

Wonderbox

by Sensorium Theatre



QPAC's
**OUT OF
THE BOX**
FESTIVAL FOR CHILDREN
EIGHT YEARS & UNDER

QPAC'S OUT OF THE BOX PRESENTS

A SENSORIUM THEATRE PRODUCTION

Wonderbox

Sensorium Theatre – Australia's leading theatre company making work specifically designed for young audiences with disability and their friends – invites children to roll the dice and set out along a safe, exhilarating pathway into the unknown. Inside a giant puzzle-box of illusions, kooky-carnival friends with magic in their pockets lead audiences into an immersive multi-sensory wonderland of fantastical largescale projections, strange tiny delights, and infectious live music. EVERY child's curiosity is celebrated and rewarded with wondrous surprises.

Wonderbox's online preparatory materials available
<https://digital.sensoriumtheatre.com.au/wonderbox>

These digital resources have been created by Sensorium Theatre to enable audiences to prepare for the experience prior to coming to the show. Through the resource, you can access the social story, watch videos, play games, meet the characters and listen to music clips.

OOTB'S KEY INGREDIENTS FOR EARLY CHILDHOOD ART MAKING



WHAT IS QUALITY ARTS EDUCATION FOR EARLY CHILDHOOD?

Children:

- Engage with rich stimulus materials that provide springboards for their individual artmaking.
- Have voice and agency in their learning and art making.
- Direct their own play with support from adults as required to maintain the play flow.
- Choose the art form they want to create and make in.
- Engage in story making, dramatic play, puppetry and miniature world play for themselves and to share with an audience.

This means that educators and artists:

- Support children's play and art making responses by identifying and sharing resources and springboards for learning that are likely to engage and stimulate creative and imaginative responses.
- Offer rich aesthetic and open-ended materials which provide opportunities for children to respond in a variety of ways and across multiple arts disciplines (for example: via socio-dramatic play, miniature world play, puppetry, music, dance, visual arts).
- Set up learning environments which ensure children are able to exercise agency in their responses.
- Support children's creative expression by considering the level of scaffolding each child requires to engage effectively in the response they have selected.
- Include opportunities for playful, embodied, active, language rich and visual learning.

PERFORMANCE PREPARATION



PURPOSE: To prepare the children for the Out of the Box performance experience.

RESOURCES: Images of QPAC and live theatre performances.

- Show children an image of QPAC, the building, and some images of a performance on a stage. Also explain how they will be getting there.
- Ask the children if they have ever been to a cinema or to see a movie before? Ask them what that was like. What happened? What did they sit on? Were there other people there? Did the lights in the cinema go out sometimes? How did they feel?
- Ask the children if any of them have ever been to a play with live actors in a theatre. Invite children to share what they saw and what happened.
- Discuss how the experience of a live performance might be similar or different.
- What might be different about going to a theatre with live actors compared to going to a movie at a cinema?
- What might be the same?
- Following the discussion, reinforce to the children that before, during and after the performance, the lights will go up and down – sometimes it will be quite dark. Reassure the children that this is meant to happen and that it will be okay. Explain that this is all part of what makes going to the theatre special.
- Also share that at times the sound will change. Sometimes they might be very loud, while at other times the sounds might be soft and there will be music.
- Explain that sometimes there will also be clapping, laughing and noises from the audience.
- Most of all, ensure that the children are excited about the forthcoming experience. Tell them that it will be like stepping into a story book!

CURRICULUM CONNECTIONS



EARLY YEARS LEARNING FRAMEWORK V2.0

Children have a strong sense of identity.

Children are confident and involved learners.

Children are effective communicators.

GENERAL CAPABILITIES

Personal and Social Capability/Critical and Creative Thinking/Literacy.

AUSTRALIAN CURRICULUM V9.0

This performance will provide teaching, learning, and assessment opportunities to cover the Achievement Standard aspects in the below examples from Prep to Year 2.

In The Arts Prep students:

- describe experiences, observations, ideas and/or feelings about arts works they encounter.
- use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

In The Arts Year 2 students:

- identify where they experience the arts
- demonstrate arts practices and skills across arts subjects
- create arts works in a range of forms
- share their work in informal settings.

CONTENT DESCRIPTIONS



THE ARTS

Drama/Dance/Music: F-2

Explore where, why and how people across cultures, communities and/or other contexts experience drama/music/dance (AC9ADR2E01/AC9AMU2E01).

Explore how and why the arts are important for people and communities (AC9ADRFE01/AC9ADAFE01/AC9AMUFE01).

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KEY QUESTION

What is in the box?