

# DREAM BIG

CHILDREN'S FESTIVAL  
17-27 MAY 2023



## Teaching & Learning Resource COMPANION



Government of South Australia  
Arts South Australia  
Department for Education

Adelaide  
Festival  
Centre



# DREAM BIG

CHILDREN'S FESTIVAL  
17-27 MAY 2023

## CONTACT DETAILS

DreamBIG Children's Festival 2023

Tel: **8216 8600**

[schools.dreambigfestival.com.au](https://schools.dreambigfestival.com.au) or scan code

### Bookings:

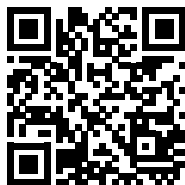
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Follow DreamBIG to keep up-to-date with all the latest news about the 2023 event. Share your Festival experience using hashtag **#DreamBIGfest** across all social media platforms.

 [@dreambigchildrensfestival](https://www.facebook.com/dreambigchildrensfestival)

 [@adelaidefescent](https://www.instagram.com/adelaidefescent)

## KEY WEBSITES

DreamBIG Children's Festival 2023

[schools.dreambigfestival.com.au](https://schools.dreambigfestival.com.au)

Keep an eye on the website for further information about:

- professional learning workshops for teachers
- teacher notes for performances, workshops and exhibitions
- forms – consent, registrations, bookings, evaluations.

Department for Education  
DreamBIG Teaching & Learning  
Resource and Companion  
Click here to access these resources:

[www.education.sa.gov.au/  
schools-and-educators/  
programs-students/  
dreambig-childrens-festival-  
when-where-activities-and-  
resources](https://www.education.sa.gov.au/schools-and-educators/programs-students/dreambig-childrens-festival-when-where-activities-and-resources)

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Note: Department staff access to the intranet is required to access the link. Consent forms are also available on the DreamBIG Festival website. Please ensure you complete the correct DreamBIG consent form/s related to your participation in the festival.

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## DreamBIG Children's Festival 2023 Poster Competition

Winner

South Australian Reception to Year 12 students were invited to enter the 2023 DreamBIG poster competition to depict the theme **Our World**. The winning design, chosen by a panel of judges has been incorporated into the range of publicity and marketing materials for DreamBIG Children's Festival 2023.

**Congratulations to Leia Gaffney, a Year 3 student from Bridgewater Primary School who created the 2023 winning entry 'Candy Land'!**

Leia's art teacher, Heather, encouraged students to explore colour, imagination and simple lines, a variety of materials and techniques. All classes in the school produced artworks around the theme. They were then short-listed by Heather and other teachers. The shortlisted pieces, including Leia's, were chosen for their ideas, use of bold colour and simplicity in design. Their vivid written descriptions were also taken into consideration.

Leia created her eye-catching, colourful design through discussion, planning and sketching of ideas. Explaining how her artwork portrays the theme of **Our World**, Leia wrote:

**"My dream is peace and freedom in the world. My colours represent peace and freedom. My patterns red and orange represents harmony. Working together in harmony and peace."**

Aboriginal and Torres Strait Islander viewers are warned that the T&LR and Companion and resources they identify, include images, voices and the names of deceased persons.

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# On My 50th Birthday

**Adelaide Festival Centre, DreamBIG's home since 2015, is turning 50! To celebrate this milestone birthday, CentrED and DreamBIG invite students from across the state to imagine what the world will be like on their own 50th birthday. What amazing inventions will we be using? What jobs will we need in the future? What will a future birthday cake look like? If you can dream it, you can draw it!**

This learning sequence combines performing arts and visual arts pedagogies to encourage students' imagination and creativity as they respond to the Adelaide Festival Centre's invitation to create an artwork depicting their vision of the future.

Completed artworks can be sent to DreamBIG for inclusion in a very special celebratory exhibition. Animators will also be using these entries to create an animated, futuristic world, to be displayed in the Adelaide Festival Centre's Gallery during DreamBIG and the rest of Term 2. Students can also exhibit their artworks at school for viewing by the school community.

Activities in *Dancing our Landscape* from the 2021 DreamBIG T&LR can be incorporated into this learning sequence. *Dancing our Landscape* includes ideas for connecting to the continuing cultures of the Kurna Peoples, the traditional custodians of the Adelaide Plains, building understanding of the significance of Karrawirra Parri and how the river bank has been used over time. Teachers who live and work on other Aboriginal Countries are encouraged to contact local Aboriginal Communities to find out about significant places in their area.

This plan is pitched for Years 5 to 6. Ideas for using the plan at other levels are provided. The plan can also be adapted depending on the time available.

**Festival program link:** *On My 50th Birthday* by DreamBIG in association with CentrED

[DreamBIG Teaching and Learning Resource](#) (T&LR)

[Department for Education Curriculum Units](#), The Arts: Visual Arts - Year 5 - Unit 4: General Resources (Department, The Arts)


LEARNING INTENTIONS	SUCCESS CRITERIA
<p><i>On My 50th Birthday</i> gives students opportunities to:</p> <ul style="list-style-type: none"> <li>• generate ideas for an artwork that communicates their response to the question: What will the world look like on my 50th birthday?</li> <li>• use visual arts processes, conventions and materials to communicate their ideas</li> <li>• present their work in a class exhibition</li> <li>• discuss works in the class exhibition.</li> </ul>	<p>To what extent can students:</p> <ul style="list-style-type: none"> <li>• demonstrate use of visual arts processes, conventions and materials to communicate their ideas?</li> <li>• creatively and effectively show their ideas for the future in their artwork?</li> <li>• discuss similarities and differences between their artwork and other artworks in an exhibition?</li> </ul>


## INQUIRY QUESTIONS

What will the world be like on your 50th birthday? How might the world have changed from today?  
 What technologies might be 'everyday'? What will the environment be like? What will make people happy?  
 What will people be thinking about? How will people travel? What will they be eating?

## LINKS TO AUSTRALIAN CURRICULUM VERSION 9 [v9.australiancurriculum.edu.au/](http://v9.australiancurriculum.edu.au/)

<u><a href="#">The Arts: Visual Arts – Achievement Standards</a></u> (excerpts)	General capabilities: elements	Cross-curriculum priorities: organising ideas
<p>By the end of Year 8, students:</p> <ul style="list-style-type: none"> <li>analyse the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience</li> <li>select and manipulate media languages and media technologies, and use production processes to construct representations</li> <li>produce media arts works that communicate ideas, perspectives and/or meaning</li> <li>present their work to an audience.</li> <li>plan where and how they could distribute their work using responsible media practice.</li> </ul>	<p><u><a href="#">Critical and Creative Thinking</a></u></p> <ul style="list-style-type: none"> <li>Inquiring</li> <li>Generating</li> <li>Analysing</li> <li>Reflecting</li> </ul>	<p>Depending on the theme/focus chosen by students, any of the CCPs may be relevant. Teachers could refine the task to include a focus on a particular CCP, for example:</p> <ul style="list-style-type: none"> <li>how the diversity of Aboriginal and Torres Strait Islander cultural expressions will be evident in daily life</li> <li>how they will be addressing issues of sustainability</li> <li>how interactions with Asia are evident in their life.</li> </ul>
<h2>RESOURCES</h2>	<p><b>Spaces:</b></p> <ul style="list-style-type: none"> <li>Classroom/general purpose space equipped for art-making (depending on materials used, taps and sinks might be needed)</li> </ul>	<p><b>Approximate teaching time:</b></p> <ul style="list-style-type: none"> <li>4 to 6 x 30-minute sessions depending on time taken for imagining and visualising activities and</li> </ul>
	<p><u><a href="#">DreamBIG Teaching and Learning Resource</a></u> (T&amp;LR). The T&amp;LR's for 2021 (<i>Dancing our Landscape</i>) and 2023 can be accessed from this link.</p>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>Device and screen for showing video</li> <li>Device and speakers for playing music</li> <li>Device with a camera</li> <li>Pictures showing how people (artists, designers, scientists) imagine the future might look</li> <li>Playlist</li> <li>Stationery/materials for documenting ideas during class discussions/brainstorms; for example:               <ul style="list-style-type: none"> <li>Butcher's paper, write-on wall, sticky notes, audio recording app, individual artist's journals or book with unlined pages</li> </ul> </li> <li>Whiteboard markers</li> <li>Timer (or timer app)</li> <li>Art-making materials required for Session 3</li> </ul>
	<p><u><a href="#">Department. The Arts:</a></u></p> <ul style="list-style-type: none"> <li>Visual Arts GR02/03: Elements of Visual Arts posters/slides</li> </ul>	
	<p><b>Worksheets/templates/teacher notes</b></p> <ul style="list-style-type: none"> <li>Playlist</li> <li><u><a href="#">Thinking strategies</a></u></li> <li><u><a href="#">Images of the future</a></u></li> <li><u><a href="#">Adelaide Festival Centre history and information</a></u></li> <li><u><a href="#">Re lect, compare and contrast template</a></u></li> </ul>	
<div data-bbox="1167 1347 1294 1473" data-label="Image"> </div> <p>Use this QR code to access information about the <i>On My 50th Birthday</i> project including the application for the 'Artist in Residence' program linked to this Statewide Project.</p>		

<b>PRIOR STUDENT EXPERIENCE</b>	No prior experience is required (depending on art technique/materials selected for Session 4).
<b>TEACHER PREPARATION</b>	<ul style="list-style-type: none"> <li>• Select images that depict the future to show in Sessions 1 and 2.</li> <li>• Select thinking strategies for use in Sessions 1 and 2. (<b>Thinking strategies</b>)</li> <li>• Decide on the range of visual arts processes and materials students will use in Session 3 (art-making).</li> <li>• Between Sessions 3 and 4, set up school exhibition in preparation for the gallery walk.</li> </ul>
<b>EVIDENCE OF UNDERSTANDING</b>	<p><b>The following activities and tasks offer opportunities to collect evidence of understanding:</b></p> <ul style="list-style-type: none"> <li>• Contributions to visualisation and ideation activities in Sessions 1 and 2</li> <li>• Generation of ideas and development of a plan for a visual artwork</li> <li>• Use of visual arts processes, conventions (elements) and materials to create a 2D artwork</li> <li>• Contribution to planning the class exhibition</li> <li>• Reflection and feedback on own artwork and artworks by peers.</li> </ul> <div style="text-align: right;">  <p>Look for this <b>icon</b> throughout this sequence</p> </div>

<b>Exploring artworks and ideas</b>	
<b>SESSION 1</b>	<p><b>What might our future look like?</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Equipment for documenting ideas (for example: paper, sticky notes, audio recording app)</li> <li>• Images of the future</li> <li>• Thinking strategies</li> </ul> <p><b>Select and display</b> an image/artwork portraying the future and guide the class activities 1 and 2, which are designed to get students thinking about what life will be like in the future. (Images of the future) Collate ideas from the activities on the board as a class discussion.</p> <p><b>Activity 1:</b> Guide students through a process that encourages them to think imaginatively and creatively about an artwork. For example, use a thinking strategy such as see/think/wonder and pose questions such as:</p> <ul style="list-style-type: none"> <li>• What can you see in the image/picture?</li> <li>• What do you think is happening?</li> <li>• What is new/different about the world depicted in this image?</li> </ul> <p>Ask students to complete the sentence: 'I wonder ...'</p> <p><b>Activity 2:</b> <b>Guide</b> students through a vocabulary building thinking strategy such as Nouns, Verbs, Adjectives. <b>Model</b> an example of a noun, a verb and an adjective that are represented in the image, as required, reminding students about the definitions of each type of word. <b>Support</b> students, as required, to write or speak the nouns, verbs and adjectives. At the end of the activity, ask students to complete the sentence: 'I wonder ...'</p> <div style="text-align: right;">  </div>

# SESSION 1 CONTINUED

## Exploring artworks and ideas

**Explain** to students that the Adelaide Festival Centre (AFC) is turning 50, and that they are going to be thinking about what the world will look like when they are 50 in preparation for creating an artwork that can be exhibited in the AFC Gallery Exhibition.

**Lead an 'idea pop'** class brainstorm where:

- students stand in a circle and call out quick one-word responses of as many different ideas as possible for the topic 'future'
- the 'idea pop' is finished when there are no more responses or 'pops'
- as ideas are suggested, they are recorded on the board or on butcher's paper for students to refer to during the Quick Draw warm-up.

### Teacher prompts

#### Lead a Quick Draw warm-up:

- Give each student an A4 sheet of paper or art sketchbook.
- Allow 1 minute only for each Quick Draw (ideally put a timer up on the board).
- Emphasise that these are warm-up activities to generate ideas; they do not need to be perfect!

**Allow time** for a lesson wrap-up. For example, ask students to discuss one square of their Quick Draw with a partner, describing which technique was used and how the drawing relates to the chosen word.

Collect and store the Quick Draw pages so students can refer to them in future sessions.

### Student activities

#### Generate ideas for art-making with a Quick Draw

- Name their page and use a ruler to draw a horizontal and a vertical line through the middle to divide their page into 4 equal sections.
- Take 1 minute to choose 4 words from the 'idea pop' list and write one word at the top of each section on their page.
- Use one of their words to complete each of the following Quick Draws:
  - Drawing the object/word in a maximum of 5 lines using only straight lines
  - Drawing without taking the pencil off the page (a 'continuous line' drawing)
  - Drawing with the non-dominant hand.



# SESSION 2

## Imagining the future

### Resources:

- Equipment for documenting ideas (for example: paper, sticky notes, audio recording app)
- Device and speakers for playing music
- Device with camera
- Device and screen for watching video
- AFC info (use the QR code above)

**Remind** students that the AFC is turning 50 in 2023, and that they are going to be thinking about what the world will look like when they are 50. (Use the QR code above to access AFC info)

**Ask** students to describe the world as they think it might be in 50 years' time.

**Use the inquiry questions** at the start of this plan to shape the discussion.

**Record ideas** and allow time for students to document ideas that interest them, as inspiration for the art-making tasks that follow.

Complete either or both the 'Host a Future Party' and 'Create a Futuristic Sound Machine' tasks as time allows. The tasks can be undertaken in a single session or over a couple of sessions leading up to the art-making sessions.

<b>1. Host a Future Party</b>	
<ul style="list-style-type: none"> <li>• Clear a space for students to be able to move freely.</li> <li>• Play 'party' music. (Playlist)</li> <li>• <b>Prompt</b> students to move (silently) as if they were, for example: dancing at a party, floating like a balloon, decorating a room, walking through a crowded party, moving like a robot, walking on the moon, or moving as they imagine they might move sometime in the future. Also use words from the 'idea pop' word list as prompts. Remind students to move safely in the space.</li> <li>• <b>Stop/pause</b> the music and call out a number. Wait for students to form groups of that size.</li> <li>• <b>Prompt</b> groups to form a freeze frame. Use prompts that promote thinking about celebrations and the future, such as cutting a cake, making a speech, looking through a slide show of memories, a robot, what they will look like in the future, or a futuristic mode of travel (driverless car, personal space module). Incorporate words from the 'idea pop' word list. Allow up to 90 seconds for students to create each frame.</li> <li>• <b>Photograph</b> the freeze frames/tableaux for use later. Tap in* and ask questions to highlight specific features/points of interest in each group's response.</li> <li>• Repeat, encouraging students to form groups with different students.</li> </ul> <p>*Thought-tracking (or 'tapping in') is a dramatic convention where characters playing roles can be frozen and asked by the teacher or other students (who tap the character on the shoulder to activate the image) to express what is going through their mind at a particular moment in the present or in the future. (<a href="#">Arts Pop Drama glossary</a>)</p>	
<b>2. Create Futuristic Sound Machines</b>	
<b>Teacher prompts</b>	<b>Students activities</b>
<p><b>Form</b> students into groups of 4 or 5 and pose the question: What does the future sound like? Allow students:</p> <ul style="list-style-type: none"> <li>• 1 minute for individual thinking</li> <li>• 2 minutes for sharing with a partner.</li> </ul> <p><b>Ask</b> each pair to share ideas and document responses on the board or on film. Prompt/scaffold each step as students imagine, trial, share and rehearse their ideas for sounds and movements.</p>	<p><b>Groups create</b> a machine that makes futuristic sounds and moves in futuristic ways by:</p> <ul style="list-style-type: none"> <li>• individually taking 1 to 2 minutes to create a sound and movement to contribute to the machine</li> <li>• sharing ideas with other students in their line (group)</li> <li>• combining the ideas to create a machine; for example, students might use their movements and sound to create a 'chain reaction' machine (each movement/sound triggers the next movement sound) or all the parts and sounds might happen together, movements and sounds might start and stop after a given number of beats</li> <li>• rehearsing by starting at one end of the machine (line) and moving along to the other end with each student contributing their sound and movement. Repeat a few times to be confident that the machine won't break down!</li> </ul>

SESSION 2 CONTINUED

2. Create Futuristic Sound Machines (continued)

**Challenge** all the machines to demonstrate their super-powers in the 'remote control challenge' where they:

- rewind (start from the other end)
- fast forward
- move in slow motion
- mute (actions only)
- freeze (sound only)
- change the volume.

**Demonstrate** their machine's super-powers by responding to the remote control commands.

**Observe** how the other machines respond to the remote control challenge.

**Repeat**, this time with just one machine operating at a time. If possible, film the machines in operation; for example, using a device with a camera on a stand/tripod.

For further inspiration/thinking, **watch**: The World in 2050 (enrique8, 6 April 2017) <https://www.youtube.com/watch?v=ABrjdyavqkI>

**Allow** students time to review and add to their documentation from Session 1. Emphasise that all their activities so far have been designed to generate ideas they can use in an artwork, and that capturing the ideas is what is important; the documentation doesn't have to be perfect.

SESSION 3

Creating an artwork titled 'What will the world be like when I am 50?'

**Resources:**

- Design brief from Adelaide Festival Centre (access via the QR code)
- Ideas generated in Sessions 1 to 3
- Art materials of choice for making a 2D artwork
- A3 or A4 paper

**Department. The Arts:**

- Visual Arts GR02/03: Elements of Visual Arts posters/slides

**Australian Curriculum:**

The Arts v9 – Visual Arts,

[Examples of knowledge and skills](#) (EoKS)

Art-making workshop

**Revisit** the Adelaide Festival Centre design brief requirements with students.

Where possible, **offer** students a range of materials for making their artwork such as:

- Drawing with pencils (colour or black and white)
- Charcoal drawing
- Watercolour/acrylic painting
- Oil pastels
- Screen printing
- Collage.

Or, the whole class might focus on using particular art-making processes, conventions or materials that you wish to introduce or refine.

**Encourage** students to plan their work; for example, sketching a layout that meets design brief requirements. (EoKS)

You could prompt students to:

- **identify** ideas generated in earlier sessions that they're interested in using in their artwork
- **select** visual arts processes and materials that will allow them to develop their ideas (if options are available).



As students work, **circulate** offering advice and guidance about use of materials and art-making processes, and supporting students to use the ideas they have generated in their artwork. (Visual Arts GR02/03)

Students **create** an artwork on A3 or A4 paper by:

- drawing on ideas they have imagined, seen and discussed in Sessions 1 and 2, or by imagining new ideas
- using visual arts processes, conventions and materials to turn their ideas into an artwork
- checking that the completed work meets all requirements for the AFC exhibition.





SESSION 4	Gallery of the future	<p><b>View and review artworks</b></p> <p>In this session, the teacher <b>guides discussion</b> as the students undertake a gallery walk to view, reflect on, compare and contrast the artworks they and their peers have created.</p> <p><b>Display</b> artworks around the room/gallery space. Students walk around the space, quietly looking at the exhibition. The gallery walk might involve multiple classes or the whole school in a larger area.</p>
	Resources:	<ul style="list-style-type: none"> <li>• Completed artworks</li> <li>• Pens/pencils</li> <li>• Reflect, compare and contrast template</li> </ul> <ul style="list-style-type: none"> <li>• <b>Print copies</b> of the Reflect, compare and contrast template (one per student), or students can draw one on a piece of paper. (Reflect, compare and contrast template)</li> <li>• <b>Explain</b> the task.</li> <li>• <b>Form</b> students into pairs.</li> <li>• <b>Circulate</b> as students discuss the artworks offering support and guidance.</li> </ul> <p>Allow students 2 to 3 minutes to <b>individually reflect</b> on their artwork; for example, they might consider how they have used visual conventions/elements of art (such as colour, line or shape), processes and materials in their artwork.</p> <p>Then, students use the 'Mine', 'Yours' and 'Ours' sections of the diagram to:</p> <ul style="list-style-type: none"> <li>• <b>Write</b> 1 or 2 comments about their artwork in the 'Mine' space; for example, comments about the ideas they are communicating, the processes they used, or their use of visual conventions</li> <li>• <b>Respond</b> to the artwork their partner created and write 1 or 2 comments in the 'Yours' space</li> <li>• <b>Share and discuss</b> their comments with their partner and collaborate to:             <ul style="list-style-type: none"> <li>- add comments in the 'Mine' and 'Yours' sections to capture their discussion (as needed)</li> <li>- add comments in the 'Ours' section; for example, comments about the ideas they are communicating.</li> </ul> </li> </ul>
IDEAS FOR ADAPTING THIS LEARNING SEQUENCE		<p><b>Reception to Year 2 students:</b></p> <ul style="list-style-type: none"> <li>• Share ideas about '50'. How far into the future is this? Who can they ask to find out what has happened in the last 50 years? What might happen in the next 50 years? This discussion could take place in a sharing circle activity before they use available/selected materials to create their artwork.</li> </ul> <p>For younger students, teachers may also:</p> <ul style="list-style-type: none"> <li>• use familiar thinking routines and/or only require verbal responses or sketches</li> <li>• work as a whole class to create a single freeze frame.</li> </ul> <p><b>Years 5 to 10 students:</b></p> <ul style="list-style-type: none"> <li>• (In Session 1) explore artworks depicting the future from a range of times, places and cultures and also discuss their own ideas about the world in 50 years' time.</li> <li>• (In Session 3) explore, practise or refine visual arts processes/techniques they plan to use in their artwork.</li> </ul> <p>For older students, teachers may also:</p> <ul style="list-style-type: none"> <li>• adapt thinking routines to cater for students' experience</li> <li>• select an age/skill level appropriate method/material for creating the artwork (allowing choice of materials/techniques where possible/suitable)</li> <li>• include a gallery reflection lesson.</li> </ul> <p>For all students, especially those with additional learning needs, the visual work could be created using digital art-making apps or forms such as animations.</p>

## IMAGES OF THE FUTURE

Source a variety of images that portray the future. Consult the 'Guidelines for choosing resources' on page 13 of the [T&LR](#) and, for example, check that the rights holders for the images you select have given permission for their work to be downloaded and used. Also, when showing the images to students, acknowledge artists and sources as indicated on the download advice. Useful sites include:

- <https://pixabay.com/photos/robot-mech-machine-technology-2301646/>
- <https://pixabay.com/illustrations/photo-manipulation-alien-foreign-1825450/>
- <https://pixabay.com/photos/sky-apartment-view-clouds-sky-moon-5074975/>
- [Planet City by Liam Young](#) (this site includes videos, fiction, costume designs, a TED talk and a book. Teachers could use a selection of these materials to extend this learning sequence)

Search online using terms such as 'images of the future world', 'pictures of future cars', 'images of future food', 'images of future clothing'.

## ADELAIDE FESTIVAL CENTRE HISTORY AND INFORMATION

Websites, videos and images:

- <https://www.adelaidefestivalcentre.com.au/about-us/overview/>
- <https://www.adelaidefestivalcentre.com.au/about-us/our-history>
- [https://en.wikipedia.org/wiki/Adelaide\\_Festival\\_Centre](https://en.wikipedia.org/wiki/Adelaide_Festival_Centre)
- <https://www.youtube.com/watch?v=dxDxzKdCszg> (video about the Kurna Reconciliation Sculpture which is in storage during Festival Centre redevelopment works)
- [https://en.wikipedia.org/wiki/Adelaide\\_Festival\\_Centre#/media/File:Adelaide\\_Festival\\_Centre\\_at\\_Night.jpg](https://en.wikipedia.org/wiki/Adelaide_Festival_Centre#/media/File:Adelaide_Festival_Centre_at_Night.jpg)
- <https://www.shutterstock.com/search/adelaide-festival-centre>

Students could also ask family and community members to share their memories of the AFC.

**Mine**

**Yours**

**Ours**

# DreamBIG T&LR: Learning sequence playlist

## Introduction

- The music suggestions on this list are provided as a guide. Music is matched to learning sequence activities in the 2023 DreamBIG T&LR and Companion.
- Music suggestions are provided for each of the dance activities; however, it isn't always essential to play music during dance activities.
- The music is listed in alphabetical order according to the performer name.
- Many of the music suggestions are instrumental to make it easier for teachers to talk over the music and for students to hear instructions or feedback.
- Teachers are advised to consider the **Guidelines for choosing resources** on page 13 of the [T&LR](#) and to preview all music and music videos before playing in class.

Learning sequence	Session & activity	Suggested song (artist, title, links and information)
Everyday Dancing	<b>Session 1</b> <ul style="list-style-type: none"> <li>• Action word warm-up</li> <li>• Triple treat</li> </ul>	<ul style="list-style-type: none"> <li>• Justin Timberlake: <a href="#">Can't Stop the Feeling</a></li> <li>• Little Ditto: <a href="#">Bluey Theme Tune</a> and <a href="#">Bluey Theme Tune arranged by Instrument Parade</a>, ideal for younger classes (mostly instrumental)</li> <li>• The Chemical Brothers: <a href="#">Galaxy Bounce</a> (mostly instrumental, electronic, faster)</li> <li>• Will.I.Am: <a href="#">I Like to Move It</a> (from the 'Madagascar Escape 2 Africa' soundtrack)</li> </ul>
	<b>Session 1</b> <ul style="list-style-type: none"> <li>• Connecting with objects</li> <li>• Student dance sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Gotan Project: <a href="#">La Gloria</a> (instrumental, slower)</li> <li>• Maya Jane Coles: <a href="#">Bo &amp; Wing</a> (instrumental, mellow)</li> <li>• Propellerheads: <a href="#">Clang</a> (instrumental)</li> </ul>
	<b>Session 2</b> Circuit warm-up	<ul style="list-style-type: none"> <li>• Basement Jaxx: <a href="#">Do your Thing</a> (faster)</li> <li>• Daft Punk: <a href="#">Harder, Faster, Stronger</a> (mostly instrumental, electronic)</li> <li>• Perez Prado: <a href="#">Mambo No. 5</a> (original, not the Lou Bega or Bob the Builder versions) (mostly instrumental)</li> </ul>
	<b>Session 3</b> <ul style="list-style-type: none"> <li>• Alternating 8's warm-up</li> <li>• Optional: background music for Everyday Objects dance, see Session 4</li> </ul>	<ul style="list-style-type: none"> <li>• Maya Jane Coles: <a href="#">Bo &amp; Wing</a> (instrumental, mellow)</li> <li>• Black Violin: <a href="#">A-Flat</a> (instrumental, slower)</li> <li>• Oliver Heldens &amp; Lenno: <a href="#">This Groove</a></li> <li>• PNUA: <a href="#">Solid Gold</a> featuring Kira Divine and Margues Toliver</li> </ul>
	<b>Session 4</b> Everyday Objects dance	<ul style="list-style-type: none"> <li>• Cosmo's Midnight: <a href="#">C.U.D.I (Can U Dig It)</a></li> <li>• Kraftwerk: <a href="#">Boing Boom Tschak</a> (instrumental, electronic)</li> <li>• Maya Jane Coles: <a href="#">Bo &amp; Wing</a> (instrumental, mellow)</li> </ul>
Dance & Chance	<b>Sessions 1 &amp; 3</b> 1 to 10 warm-up	<ul style="list-style-type: none"> <li>• Christine and the Queens: <a href="#">Tilted</a> (slower)</li> <li>• Cosmo's Midnight: <a href="#">C.U.D.I (Can U Dig It)</a></li> <li>• Gotan Project: <a href="#">La Gloria</a> (instrumental, slower)</li> </ul>
	<b>Session 1</b> Movement improvisation	<ul style="list-style-type: none"> <li>• Maya Jane Coles: <a href="#">Bo &amp; Wing</a> (instrumental, mellow)</li> <li>• Bill Leeb: <a href="#">Terra Firma</a> (Lara's Mix) featuring Aude (from the Tomb Raider Soundtrack 2001) (instrumental)</li> <li>• Vangelis: <a href="#">Conquest of Paradise</a> (mostly instrumental)</li> <li>• Tim Hecker: <a href="#">Black Refraction</a> (instrumental, gentle piano)</li> </ul>
	<b>Sessions 2 and 4</b> Word warm-up	<ul style="list-style-type: none"> <li>• Kraftwerk: <a href="#">Boing Boom Tschak</a> (mostly instrumental, electronic)</li> <li>• The Chemical Brothers: <a href="#">Galaxy Bounce</a> (mostly instrumental, electronic, faster)</li> <li>• Daft Punk: <a href="#">Harder, Faster, Stronger</a> (mostly instrumental, electronic)</li> </ul>
	<b>Session 2</b> Word interpretation task	<ul style="list-style-type: none"> <li>• Geoffrey Gurrumul Yunupingu: <a href="#">Wukun (Loverush UK Remix)</a> (mostly instrumental)</li> <li>• Propellerheads: <a href="#">Clang</a> (instrumental)</li> <li>• Maya Jane Coles: <a href="#">Bo &amp; Wing</a> (instrumental, mellow)</li> </ul>
	<b>Sessions 4 and 5</b> Playing with Space task	<ul style="list-style-type: none"> <li>• Black Violin: <a href="#">A-Flat</a> (instrumental, slower)</li> <li>• Christine and the Queens: <a href="#">Tilted</a> (slower)</li> <li>• Gotan Project: <a href="#">La Gloria</a> (instrumental, slower)</li> <li>• Propellerheads: <a href="#">Clang</a> (instrumental)</li> </ul>
	<b>Session 6</b> Playing the game	<ul style="list-style-type: none"> <li>• Bill Leeb: <a href="#">Terra Firma</a> (Lara's Mix) featuring Aude, (Tomb Raider Soundtrack 2001) (instrumental)</li> <li>• Black Violin: <a href="#">A-Flat</a> (instrumental, slower)</li> <li>• Geoffrey Gurrumul Yunupingu: <a href="#">Wukun (Loverush UK Remix)</a> (mostly instrumental)</li> <li>• Vangelis: <a href="#">Conquest of Paradise</a> (mostly instrumental)</li> </ul>

Learning sequence	Session & activity	Suggested song (artist, title, links and information)
<b>Mapping Your World</b>	<b>Sessions 3 and 4</b> Devising the map	Playing soft, instrumental music in the background as students create their drama can assist them to focus and will keep noise levels manageable (as multiple groups work in the space). For example: <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=FcVCqAwuBSs">https://www.youtube.com/watch?v=FcVCqAwuBSs</a></li> <li>• <a href="https://www.youtube.com/watch?v=2TvWZEVf6go">https://www.youtube.com/watch?v=2TvWZEVf6go</a></li> <li>• <a href="https://www.youtube.com/watch?v=yo1GdFc4X8M">https://www.youtube.com/watch?v=yo1GdFc4X8M</a></li> </ul> Or, choose music that the class uses for meditation or mindfulness activities.
	<b>Companion</b> Dance the Map - extension activity	<ul style="list-style-type: none"> <li>• Geoffrey Gurrumul Yunupingu: <a href="#">Wukun (Loverush UK Remix)</a> (mostly instrumental)</li> <li>• Maya Jane Coles: <a href="#">Bo &amp; Wing</a> (instrumental, mellow)</li> <li>• Propellerheads: <a href="#">Clang</a> (instrumental)</li> </ul>
<b>Sounds of Sustainability (SOS)</b>	<b>Session 3</b> Active listening	Use approx. 30 seconds from 3 to 5 of these examples of music that use acoustic and digital instruments to make sounds from the environment. Play selections in an order that provides the most contrast in sounds/music style. <ul style="list-style-type: none"> <li>• Brenda Gifford arr. Jessica Wells: <a href="#">Bardju (Footprints)</a> (acoustic and digital instruments)</li> <li>• Dj Cutman: <a href="#">American Robin</a> (bird sounds and digital instruments)</li> <li>• Horst Jankowski: <a href="#">A Walk in the Black Forest</a> (piano, drumkit, orchestra)</li> <li>• Ian Butcher and Steven Faux: The Life of Birds (BBC, 1999, DVD), (orchestra, voices, digital instruments, bird sounds)               <ul style="list-style-type: none"> <li>- Track 3 – Lazy Summer Skies</li> <li>- Track 7 – Iguassu</li> <li>- Track 9 – The Penguins Progress</li> <li>- Track 19 – Silly Walk</li> </ul> </li> <li>• Joy Helder: <a href="#">Blurt</a> (digital and found sounds)</li> <li>• Past Palms: <a href="#">Rainwater</a> (found/environmental sounds and electronic/digital instruments)</li> <li>• <a href="#">The Singing Raintree</a> (the raintree is a metal sculpture)</li> </ul>
	<b>Session 3</b> Listening and moving	Use approx. 1 minute from 3 to 5 of these suggestions. Play them in an order that provides the most contrast in sounds/music style. Examples from the Active listening suggestions above can also be used. <ul style="list-style-type: none"> <li>• Anton Karas: <a href="#">The Third Man</a> (features zither)</li> <li>• Basement Jaxx: <a href="#">Do your Thing</a></li> <li>• Buckethead: <a href="#">The Coats of Claude</a> (guitar-based instrumental)</li> <li>• Daft Punk: <a href="#">Harder, Faster, Stronger</a> (mostly instrumental, electronic)</li> <li>• Horst Jankowski: <a href="#">A Walk in the Black Forest</a> (instrumental)</li> <li>• Kraftwerk: <a href="#">Boing Boom Tschak</a> (mostly instrumental, electronic)</li> <li>• Perez Prado: <a href="#">Mambo No. 5</a> (original, not the Lou Bega or Bob the Builder versions) (mostly instrumental)</li> <li>• The Chemical Brothers: <a href="#">Galaxy Bounce</a> (instrumental, electronic)</li> <li>• Vangelis: <a href="#">Conquest of Paradise</a> (mostly instrumental)</li> </ul>
	<b>Session 4</b> Creating an introduction to <i>Nudie Foodie</i>	Improvised soundscapes used to introduce <i>Africa</i> by Toto: <ul style="list-style-type: none"> <li>• Angel City Chorale: <a href="#">Africa</a> (improvised introduction)</li> <li>• Kearsney College Choir: <a href="#">Choral Thunderstorm</a></li> </ul>
	<b>Companion</b> Extension activity (Dance)	<ul style="list-style-type: none"> <li>• Bill Leeb: <a href="#">Terra Firma</a> (Lara's Mix) featuring Aude (Tomb Raider Soundtrack 2001) (mostly instrumental) (Select: beginning to 1.30, or 1.52 to 2.54, or 3.35 to end.)</li> <li>• Brenda Gifford arr. Jessica Wells: <a href="#">Bardju</a> (mostly instrumental)</li> <li>• Ian Butcher and Steven Faux: The Life of Birds (BBC, 1999, DVD)               <ul style="list-style-type: none"> <li>- Track 7 – Iguassu</li> <li>- Track 9 – The Penguins Progress</li> </ul> </li> <li>• JS Bach arr. Black Violin: <a href="#">Brandenburg</a> by Black Violin (Select: beginning to 1.30) (mostly instrumental)</li> <li>• Vangelis: <a href="#">Conquest of Paradise</a> (Select: beginning to 2.20 or 2.20 to 3.30) (mostly instrumental)</li> </ul>

Learning sequence	Session & activity	Suggested song (artist, title, links and information)
<b>Making Music for My Island Home</b>	<b>Session 1</b> 'Home' songs	<ul style="list-style-type: none"> <li>Performances and arrangements of <i>My Island Home</i> include:               <ul style="list-style-type: none"> <li>- <a href="#">Warumpi Band</a>, 1988 (the original)</li> <li>- <a href="#">Christine Anu</a>, 1995</li> <li>- <a href="#">Jessica Mauboy</a>, 2020 (Indigenous Literacy Foundation)</li> <li>- <a href="#">Christine Anu, Zaachariaha Fielding (Electric Fields), Ngaiire and Emma Donovan</a>, 2022</li> <li>- <a href="#">One Mob Sing-A-Long</a> posted by NITV</li> </ul> </li> <li>A <i>My Island Home</i> medley by Neil Murray, Maupower and MIHP Artists is available via the '<a href="#">My Island Home</a>' project on <a href="#">SoundCloud</a></li> <li>Ed Sheeran: <a href="#">Lego House</a></li> <li>John Denver: <a href="#">Take Me Home Country Roads</a></li> <li>John Williamson: <a href="#">Home Among the Gum Trees</a></li> <li>Madness: <a href="#">Our House</a></li> <li>Miranda Lambert: <a href="#">The House that Built Me</a></li> <li>Nick Jonas: '<a href="#">Home</a>' from <i>Ferdinand the Bull</i></li> <li>Paul Kelly: <a href="#">Sydney from a 747</a></li> <li>Peter Allen: <a href="#">I Still Call Australia Home</a></li> <li>Phil Collins: <a href="#">Take me Home</a></li> <li>Vance Joy: <a href="#">We're Going Home</a></li> </ul>
	<b>Session 1</b> Alternative theme 'Place' songs	The ' <a href="#">Connections soundtrack</a> ' playlist for the National Museum of Australia's ' <a href="#">Connection</a> ' exhibition. Note: the first song on the <a href="#">Spotify playlist</a> 'All the Same' by The Boy of Many Colours is <b>not appropriate</b> for use in school settings.
<b>On My 50th Birthday</b>	<b>Session 2</b> Future party	<ul style="list-style-type: none"> <li>Daft Punk: <a href="#">Around the World</a></li> <li>Kool and the Gang: <a href="#">Celebrate</a> (remastered)</li> <li>Kraftwerk: <a href="#">Boing Boom Tschak</a></li> </ul>

# Thinking strategies for Arts Learning

Each of the learning sequences in the 2023 DreamBIG Teaching and Learning Resource and Companion encourages students to think creatively and critically about the artworks they are making and the ideas they are exploring in their works. 'Thinking strategies' is the term used to describe these activities.

## Arts-focused thinking strategies

In Arts learning students are encouraged to use thinking strategies to generate ideas for making artworks when they are refining or evaluating their work, or when they are responding to their finished work/performance. Students can also use thinking strategies to explore and respond to work created by other people.

Questioning is the most common thinking strategy in the Arts. Thinking strategies can be used in each of the DreamBIG 2023 learning sequences. Specific strategies and questions are provided for some learning sequences. For other sequences, the learning is framed by the inquiry questions provided.

For activities where teachers (or students) need to design their own questions, they can use or adapt ones from the Australian Curriculum v9: The Arts, Examples of knowledge and skills (EoKS).

A set of EoKS is available for each Arts subject: Dance, Drama, Media Arts, Music and Visual Arts. [Use the search function on the Australian Curriculum v9 website](#) to find and download the EoKS. The advice about Incorporating Aboriginal artworks in the Drama learning sequence *Mapping your World* includes an example of how questions from the EoKS can be adapted to suit a teaching context.

## Thinking strategies in the DreamBIG 2023 T&LR and Companion learning sequences

### Dance: *Dance & Chance and Everyday Dancing*

In these Dance learning sequences, the inquiry questions can be used to drive students'

creative and critical thinking. Some of the activities include specific questions. To promote discussion and reflection, teachers can use or adapt questions from the [Dance EoKS](#) or use other strategies with which students are familiar.

### Drama: *Mapping your World*

This Drama learning sequence uses DAR (Describe, Analyse, Relate) to support students to communicate their experiences and generate questions they want to explore further. DAR was developed by Katie Dawson. Information about Katie's work in this field is available [here](#).

### Media Arts: *Capturing Critters and My Future*

The inquiry questions for these Media Arts learning sequences provide a framework for thinking about specific tasks and evaluating work in each of the sessions. The [Media Arts EoKS](#) provide examples of questions that can be adapted or adopted for use with these activities.

### Music: *Sounds of Sustainability and Making Music for My Island Home*

In these Music learning sequences, students can use a range of thinking strategies to explore the inquiry questions. The ideas they generate by discussing these questions will inform the lyrics they write (*Making Music*) and their understanding of how diverse sound sources can be used for music-making (*Sounds of Sustainability*). Questions from the [Music EoKS](#) can be used or adapted in these sequences.

### Visual Arts: *Paper Play and Is Paper Always Flat?*

Students use thinking strategies in these Visual Arts learning sequences when they are investigating how paper can be made, used, recycled or repurposed. Specific questions are included in the sequences to frame

activities, such as documenting ideas for artworks or reflecting. Questions from the [Visual Arts EoKS](#) can be used or adapted in these sequences; for example, to encourage students to reflect on their work when they take a [gallery walk](#) through the installations they have created.

### Visual Arts: *On My 50th Birthday*

This learning sequence uses a range of Visual Arts and Drama thinking strategies including [See/Think/Wonder](#), [Gallery Walk](#) and a variation on the [Venn Diagram thinking strategy](#). Questions and steps for the idea pop and Nouns, Verbs, Adjectives thinking activities are included in the learning sequences.

## Find out more

- [Understand Critical and Creative Thinking](#) (Australian Curriculum v9) outlines the scope and focus of this General capability
- [Project Zero's Thinking Routine Toolbox](#) provides information about different types of thinking, such as core thinking routines, perspective taking and global thinking. You can also search by project name; for example, the thinking routines used in the [Artful Thinking](#) and [Visible Thinking](#) projects.

When students are using thinking strategies, they also need to apply effective listening skills. This [article by Donna Wilson and Marcus Conyers](#) discusses strategies for effective listening in classroom settings.





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