



Wombat Stew!



Programmed Integrated Creative Arts Unit

©Deirdre Russell-Bowie

1. Programming Proforma for Drama : Wombat Stew

Purposes			Form of	Activities	Contexts				Outcomes
Perf	Mak	App	Drama		Sit'n	Role	Elmts	Perf	from NSW Syllabus
	*		Improvise'n	<p>Exploring Read through <i>Wombat Stew</i> by Marcia Vaughan.</p> <p>Explore ways of moving like each of the animals, eg. <i>Koala</i> : slow and sleepy <i>Echidna</i> : short, sharp movements <i>Emu</i> : Graceful movements</p>		*			DRAS1.1
*			Scripted Dramas	<p>Developing Develop a Readers' Theatre-type presentation with narrated story, and different children role-playing each character in the story.</p>	*	*	*	*	DRAS1.3
	*			<p>Reflecting Reflect on how effective the children's animal movements were, in representing each character.</p> <p>Repeat the presentation, making changes based on these reflections.</p>					DRAS1.4

Resources:

- Copy of *Wombat Stew* •

Evaluation:

Purposes = *Performing, Making, Appreciating*; **Forms of Drama** = *Improvise'n, Narrative Forms, Movement and Mime, Scripted Drama, Puppets, Masks, Video Drama, Playbuilding*; **Contexts** = *Situation, Role, Elements (Tension, Focus, Mood, Time, Contrast, Symbol, Space), Performance*.

2 : Programming Proforma for Dance : Wombat Stew

Purposes			Contexts of Dance	Activities	Elements						Outcomes <i>from NSW Syllabus</i>
Perf	Com	App			Act	Dyn	Time	Spce	Rel	Str	
	*		Student Comp's	Exploring Learn to sing the song <i>Wombat Stew</i> that is repeated throughout the text.						*	MUS1.1
				Experiment with different movements which could represent a dingo stirring the billy and dancing around it, looking forward to eating the fat, tasty wombat.	*	*	*	*			DAES1.2
				Developing Create an eight beat movement sequence which incorporates some of the above movements.							DAS1.2
				All repeat these as the song is sung, then repeat the song.					*		
*				Reflecting Refine and rehearse dance until it flows smoothly as the song is sung. Repeat it twice each time the song appears in the book.	*	*	*	*	*	*	DAS1.1
		*		Reflect on how appropriate it is to the text and make changes where necessary.							DAS1.4

Resources :

- Copy of the song from *Wombat Stew*
- Room to move

Evaluation:

Purposes = *Performing, Composing, Appreciating*; **Contexts of Dance** = *Students' Compositions, Teacher Directed Dances, Cultural and Historic Dances*; **Elements** = *Action, Dynamics, Time, Space, Relationships, Structure*

3 : Programming Proforma for Music : Wombat Stew

Purposes					Rep't	Activities	Concepts					Outcomes
Performing			OS	List								from NSW Syllabus
S	M	PI	Os	L			Du	Pi	Dy	TC	St	
	*				Student Comps	Exploring Identify the different characters in the text and discuss how they move and what sounds they might make. Experiment with different untuned percussion instruments to create sounds to represent each of the characters from the story.		*		*		MUS1.2
		*			Vocal Music-Songs	Developing Using tuned instruments, have a small group learn to play the melody of the song <i>Wombat Stew</i> . Have some other children play notes to the beat as indicated by the guitar chords. (C, F, G) Sing the song, and have the small groups play the melody and accompaniment to the song.		*			*	MUS2.1
*			*	*		Reflecting Read through the story, with children playing untuned percussion instruments to represent the different characters, each time the characters are mentioned. Have the tuned instrument group play the melody and accompaniment of the song each time it is played. Reflect on how appropriate the use of the instruments is throughout the story.					*	
*	*	*	*	*			*	*	*	*	*	MUS1.2
												MUS2.1
												MUS1.4

Resources

• Tuned percussion instruments • Non-tuned percussion instruments • Melody and guitar chords of song • Copy of *Wombat Stew*

Evaluation:

Purposes = Performing (Singing, Moving, Playing Instruments), Organising Sound, Listening; **Repertoire** = Vocal Music: Songs and rhymes, Instrumental Music, Student Compositions, Movement; **Concepts** = Duration, Pitch, Dynamics; Tone Colour; Structure

4 : Programming Proforma for Visual Arts : Wombat Stew

Purposes		Media/ Forms	Activities	Subject Matter					Outcomes <i>from NSW Syllabus</i>
Mak	App			Pe	LT	Ob	Pl	Ev	
	*		Exploring Examine pictures of the animals mentioned in <i>Wombat Stew</i> . Discuss what techniques have been used to make each animal look different.		*				VAS1.3
*		Drawing	Experiment with drawing different animals' faces from observation of these pictures. Use shading, colour and line to create depth and character to the animals' faces.						VAS1.1
		3D	Developing Have small groups each create a paper plate mask (or use other medium if available, eg. gypsona, papier mache, etc) of one of the animals mentioned in the story.						VAS1.2/2.2
*			Features on the masks can be drawn on, or paint may be used; collaged materials may also be glued onto the faces to create a 3D effect.						
			Reflecting Have the text narrated while some children, wearing the masks, dramatise the story. Have a music group which plays the non-tuned and tuned percussion instruments from the music activity and a dance group which presents the created movement sequence from the dance activity at the appropriate time in the narration.						
	*		Reflect on the appropriateness and effectiveness of the masks is representing the different characters.						VAS2.4

Resources:

- Pictures of animals from the story • Art paper • Textas • Coloured pencils • Paper plates (or other medium for masks) • Collage materials
- Glue • Paint • Brushes • Water • Newspaper to cover tables • Elastic for masks

Evaluation:

Purposes = *Making and Appreciating* ; **Forms** = *Drawing, Painting, Sculpture, 3-D, Collage, Ceramics, Printmaking, Photography, Fibre, Digital Forms*;
Subject Matter = *People, Living Things, Objects, Places, Events*