, we would love to see their
work!

Contact us: education@hota.com.au

