

# Club Origami

LEARNING RESOURCE  
(FOR 1-5 YEAR OLDS)

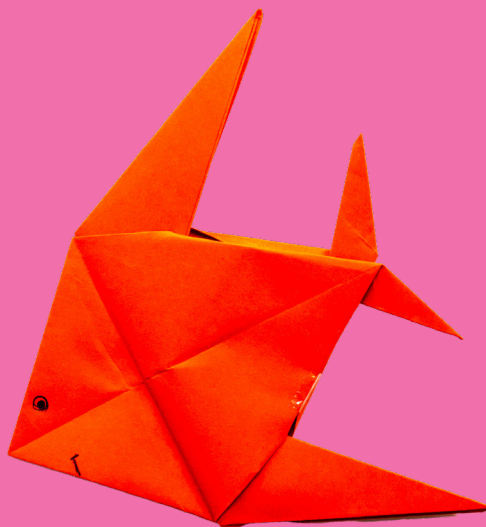


QPAC'S  
**OUT OF  
THE BOX**  
FESTIVAL FOR CHILDREN  
EIGHT YEARS & UNDER

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Dive into the magical world of Club Origami,  
in the Queensland premiere of this immersive  
and interactive dance show inviting family audiences  
to create, imagine and explore whole new ways of thinking,  
playing and moving. Dance, fashion and live music meet  
the magic of origami to sweep us up on a spirited and inspiring  
adventure in a land made purely of paper and play.

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# OOTB'S KEY INGREDIENTS FOR EARLY CHILDHOOD ART MAKING



## QUALITY ARTS EDUCATION FOR CHILDREN IN THE YEARS PRIOR TO FORMAL SCHOOLING REQUIRES THAT CHILDREN:

Engage with rich stimulus materials that provide springboards for their individual art-making

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 not for sharing 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

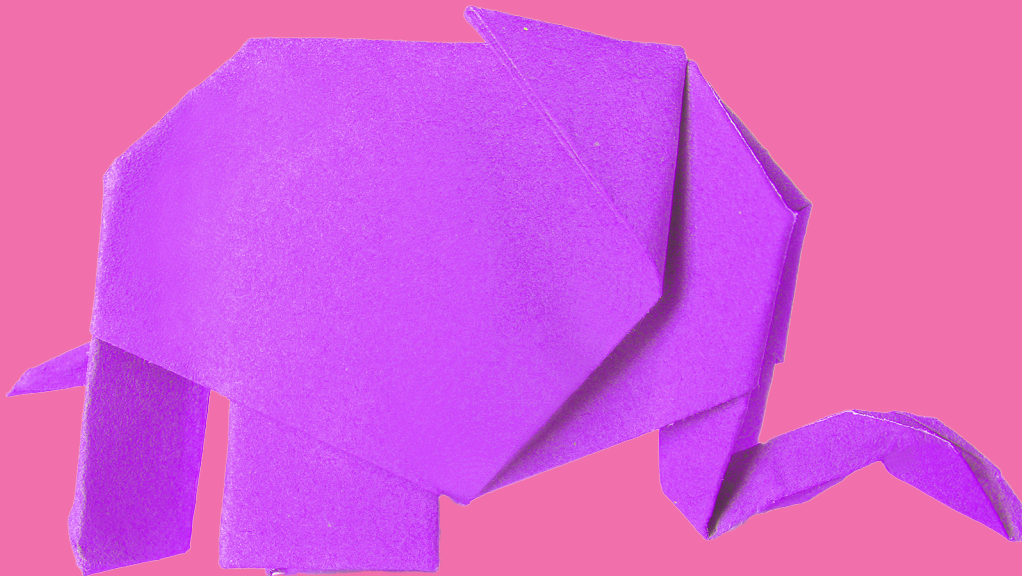
Offer rich aesthetic and open-ended materials which provide opportunities for children to respond in a variety of ways and across multiple arts disciplines (for example: via socio-dramatic play, miniature world play, puppetry, music, dance, visual arts).

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 very 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.

## **WHAT TO EXPECT:**

Immersive and interactive dance performance

Tactile journey that is child lead

Stage invasion – very interactive, students are invited to join the stage and play!

Children will be ripping, wrapping, scrumpling, shaping, sculpting and folding to make their own amazing creations

Please watch the following: <https://www.youtube.com/watch?v=gWUPsezzaoU> to see the mood of the performance.

# CURRICULUM CONNECTIONS



## EARLY YEARS LEARNING FRAMEWORK V2.0

Children are connected with and contribute to their world.

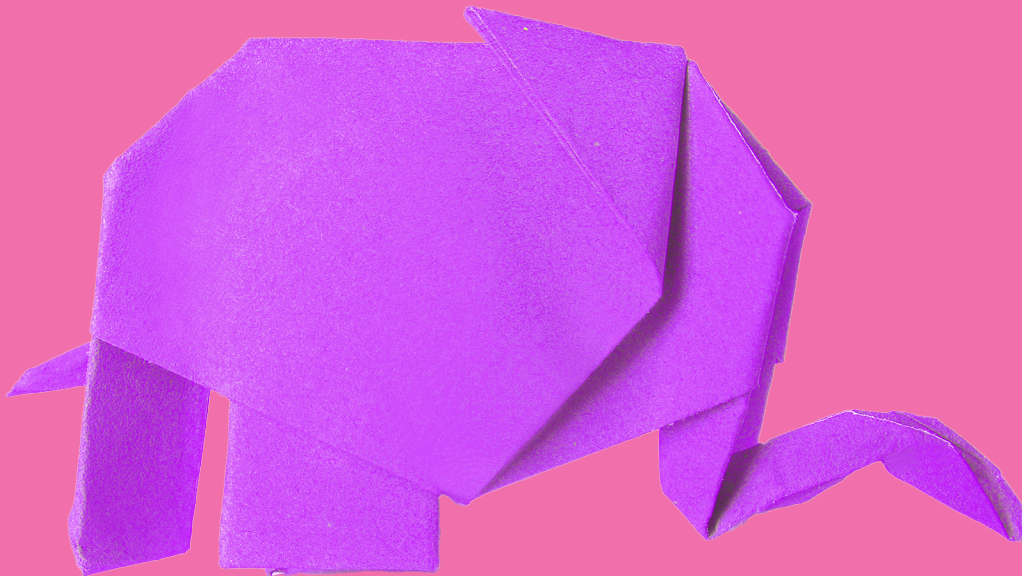
Children are confident and involved learners.

Children are effective communicators.

**KEY WORDS:** Ripping, folding, swishing, building, bending, creating, dancing

**KEY QUESTIONS:** Shall we see what we can make with a single square piece of paper?

# PRE-PERFORMANCE STIMULUS



## Activity 1

**PURPOSE:** To start playing with paper

**RESOURCES:** Sheets of paper that have been collected

**STEP 1:** Ask students to play with paper and to think what they can do with one piece. Can they fold into a box, an animal, a toy etc.

**STEP 2:** Children share their creations in small groups. Ask them to return to a circle and celebrate what they have come up with. Ask them how many different shapes and sculptures you can make from one piece of paper. Record the number somewhere visible for students. Discuss with students the performance they are about to see and that they will be playing and working as artists at times. (Please see Performance Preparation for further introduction ideas)

## Activity 2:

**PURPOSE:** To enjoy some movements and dance moments before the performance.

**RESOURCES:** Music e.g. traditional Japanese Music or *The Swan* played Yo Yo Ma.

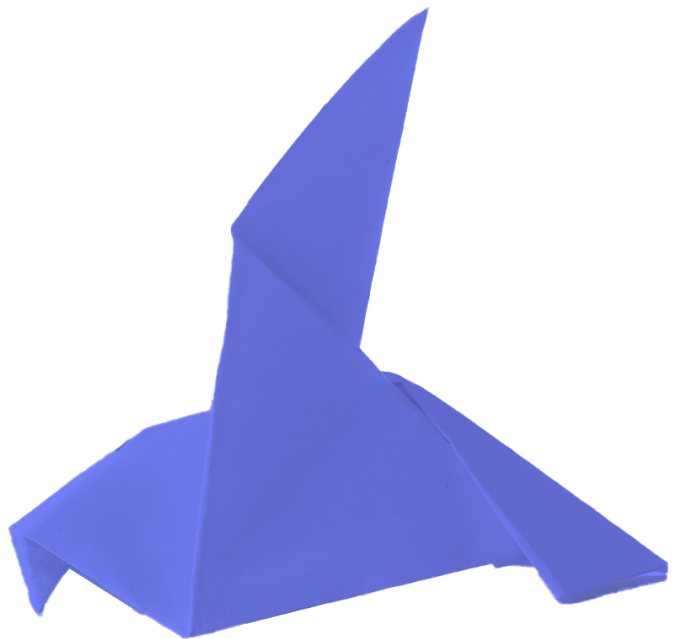
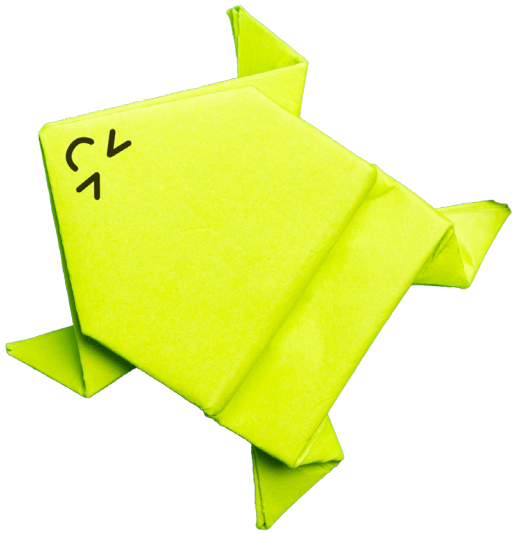
<https://www.youtube.com/watch?v=gotLfzfLlc8>

**STEP 1:** Warm up: Students shake it out! Put some familiar music on start small: Shake your fingers, shake your hands, shake your arms, shake your feet, shake your legs, shake your body! (Start small and increase the body parts.)

**STEP 2:** To move in unison and then alone. Teacher initiates movement, for students to follow to start with gliding movements, swishing movements, pushing movements (with legs, with arms etc.) sliding, flicking, gliding, floating, slashing, punching (Laban Movement and other energies related to performance) Introduce animals to help children find the energy.

Jump like a frog, glide like a swan, float like a duck, flick like a little monkey, punch like kangaroo, slide like a snail. Ask them to start travelling the movements and adding levels. For example; Gliding high like an eagle.

**Step 3:** Students to work on their own or in small groups and select one of the movements and work with it to the music. Movement activities can be revisited to build confidence. Bring to close and allow students to warm down.



# Post-Performance Stimulus and Extension



## Activity 1

**Purpose:** To provide children with opportunities to respond to performance using a range of visual media.

**RESOURCES:** Drawing and painting materials, clay, construction materials, images from the performance, the storybook, audiobooks, YouTube clips or preview videos relating to the book/performance.

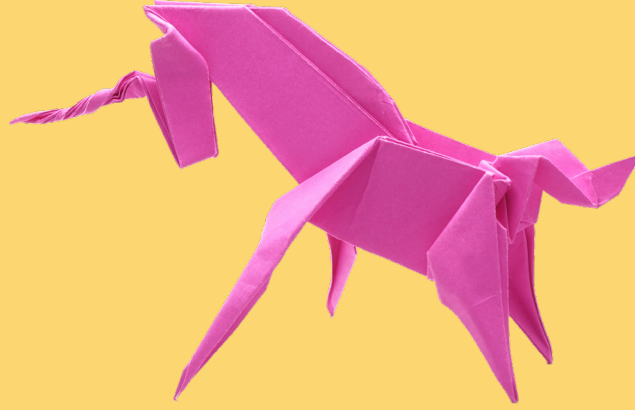
**STEP 1:** Revisit the performance with students, what did they see? Who was in it? What did they hear? How did it make them feel? What was their favorite moment? Ask the children to talk to their elbow buddy about what they remember about the show. Following these short discussions, ask the children to share some of what they remember with their classmates. To support this process, you might want to show images from the performance from the OOTB website or view trailers provided.

**STEP 2:** Ask children for their responses to the performance. For example:

- What did the actors wear?
- What did you think of the music?
- What was the lighting like?
- What happened when you went on stage?

**STEP 3:** Invite children to use a range of visual arts materials to show how they felt during the performance. For example, do they want to draw a picture? Do they want to make a clay sculpture? Teachers should scaffold and support children who are struggling to choose materials or identify a feeling or emotional response. Share the artworks with the group or in small groups to start if time allows.

**STEP 4:** After sharing the art works with the children return to the question before the performance. How many different shapes and sculptures can you make from one piece of paper? Show them the number they had displayed and discuss if it is more or less and why?



## Appendix

### Notes for teacher about the art -making and artists:

#### What is Origami?

Origami is the art of paper folding. Its name derives from Japanese words *ori* ("folding") and *kami* ("paper"). Traditional origami consists of folding a single sheet of square paper (often with a colored side) into a sculpture without cutting, gluing, taping, or even marking it.

Like Japanese woodblock prints—an art form that also saw popularity during this time—origami works often featured flowers, birds, and other nature-based motifs. These subjects are also prevalent in contemporary origami, which remains true to the traditional Japanese practice in all ways but one: originally, the practice allowed artists to strategically cut the sheets of paper. Today, however, true origami is sculpted entirely through folds—an attribute the Japanese adopted from Europe. Eventually, this interest in folding moved beyond napkins at dinner parties and made its way into schools—namely, in Friedrich Fröbel's groundbreaking curriculum.

As the founder of kindergartens, Fröbel incorporated several hands-on activities into his "play and activity" institutes, including paper-folding. This familiarised children with origami and eventually enabled the art form to flourish across the continent.

<https://mymodernmet.com/history-of-origami-definition/>

For further learning:

<https://www.youtube.com/watch?v=zgvBUw-uCtM&t=27s> – What is Origami?

<https://danceumbrella.co.uk/event> Further information on the company

[www.sydneydancecompany.com](http://www.sydneydancecompany.com) Sydney Dance Company

<https://www.youtube.com/watch?v=JicnMgJHYmM> - Trailer for Club Origami

Origami Kranich falten - Tutorial - Faltanleitung - Origami Kranich falten - Tutorial – Faltanleitung - Origami Tutorial

## Credits

*Concept* **Takeshi Matsumoto**

*Created by* **Makiko Aoyama, Robert Howat & Takeshi Matsumoto**

*Performed by* **Ryuichi Fujumura, Reina Takeuchi and Jack Peggie**

*Music* **Robert Howat**

*Dramaturg* **Lou Cope**

*Mentor* **Rosie Heafford**

*Set and lighting designer* **Ben Pacey**

*Touring lighting design* **Andy Finn**

*Costume designer* **Giulia Scrimieri**

*Costume maker* **Hania Kosewicz**