

Submission  
No 109

## INQUIRY INTO ARTS AND MUSIC EDUCATION AND TRAINING IN NEW SOUTH WALES

**Organisation:** Short and Sweet and Turner Theatre

**Date Received:** 1 August 2024

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## **A Submission to the Joint Select Committee on Arts and Music Education and Training in New South Wales.**

The Playmaking Programs outlined in this proposal represent a transformative opportunity to enrich the NSW curriculum with creative and flexible educational initiatives.

By integrating a 5 Minute Playmaking Program for primary students and a 10 Minute Playmaking Program for secondary students, we aim to enhance literacy, communication, and social skills while fostering a lifelong appreciation for the arts.

These programs align seamlessly with NSW Department of Education guidelines, supporting outcomes in English, Creative Arts, and PDHPE, while offering cross-curricular benefits in History, Geography, and Science.

With adaptable formats to suit diverse classroom needs, the programs culminate in "Corroboree" showcase events, promoting community engagement and celebrating student achievements.

By endorsing these programs, we can cultivate creativity, collaboration, and critical thinking in our students, addressing the decline in theatre audiences and revitalizing the arts sector in NSW. Your support will ensure a brighter, more creative future for our children.

### **Short+Sweet**

Short+Sweet (S+S) is the world's premier platform for short-form theatre. In the two decades since it was established in King Street, Newtown it has expanded around Australia and around the world presenting an array of festivals in USA, England, Singapore, Ireland, India, Malaysia, UAE, New Zealand and Phillipines.

New in 2023; Saudi Arabia, South Africa and Vietnam. The organisation's international presence spans a broad range of communities and cultures and provides a universal stage for diverse linguistic expression in English, Arabic, Bahasa, Hindi, Mandarin, Tagalog and Spanish. The artistic repertoire extends from theatre, dance and film into music, cabaret and comedy.



The organisation has transformed from a suburban success to a global phenomenon, weaving a web of artistic partnerships and developing industry connections across the world. Since 2002 S+S has presented around 15,000 new and original works and been a showcase for around 100k+ actors, directors, dancers, musicians, choreographers and composers. Short+Sweet is arguably Australia's most important cultural export and a testament to the potency of brief but impactful stories that can echo around cities and across countries.

**Mark Cleary:** is an Australian Writer, Director and Producer. He is the Founder (2002) and Artistic Director of Short+Sweet, the successful Australian performance program with annual festivals in Film, Theatre, Music and Dance in 14 countries.

As a Writer and Director in a career spanning 25 years he has created musicals, plays, short films and television programs that have been performed, presented and shown in venues across Australia and around the world including the Sydney Opera House, KL Performing Arts Centre, Esplanade Singapore and Arts Centre Victoria.

He established and was the Artistic Director of Newtown Theatre (1996-2006). Created the Bodies Dance Festival (1996-2002). King Street Theatre (2006-2018) and Inaugural Chairman of the Newtown Entertainment Precinct Association (2002-2010). In 2010 he created the Sydney Fringe Festival (with Greg Khoury Director; Century Venues and Concourse Chatswood). In 2024 he established Turner Theatre Ultimo as part of an initiative with TAFE NSW that will provide ongoing showcase and training activities for students and emerging artists across a broad reach of projects and productions.

# Submission to the Joint Select Committee on Arts and Music Education and Training in New South Wales

## Executive Summary: Primary Playmaking Program (Stage 2 and 3)

**Objective:** To integrate a flexible 5-minute playwriting course into the NSW primary school curriculum, enhancing creativity, literacy skills, and collaborative learning while fostering a lifelong appreciation for the arts.

### Key Components:

1. Comprehensive courses focusing on storytelling, character creation, and dialogue.
2. Adaptable formats to suit various classroom needs and time constraints.
3. Hands-on activities and group exercises culminating in "Corroboree" showcase events.
4. Alignment with NSW curriculum objectives in English, Creative Arts, and PDHPE.
5. Cross-curricular opportunities integrating History, Geography, and Science.

### Educational Benefits:

- Enhanced literacy and communication skills.
- Fostered creativity and imagination.
- Promoted empathy and emotional intelligence.
- Encouraged teamwork and collaboration.
- Development of 21st-century skills crucial for future success.

### Curriculum Alignment:

- Supports outcomes in English, Creative Arts, and PDHPE
- Provides cross-curricular learning opportunities

### Flexibility and Adaptability:

- Four program versions to suit different classroom needs and time constraints
- Can be incorporated into existing drama programs or offered standalone
- Suitable for diverse learning needs, including gifted and talented students

### Implementation Strategy:

- Pilot program in diverse schools across NSW

- Comprehensive teacher training and support
- Development of adaptable resources and materials
- Ongoing evaluation and feedback process

### **Community Engagement:**

- "Corroboree" events for local and NSW-wide performances
- Digital showcase of student work

### **Long-term Impact:**

- Cultivates early appreciation for theatre and storytelling
- Develops foundational skills in creativity and communication
- Addresses declining theatre audiences by engaging young people
- Potential to revitalize the arts sector in NSW

By integrating these programs into the NSW curriculum, we offer an exciting opportunity to enrich students' educational experience, foster a love for the arts, and develop crucial skills for the future. This initiative not only aligns with but enhances current NSW Department of Education guidelines, providing a creative, engaging, and flexible approach to achieving curriculum outcomes across multiple subject areas.

## **Integrating 5 Minute Playmaking Program into NSW Primary Curriculum**

### **Proposal Overview**

We propose integrating a flexible 5-minute playwriting course into the NSW curriculum for primary school students, focusing on Stage 3 with adaptability for Stage 2. This initiative aims to enhance students' creativity, communication skills, and engagement in the learning process while aligning with NSW primary curriculum objectives.

### **Program Overview**

The "5 Minute Playmaking Program" is designed to introduce students to the world of theatre and creative writing in an accessible, engaging format. Through a series of structured lessons and activities, students will learn to create, write, and perform their own short plays.

### **Educational Benefits**

#### **1. Literacy Skills Development:**

- Enhances reading comprehension through script analysis
- Improves writing skills, including grammar, punctuation, and vocabulary
- Develops narrative structuring abilities

2. **Oral Communication:**
  - Builds public speaking confidence through performance
  - Improves articulation and voice projection
  - Enhances listening skills during peer performances
3. **Creativity and Imagination:**
  - Encourages original thinking and idea generation
  - Develops character creation and world-building skills
  - Fosters imaginative problem-solving
4. **Social and Emotional Learning:**
  - Promotes empathy through character perspective-taking
  - Builds self-confidence through sharing and performing work
  - Enhances emotional intelligence by exploring various scenarios
5. **Collaboration and Teamwork:**
  - Develops skills in group brainstorming and idea-sharing
  - Encourages constructive peer feedback
  - Fosters a sense of collective achievement through group performances

## Curriculum Alignment

1. **English:**
  - Supports outcomes in creating and responding to texts
  - Enhances understanding of narrative structures
  - Improves skills in drafting, editing, and refining written work
2. **Creative Arts:**
  - Aligns with Drama outcomes, including making, performing, and appreciating
  - Integrates elements of Visual Arts through set and costume design activities
3. **Personal Development, Health and Physical Education (PDHPE):**
  - Supports outcomes related to interpersonal relationships and communication
  - Addresses themes of self-identity and personal growth
4. **Cross-Curricular Opportunities:**
  - Integrates with History and Geography through setting and context exploration
  - Supports Science through plays about natural phenomena or scientific concepts

## Program Structure and Flexibility

1. **Duration and Format Options:**
  - A 10-week, 60-minute program (+ Corroboree)
  - A 10-week, 30-minute program (+ Corroboree)
  - One hour a week for a month, ending in a performance (+ Corroboree)

- An 'off-the-shelf' kit that teachers can add into their activity schedule at any time of the year
  - Four 30-minute units incorporated in programs like Drama, Film Making, YouTube
  - Can be offered as an 'opt-in' 30-minute lunchtime activity
- 2. Weekly Breakdown:**
- **Week 1:** Introduction to playwriting and storytelling basics
  - **Week 2:** Character creation and development
  - **Week 3:** Dialogue writing and voice
  - **Week 4:** Setting and world-building
  - **Week 5:** Plot structure for 5-minute plays
  - **Week 6:** First draft writing
  - **Week 7:** Editing and refining
  - **Week 8:** Performance techniques and rehearsal
  - **Week 9:** Dress rehearsals and final adjustments
  - **Week 10:** Performances and reflection
- 3. Lesson Components:**
- Mini-lectures on playwriting concepts
  - Guided writing exercises
  - Group brainstorming sessions
  - Peer feedback activities
  - Performance practice
  - Resources and Materials

### **For Teachers**

- 1. Comprehensive Lesson Plans:**
- Clear learning objectives
  - Assessment rubrics and evaluation guidelines
- 2. Digital Resource Library:**
- Example plays and writing prompts
  - Professional development materials and workshop outlines

### **For Students**

- 1. Age-Appropriate Playwriting Workbooks:**
- Character and plot development worksheets
  - Simple script templates
  - Illustrated guide to theatre terms and concepts

### **Assessment and Evaluation**

- 1. Student Assessment:**
- Ongoing formative assessments through class participation and exercises

- Peer and self-evaluation of draft scripts
  - Final assessment based on completed script and performance
- 2. Program Evaluation:**
- Pre- and post-program surveys for students and teachers
  - Analysis of student work samples to track progress
  - Feedback collection from parents and school administration

## Implementation Strategy

- 1. Pilot Program:**
- Select a diverse range of primary schools across various regions, socio-economic circumstances, and racial and social backgrounds for initial implementation
  - Provide intensive training for participating teachers
  - Run the program with ongoing support and monitoring
  - Collect comprehensive data and feedback
  - Refine curriculum based on pilot results
- 2. Broader Roll-out:**
- Develop a scalable model based on pilot program insights
  - Create an online platform for resource sharing and teacher support
  - Offer regional training workshops for interested schools
  - Implement a phased roll-out across NSW primary schools

## Community and Parent Engagement

- 1. Parent Involvement:**
- Send home weekly updates on program progress
  - Provide optional at-home activities for family participation
  - Invite parents to assist with costume and prop creation
- 2. Community Showcase: Corroboree:**
- Organize a series of special events called "Corroboree" to celebrate and showcase the students' work
  - Provide a platform for students to perform their plays at local and NSW-wide levels
  - Create a digital showcase of student work for broader sharing

## Long-term Vision

- 1. Building a Theatre-Loving Generation:**
- Foster early appreciation for live performance and storytelling
  - Create a pipeline of engaged audiences for future theatre productions
  - Encourage continued participation in drama and creative writing
- 2. Skill Development for the Future:**
- Nurture creativity and innovation from an early age



- Develop communication skills essential for future careers
- Build confidence and self-expression that benefit all areas of life

## **Budget and Resources Required**

(Note: Specific budget details would need to be developed based on the scale of implementation and available resources)

### **1. Budget Estimate:**

- Staffing: Program coordinator, teacher trainers, support staff for resource development
- Materials: Printing costs for student workbooks and teacher guides, digital platform development and maintenance, props and basic costume materials for performances
- Training and Development: Venue hire for teacher training workshops, development of online training modules, ongoing professional development resources

## **Conclusion**

The "5 Minute Playmaking Program" offers an exciting opportunity to enrich the primary school curriculum with a flexible, creative, and educationally valuable initiative. By nurturing young storytellers and performers, we invest in the future of both education and the arts in NSW. We look forward to the possibility of bringing this program to life, starting with the pilot program in diverse schools, and are eager to discuss the next steps in its implementation.

## **Alignment with High School Curriculum**

### **English Syllabus (Years 7-10):**

- **EN4-1A:** Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure.
- **EN4-2A:** Effectively uses a range of processes, skills, strategies, and knowledge for responding to and composing texts in different media and technologies.
- **EN4-3B:** Uses and describes language forms, features, and structures of texts appropriate to a range of purposes, audiences, and contexts.
- **EN4-4B:** Makes effective language choices to creatively shape meaning with accuracy, clarity, and coherence.
- **EN4-7D:** Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
- **EN4-8D:** Identifies, considers, and appreciates cultural expression in texts.
- **EN4-9E:** Uses, reflects on, and assesses their individual and collaborative skills for learning.

## **Drama Syllabus (Years 7-10):**

- **Making Drama:**
  - **5.1.1:** Develops acting skills in order to adopt and sustain a variety of roles.
  - **5.1.2:** Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.
  - **5.1.3:** Devises and enacts drama using scripted and unscripted material.
- **Performing Drama:**
  - **5.2.1:** Uses performance skills to communicate dramatic meaning.
  - **5.2.2:** Selects and uses performance spaces, props, and costumes effectively.
  - **5.2.3:** Uses technologies such as lighting, sound, and multimedia to enhance performances.
- **Appreciating Drama:**
  - **5.3.1:** Responds to, reflects on, and evaluates elements of drama in drama forms and styles.
  - **5.3.2:** Explores and discusses the meaning and function of drama in society.

## **Personal Development, Health, and Physical Education (PDHPE) Syllabus:**

- **Interpersonal Skills:**
  - **IRS5.11:** Evaluates the influence of interpersonal relationships on health and wellbeing.
  - **IRP5.10:** Critically analyses actions taken to improve their own and others' health, safety, and wellbeing.
- **Self and Relationships:**
  - **S5.1:** Demonstrates an understanding of relationships and how they can influence health and wellbeing.

## **Cross-Curricular Alignment:**

### **History and Geography:**

- **Understanding Cultural Contexts:** Exploration of historical contexts and settings for plays can support History outcomes by making historical events more relatable and engaging for students.
- **Environmental Studies:** Plays about environmental issues or geographical phenomena can align with Geography curriculum outcomes.

### **Science:**

- **Communication of Scientific Ideas:** Writing and performing plays about scientific concepts or discoveries can help students better understand and communicate scientific ideas, thus supporting Science outcomes.

## Implementation at the High School Level:

### Pilot Program:

- **Selected Schools:** Implement the program in a diverse range of high schools across NSW to gather comprehensive feedback and refine the program.
- **Teacher Training:** Provide intensive training and ongoing support for participating high school teachers.
- **Data Collection:** Collect data and feedback from students, teachers, and parents to assess the program's effectiveness and impact.

### Broader Roll-out:

- **Scalable Model:** Develop a scalable model based on insights from the pilot program.
- **Online Platform:** Create an online platform for resource sharing and teacher support.
- **Regional Training:** Offer regional training workshops for high school teachers.
- **Phased Roll-out:** Implement the program across NSW high schools in a phased manner to ensure smooth adoption and integration.

### Conclusion:

The "10 Minute Playmaking Program" aligns with and enhances various aspects of the NSW high school curriculum, particularly in English, Drama, and PDHPE. By fostering creativity, communication, collaboration, and critical thinking, the program supports key educational outcomes and provides students with valuable skills that extend beyond the classroom. The integration of cross-curricular elements ensures a holistic learning experience, making the program a valuable addition to the NSW high school education framework.

## Overall Alignment with NSW Department of Education Guidelines

### Curriculum Objectives:

- **NSW English K-10 Syllabus:**
  - **Enhancement of Literacy Skills:** The program focuses on reading comprehension, narrative structuring, and writing skills, aligning with outcomes in creating and responding to texts (EN2-2A, EN2-7B, EN3-2A, EN3-7C).
  - **Oral Communication Skills:** Through performance and peer feedback activities, the program supports oral communication outcomes (EN2-1A, EN3-1A).
- **NSW Creative Arts K-6 Syllabus:**

- **Drama Outcomes:** The program aligns with making, performing, and appreciating drama, fostering skills in creating and performing original works (DRAS2.1, DRAS2.2, DRAS2.3, DRAS2.4, DRAS3.1, DRAS3.2, DRAS3.3, DRAS3.4).
- **NSW Personal Development, Health and Physical Education (PDHPE) K-10 Syllabus:**
  - **Social and Emotional Learning:** The program addresses outcomes related to interpersonal relationships, communication, and personal development (INS2.3, INS3.3, GDS2.9, GDS3.9).

### **Cross-Curricular Opportunities:**

- **History and Geography:** The program can be integrated with subjects like History and Geography by exploring historical contexts and settings for plays, fostering a deeper understanding of these subjects.
- **Science:** Plays about natural phenomena or scientific concepts support the integration of scientific literacy and creative expression.

### **Skills Development:**

- **21st Century Skills:** The program fosters critical thinking, creativity, collaboration, and communication, which are essential skills highlighted in the NSW Department of Education's Future-Focused Learning Framework.

### **Inclusive and Differentiated Learning:**

- **Catering to Diverse Learning Needs:** The program offers flexibility in format and duration, making it adaptable for diverse classroom settings, including provisions for gifted and talented students, and those with different learning needs.

### **Community and Parental Engagement:**

- **Corroboree Events:** These events align with the department's focus on community engagement and partnerships, providing opportunities for students to showcase their work and for parents to be involved in the educational process.

### **Professional Development for Teachers:**

- **Teacher Training:** The program includes comprehensive training and support for teachers, aligning with the NSW Department of Education's commitment to continuous professional development for educators.

### **Assessment and Evaluation:**

- **Formative and Summative Assessments:** The program incorporates ongoing assessments, peer evaluations, and final performance assessments, aligning with the NSW Department of Education’s assessment guidelines to monitor and report on student progress effectively.

### Technology Integration:

- **Digital Resources:** The development of an online platform for resource sharing and support aligns with the department's emphasis on leveraging technology to enhance learning experiences and provide access to quality educational materials.

### Summary of Points of Relevance to the Enquiry

- **Key Activities and Programs:** a.i, a.ii, a.iv, a.v, a.vi, b.v, b.vi, b.viii
- **Innovative Education Programs:** a.i, a.ii, a.iv, a.vi, b.v, b.vi
- **Work-Integrated Learning:** a.v, a.vii, a.viii
- **Cultural Preservation and Expression:** a.iv, a.vi, b.vi, b.viii
- **Community Engagement:** a.iv, a.vi, a.viii
- **Entrepreneurial Skills and Industry Experience:** a.ix, b.viii
- **Support Needed from Government:** a.iii, a.iv, a.v, a.vi, a.vii, a.viii, a.ix, a.x

### Conclusion

The "5 Minute Playmaking Program" and "10 Minute Playmaking Program" not only align with but also enhance the current NSW Department of Education guidelines by providing a creative, engaging, and flexible approach to achieving curriculum outcomes. They support the development of critical literacy, communication, and social skills while fostering a love for the arts and storytelling. The programs’ structures and implementation strategies ensure they can be seamlessly integrated into existing educational frameworks, providing significant educational benefits for students across NSW.

## **S+S Education submission**

### **Appendix Corroboree**

#### **Corroboree Overview**

The Schools Corroboree is a vibrant celebration of creativity and cultural diversity, showcasing the talents of NSW students through short performances of theatre, music and dance. Primary students will present 5-minute pieces, while secondary students craft 10-minute works, exploring themes like identity, community and shared heritage.

Starting at the school level and progressing through district, regional and state competitions, the Corroboree fosters creativity, teamwork, and a passion for storytelling in a nurturing environment. By integrating First Nations and All Nations streams, at Regional and State level, the program promotes cultural understanding and pride among all participants, reflecting the rich tapestry of NSW's multicultural society.

The journey culminates in a prestigious Grand Final week at the Turner Theatre, TAFE NSW Ultimo campus. This showcase of NSW's finest young talent features not only performances but also a series of workshops, panels, and training sessions for both students and teachers. Held at the nearby MUSE building, these events offer valuable insights into the creative industries and provide work-integrated learning opportunities for TAFE NSW students.

The Corroboree reaches its pinnacle with a Gala Event, attended by government ministers, education leaders, media representatives, and arts industry professionals. We plan to engage with ABC and SBS networks to explore televising this celebration of young artistic achievement, bringing these diverse voices and stories to a national audience. Alternatively, we're considering collaboration with TAFE NSW's in-house television and film units to produce high-quality content for online broadcast, further showcasing the talents of TAFE NSW students while providing them with real-world production experience.

Through the Short+Sweet Schools Corroboree, we aim to nurture the next generation of storytellers, fostering a deeper appreciation for the arts and cultural expression among students across NSW. By leveraging various broadcast platforms, we hope to amplify the impact of these young voices and inspire audiences beyond the theatre walls.

## **S+S Corroboree. Separate events for Primary and Secondary Students**

**Introduction** The Short+Sweet Schools Corroboree is a vibrant and inclusive event designed to celebrate the creative talents of primary and secondary students across NSW. This festival provides a unique platform for young storytellers to showcase their 5-minute plays, songs, and dances, fostering creativity, collaboration, and a love for the performing arts in a supportive and inclusive environment.

### **Key Features**

- **Inclusive Participation:** Open to all students, the Corroboree Festival encourages diverse voices and stories from across NSW.
- **Multi-Level Structure:** From school-level mini-festivals to district, regional, and state-wide Corroboree events, the festival offers students multiple opportunities to showcase their work and progress through various stages.
- **Cultural Celebration:** The festival integrates various cultural storytelling traditions and expressions, promoting cultural understanding and pride among all participants.
- **Supportive Environment:** Emphasizing encouragement over competition, the Corroboree includes awards for creativity, teamwork, and audience favorites, ensuring every child feels celebrated.
- **Interactive Activities:** Engaging workshops, drama games, and interactive elements like costume corners and story walls keep young participants and attendees entertained and inspired.

### **Goals**

- **Foster Creativity and Teamwork:** By creating and performing their own works, students develop important creative and collaborative skills.
- **Celebrate Cultural Heritage:** The festival highlights the importance of cultural preservation and expression through diverse stories and traditions.
- **Build Community Connections:** Local, regional, and state-level events foster connections between students, schools, and communities, creating a supportive network for young artists.
- **Provide Professional Development:** Workshops and mentorship programs offer students valuable guidance from theatre professionals and educators.

**Future Vision** As the Corroboree Festival grows, it will continue to nurture the next generation of storytellers, providing them with the skills, confidence, and opportunities to shine on both local and national stages. By celebrating the creativity and diversity of youth, the Corroboree aims to enrich the cultural landscape of NSW and inspire a lifelong love for the performing arts.

### **Structure**

**Primary School Corroboree (Level 3 and selected Level 2 students)** Objective: To celebrate and showcase creative works by primary school students in NSW, fostering creativity, teamwork, and a love for storytelling in a supportive environment. The primary Corroboree will feature 5-minute works created by students.

**Structure:**

1. **School-Level Festivals:**
  - Each participating school hosts its own mini-festival.
  - Students perform their plays for schoolmates, teachers, and parents.
  - Schools select their best play to represent them at the District Corroboree.
2. **District Corroboree:**
  - Divide each region into several districts (e.g., 5-10 districts per region, depending on population density).
  - Half-day or full-day events held on a weekday or Saturday.
  - Top 2-3 plays from each district advance to the Regional Corroboree.
3. **Regional Corroboree:**
  - 5-6 regions across NSW.
  - One-day events held on a Saturday to facilitate family participation.
  - Top 2 plays from each region advance to the State Corroboree.
4. **State Corroboree:**
  - Held at Turner Theatre (TAFE NSW Ultimo campus) Sydney over one day.
  - Showcase of the best works from across the state.

**District Corroboree Format (Example):**

- **Morning:** Welcome and icebreaker activities.
- **Mid-morning:** First round of performances (4-5 plays).
- **Lunch break:** Optional drama games.
- **Afternoon:** Second round of performances (4-5 plays).
- **Late afternoon:** Celebration and announcement of plays advancing to Regional Corroboree.

**State Corroboree Day Schedule:**

- **Morning:** Welcome ceremony with a fun, interactive opening (e.g., group storytelling game), first round of play performances (3-4 plays), creative break with guided activities (e.g., character creation workshop).
- **Afternoon:** Second round of play performances (3-4 plays), lunch break with optional drama games, final round of performances (3-4 plays).
- **Evening:** Awards ceremony and closing celebration; every child receives a certificate of participation and a small memento.

**Categories and Awards:**



- **Brightest Idea (Most creative story)**
- **Team Spirit (Best group collaboration)**
- **Funniest Moment**
- **Most Heartwarming Tale**
- **Audience Favourite (voted by attendees)**

#### **Judging:**

- Panel of judges including children's book authors, primary school teachers, and youth theatre directors.
- Emphasis on positive feedback and encouragement for all participants.

#### **Additional Features:**

- **Interactive Elements:** Audience participation moments between plays to keep young attendees engaged.
- **Costume Corner:** Area where children can try on simple costumes related to their stories.
- **Story Wall:** Large wall where all participants can add a drawing or short description of their play's main character.
- **Parent and Teacher Lounge:** Space for adults to network and share experiences.
- **Roving Characters:** Actors dressed as storybook characters to interact with children throughout the day.

#### **Implementation Timeline:**

- **Year 1:** Pilot program with a smaller number of participating schools; one-day State Corroboree event.
- **Year 2:** Introduce Regional Corroborees; expand State Corroboree to include more schools.
- **Year 3 and beyond:** Full implementation of all levels (as described above); consider adding workshops or extending to a two-day event if demand is high.

#### **Potential Partnerships:**

- **Children's theatres or museums for venue.**
- **Children's book publishers for judge participation and prizes.**
- **Local art supply stores for creative activity materials.**
- **Local theatres and theatre groups.**

#### **Relevance to Enquiry:**

- Addresses the quality and effectiveness of arts education by introducing innovative teaching methods and content (a.i, a.ii).

- Demonstrates the role of arts organizations in developing creative skills and supporting educational objectives (a.iv, a.vi).
- Ensures inclusive resource allocation for regional schools (b.v, b.vi).

**Secondary School Corroboree (Grades 8-11)** Objective: To celebrate and showcase the best short plays written by NSW students, fostering a spirit of creativity, collaboration, and friendly competition. The secondary Corroboree will feature 10-minute works created by students.

**Structure:**

**1. Regional Preliminaries:**

- Divide NSW into 8-10 regions based on population and geography.
- Each region hosts its own preliminary carnival.
- Top plays from each region advance to the State Finals.

**2. State Finals:**

- Separate events for Primary and Secondary levels.
- Held in Sydney over a weekend, possibly at a venue like the Turner Theatre.

**Regional Final Day 1:**

- **Morning:** Opening ceremony and welcome.
- **Afternoon:** Performances of finalist plays (2 sessions).
- **Evening:** Workshops and social activities for students.

**Day 2:**

- **Morning:** Final performances.
- **Afternoon:** Awards ceremony and closing celebration.

**State Final Day 1:**

- **Morning:** Opening ceremony and welcome.
- **Afternoon:** First round of performances (2 sessions).
- **Evening:** Industry panel discussion and networking event for students.

**Day 2:**

- **Morning:** Second round of performances.
- **Afternoon:** Final performances of top plays.
- **Evening:** Awards ceremony and closing celebration.

**Categories and Awards:**

- **Best Play**
- **Best Director**
- **Best Performer**
- **Best Original Script**
- **Technical Achievement Award**
- **Audience Choice Award**

#### **Judging:**

- Panel of judges including theatre professionals, educators, and youth representatives.
- Combination of judge scores and audience votes for Audience Choice Award.

#### **Additional Features:**

- **Workshops:** Writing and performance workshops led by skilled teachers or industry professionals throughout the event.
- **Mentor Program:** Pair participating schools with local theatre companies or professionals for guidance.
- **Digital Showcase:** Live-stream performances and create a digital archive of plays for wider accessibility.
- **Community Involvement:** Invite local businesses to sponsor awards or provide in-kind support.
- **Parent and Teacher Engagement:** Offer special sessions for adults on supporting young creatives.

#### **Implementation Timeline:**

- **Year 1:** Pilot program with a smaller number of participating schools; one-day event for each level (Primary and Secondary).
- **Year 2:** Expand to include regional preliminaries; two-day State Finals for each level.
- **Year 3 and beyond:** Full implementation as described above; consider expanding to a national level, inviting participation from other states.

#### **Potential Partnerships:**

- **Venue partners (e.g., TAFE NSW, Turner Theatre)**
- **Transport partners for regional students**
- **Accommodation partners for out-of-town participants**
- **Media partners for coverage and live-streaming**

#### **Relevance to Enquiry:**

- Addresses the quality and effectiveness of arts education by introducing innovative teaching methods and content (a.i, a.ii).
- Demonstrates the role of arts organizations in developing creative skills and supporting educational objectives (a.iv, a.vi).
- Ensures inclusive resource allocation for regional schools (b.v, b.vi).
- Provides students with opportunities to gain industry experience and develop entrepreneurial skills (a.ix, b.viii).

**Grand Final Special Event** At the end of the Grand Final program season, a special event will be held at Turner Theatre (TAFE NSW Ultimo campus) to showcase the very best works from both the Primary and Secondary Corroborees. This event will feature the best primary and secondary works from the First Nations stream as well as the All Nations stream. Invited guests will include ministers, senior public servants, media, school principals, and more.

The event could be televised by arrangement with the ABC or SBS broadcasting networks. Additionally, the Grand Final week could include a series of workshops, panels, seminars, and discussions for teachers, and hands-on workshops and small group training for students on a variety of creative industries subjects and skills.

These training events could be held at the nearby MUSE building (also on TAFE NSW Ultimo campus) and delivered by TAFE NSW teachers and invited Industry professionals. This dynamic and varied training event could also provide work integrated learning opportunities for TAFE NSW students to assist.

### **Summary of Points of Relevance to the Enquiry**

- **Key Activities and Programs:** a.i, a.ii, a.iv, a.v, a.vi, b.v, b.vi, b.viii
- **Innovative Education Programs:** a.i, a.ii, a.iv, a.vi, b.v, b.vi
- **Work-Integrated Learning:** a.v, a.vii, a.viii
- **Cultural Preservation and Expression:** a.iv, a.vi, b.vi, b.viii
- **Community Engagement:** a.iv, a.vi, a.viii
- **Entrepreneurial Skills and Industry Experience:** a.ix, b.viii
- **Support Needed from Government:** a.iii, a.iv, a.v, a.vi, a.vii, a.viii, a.ix, a.x

# Example Curriculum: Primary Level 3 (Level 2 if appropriate)

## 1 Program Overview

The "5 Minute Playmaking Program" is designed to introduce students to the world of theatre and creative writing in an accessible, engaging format. Through a series of structured lessons and activities, students will learn to create, write, and perform their own short plays.

## 2 Educational Benefits

### 2.1 Literacy Skills Development

- Enhances reading comprehension through script analysis
- Improves writing skills, including grammar, punctuation, and vocabulary
- Develops narrative structuring abilities

### 2.2 Oral Communication

- Builds public speaking confidence through performance
- Improves articulation and voice projection
- Enhances listening skills during peer performances

### 2.3 Creativity and Imagination

- Encourages original thinking and idea generation
- Develops character creation and world-building skills
- Fosters imaginative problem-solving

### 2.4 Social and Emotional Learning

- Promotes empathy through character perspective-taking
- Builds self-confidence through sharing and performing work
- Enhances emotional intelligence by exploring various scenarios

### 2.5 Collaboration and Teamwork

4. Develops skills in group brainstorming and idea-sharing
5. Encourages constructive peer feedback
6. Fosters a sense of collective achievement through group performances
7. Curriculum Alignment

## 3 English

- Supports outcomes in creating and responding to texts
- Enhances understanding of narrative structures
- Improves skills in drafting, editing, and refining written work

### **3.1 Creative Arts**

- Aligns with Drama outcomes, including making, performing, and appreciating
- Integrates elements of Visual Arts through set and costume design activities

3.2 Personal Development, Health and Physical Education (PDHPE)

3.3 Supports outcomes related to interpersonal relationships and communication

3.4 Addresses themes of self-identity and personal growth

### **3.5 Cross-Curricular Opportunities**

- Integrates with History and Geography through setting and context exploration
- Supports Science through plays about natural phenomena or scientific concepts

## **4.0 Program Structure and Flexibility**

### **4.1 Duration and Format Options**

- A 10-week, 60-minute program (+ Corroboree)
- A 10-week, 30-minute program (+ Corroboree)
- One hour a week for a month, ending in a performance (+ Corroboree)
- An 'off-the-shelf' kit that teachers can add into schedule at any time of the year
- Four 30-minute unit incorporated in programs like Drama, Film Making, YouTube
- Can be offered as an 'opt-in' 30-minute lunchtime activity

### **4.2 Weekly Breakdown**

Week 1: Introduction to playwriting and storytelling basics

Week 2: Character creation and development

Week 3: Dialogue writing and voice

Week 4: Setting and world-building

Week 5: Plot structure for 5-minute plays

Week 6: First draft writing

Week 7: Editing and refining

Week 8: Performance techniques and rehearsal

Week 9: Dress rehearsals and final adjustments

Week 10: Performances and reflection

### **4.3 Lesson Components**

- Mini-lectures on playwriting concepts
- Guided writing exercises
- Group brainstorming sessions
- Peer feedback activities
- Performance practice
- Resources and Materials

### **5.0 For Teachers**

- Comprehensive lesson plans with clear learning objectives
- Assessment rubrics and evaluation guidelines

- Digital resource library with example plays and writing prompts
- Professional development materials and workshop outlines

## **5.2 For Students**

7. Age-appropriate playwriting workbooks
  8. Character and plot development worksheets
  9. Simple script templates
  10. Illustrated guide to theatre terms and concepts
- Assessment and Evaluation

## **6.0 Student Assessment**

- Ongoing formative assessments through class participation and exercises
- Peer and self-evaluation of draft scripts
- Final assessment based on completed script and performance

## **6.1 Program Evaluation**

- Pre- and post-program surveys for students and teachers
- Analysis of student work samples to track progress
- Feedback collection from parents and school administration
- Implementation Strategy

## **7.0 Pilot Program**

- Select a diverse range of primary schools across various regions, socio-economic circumstances, and racial and social backgrounds for initial implementation
- Provide intensive training for participating teachers
- Run the program with ongoing support and monitoring
- Collect comprehensive data and feedback
- Refine curriculum based on pilot results

## **7.1 Broader Roll-out**

- Develop a scalable model based on pilot program insights
- Create an online platform for resource sharing and teacher support
- Offer regional training workshops for interested schools
- Implement a phased roll-out across NSW primary schools

## **8.0 Community and Parent Engagement**

- Parent Involvement
- Send home weekly updates on program progress
- Provide optional at-home activities for family participation
- Invite parents to assist with costume and prop creation

## **8.2 Community Showcase: Corroboree**

- Organise "Corroboree" events to celebrate and showcase the students' work
- Provide a platform for students to perform their plays at various levels
- Create a digital showcase of student work for broader sharing
- Workshops and events for teachers and students

## **9.1 Building a Theatre-Loving Generation**

- Foster early appreciation for live performance and storytelling
- Create a pipeline of engaged audiences for future theatre productions
- Encourage continued participation in drama and creative writing

## **9.2 Skill Development for the Future**

- Nurture creativity and innovation from an early age
- Develop communication skills essential for future careers
- Build confidence and self-expression that benefit all areas of life
- Budget and Resources Required

## **10 Budget Estimate:**

### **10.1 Staffing**

- Program coordinator
- Teacher trainers
- Support staff for resource development

### **10.2 Materials**

- Printing costs for student workbooks and teacher guides
- Digital platform development and maintenance
- Props and basic costume materials for performances

### **10.3 Training and Development**

- Venue hire for teacher training workshops
- Development of online training modules
- Ongoing professional development resources

## **Conclusion**

The 5 Minute Playmaking Program offers an exciting opportunity to enrich the primary school curriculum with a flexible, creative, and educationally valuable initiative. By nurturing young storytellers and performers, we invest in the future of both education and the arts in NSW. We look forward to the possibility of bringing this program to life, starting with the pilot program in diverse schools, and are eager to discuss the next steps in its implementation.



# How to Write a Super Short Play: A Fun Guide for Kids!

Hey there, creative kids! Do you love stories and using your imagination? Well, get ready to have a blast writing your very own short play! It's like making up an awesome story that your friends can act out. Let's dive in and learn how!

## What's a Super Short Play?

A super short play is a story that's told with people talking and acting on a stage. It's called a "5-minute play" because it's so quick – about the same time as watching two cartoons! Your job is to come up with cool characters and an exciting mini-story.

## Getting Your Creative Juices Flowing

### 1. What's Your Story?

First, think about what kind of story you want to tell. It could be a funny chat between pals, a thrilling adventure, or even a story about a day in history. Jot down your awesome ideas and see which one makes you most excited to write about!

### 2. Dream Up Your Characters

Now, think about who will be in your play. Give them fun names and decide how they'll act. What do they like or dislike? How do they talk to each other? Remember, even in a short play, each character should have a reason for being there.

### 3. Plan Your Plot

Every good story has a beginning, middle, and end. What's the main problem your characters will face? How will they solve it? Keep your story simple and focused so you can pack in the fun!

## Writing Your Masterpiece

### 1. Start with a Bang!

Begin your play with something that grabs everyone's attention right away. It could be a funny line, a surprising action, or a really cool scene. Make your audience super curious to find out what happens next!

### 2. Make Your Characters Talk

When characters chat with each other, it's called dialogue. Make it sound like how people really talk – with short sentences, interruptions, and pauses. Avoid long speeches that might bore your audience.

### 3. Use Stage Directions

Stage directions are the parts of the script that tell actors what to do, like "walks sadly" or "jumps with joy." Use them when you need to show important actions or feelings, but don't go overboard. Trust your actors to bring your characters to life!

#### *4. Build Up the Excitement*

As your story unfolds, things should get more and more exciting. This is called the climax – the moment when the characters face their biggest challenge or make a super important choice. Make it a moment to remember!

#### *5. Wrap It Up*

Your ending should leave your audience with a big smile or a "wow" feeling. It could be a happy ending, a funny twist, or even a mystery for them to think about. Just make sure it fits with the rest of your awesome story.

#### *Polishing Your Play*

##### **1. Read It Out Loud**

Once you've written your play, read it out loud to yourself or to a friend. Listen for any lines that sound weird or confusing. Make notes on what you can make better.

##### **2. Cut Out the Extra Stuff**

Remember, you only have about 10 minutes, so make every word count! Look for any lines or scenes that don't really help tell your story or make your characters more interesting. Be brave and cut them out!

##### **3. Get Some Feedback**

Share your play with friends, family, or teachers. Ask them what they think and if they have any cool ideas to make it even better. Listen to what they say and use their suggestions to give your play some extra sparkle.

##### **4. Check Your Spelling and Make It Look Pretty**

Before you share your amazing play with the world, make sure it's easy to read. Check for any spelling mistakes and make sure your script is neat, with the character names and stage directions clearly marked.

#### **Hooray! You Did It!**

Give yourself a big high-five – you've written your very own super short play! Keep practicing and having fun with writing. Your creativity and imagination can take you on so many exciting adventures. Who knows, maybe one day you'll see your play on a real stage with people clapping and cheering for your story!

## 6.1) Primary Teacher's Guide: Full Syllabus (10 by 60 min lessons)

This guide provides notes and strategies for teachers to help students aged 8-12 write their own 5-minute plays. It complements the "How to Write a 5-Minute Play for Kids" guide and includes additional tips, exercises, and discussion points to engage and support students throughout the process.

### Introduction

**Objective:** Help students understand the basics of playwriting and guide them through writing a 5-minute play.

**Materials Needed:**

- Copies of the "How to Write a 5-Minute Play for Kids" guide
- Notebooks or writing journals
- Access to a stage or open space for performance
- Simple props and costumes

### Session 1: Introduction to Theatre

**Objective:** Understand what theatre is and how it tells stories.

**Discussion:**

Theatre is like storytelling but with acting and live performances.

It's different from movies and TV because everything happens live on stage.

**Activity:**

Imagination Exercise:

Pretend you are doing different actions (e.g., typing on a keyboard, driving a car).

Talk about how these simple actions can tell a story.

**Instructions:**

Ask students to sit in a circle.

One by one, have them perform a simple action (like brushing their teeth or tying their shoes) without speaking.

The rest of the group guesses what the action is.

Discuss how these actions can be part of a story on stage.

**Teacher's Notes:**

- Encourage students to use their imagination and think creatively about everyday actions.
- Explain that these simple actions can be the building blocks of their stories.

## Session 2: Getting Started with Playwriting Tools

**Objective:** Learn the basic tools needed to write a play.

### Discussion:

- **Characters:** Who is in your play?
- **Dialogue:** What do they say?
- **Story:** What happens?
- **Theatricality:** What makes your play exciting on stage?
- **Dramatic Tension and Humour:** How to keep your play interesting and fun.

### Activity:

- **Create a Character:** Think of someone interesting (e.g., a superhero, a school teacher, a talking dog). Write down their name, age, favourite food, and biggest fear. Share your characters with the class.

### Instructions:

- Give students a worksheet with questions about their character (name, age, favourite food, biggest fear, etc.).
- Allow them time to fill out the worksheet.
- Have each student introduce their character to the class.

### Teacher's Notes:

- Emphasise that there are no right or wrong answers. Creativity is key.
- Encourage students to think about what makes their character unique.

## Session 3: Developing Characters

**Objective:** Create interesting and relatable characters.

### Discussion:

1. Characters need to be interesting and want something.
2. They should do things to get what they want.

### Activity:

1. **Character Interview:** Imagine you are interviewing your character. Ask them questions like, "What is your favourite hobby?" and "What is your biggest dream?" Write down their answers.

### Instructions:

- Pair students up.
- Have them take turns interviewing each other as their characters.
- Encourage them to ask questions about their character's likes, dislikes, dreams, and fears.
- Share some of the answers with the class.

### Teacher's Notes:

- Guide students to think deeply about their characters' motivations and backgrounds.
- Help students understand that well-developed characters make the story more engaging.

## Session 4: Writing Dialogue

**Objective:** Write natural and fun dialogue for your characters.

**Discussion:**

1. Dialogue is what your characters say.
2. It should sound like real conversations.

**Activity:**

- **Write a Conversation:** Write a short conversation between two characters. It could be about anything – planning a surprise party, talking about a new pet, or deciding what game to play. Share and read these conversations aloud.

**Instructions:**

- Give students a scenario (e.g., planning a birthday party).
- Have them write a short dialogue between two characters based on the scenario.
- Pair students up to read their dialogues aloud to each other.
- Discuss what makes the dialogue sound natural or funny.

**Teacher's Notes:**

1. Encourage students to use everyday language and contractions to make dialogue sound natural.
2. Remind students to show character personality through their words.

## Session 5: Structuring Your Story

**Objective:** Learn how to structure a 5-minute play.

**Discussion:**

- **Beginning:** Introduce your characters and the situation.
- **Middle:** Something happens that creates a problem or challenge.
- **End:** The problem is solved, and the story concludes.

**Activity:**

- **Outline Your Story:** Write down what happens in the beginning, middle, and end of your play. Share your outline with the class.

**Instructions:**

1. Provide a simple template for outlining the play.  
**Beginning:** Who are the characters? What is the setting?  
**Middle:** What problem do the characters face?  
**End:** How is the problem resolved?
2. Have students fill out the template with their story ideas.
3. Allow time for students to share their outlines with the class and give feedback.

**Teacher's Notes:**

- Help students stay focused on a simple plot that can be told in 5 minutes.
- Encourage them to think about how each part of their story connects.

## Session 6: Making Your Play Theatrical

**Objective:** Add exciting elements to your play to make it fun to watch.

**Discussion:**

- Use props and costumes to make your play more interesting.
- Think about actions and movements that can make your play fun.

**Activity:**

1. **Plan a Theatrical Moment:** Choose a moment in your play and think about how to make it more theatrical. What props or movements can you use? Share your ideas with the class.

**Instructions:**

- Ask students to choose one key moment from their play.
- Have them brainstorm ways to make this moment exciting using props, costumes, or actions.
- Create a simple prop or costume piece for this moment.
- Share and discuss the ideas with the class.

**Teacher's Notes:**

- Encourage creativity with simple props and costumes.
- Explain how physical actions and expressions can enhance storytelling.

## Session 7: Adding Tension and Humour

**Objective:** Learn how to keep your play interesting and funny.

**Discussion:**

Tension keeps the audience on the edge of their seats.

Humour makes the audience laugh and enjoy the play.

**Activity:**

- **Write a Scene with Tension and Humour:** Create a scene where something exciting or funny happens. Maybe two characters are arguing while something silly happens in the background. Share and perform these scenes.

**Instructions:**

- Have students write a short scene that includes both tension and humour.
- Pair students to read their scenes aloud and act them out.
- Discuss what makes the scenes tense and funny.

**Teacher's Notes:**

1. Highlight the balance between tension and humour to keep the audience engaged.
2. Use examples from popular kids' shows or books to illustrate these concepts.

## Session 8: Writing Your Play

**Objective:** Write the first draft of your play.

**Activity:**

- **Write Your First Draft:** Write the first draft of your play. Don't worry about making it perfect. Just get your ideas down on paper.

**Instructions:**

- Provide time for students to write the first draft of their play.
- Encourage them to use their outlines and character descriptions.
- Offer one-on-one support as needed.

**Teacher's Notes:**

1. Provide a quiet and focused environment for writing.
2. Offer encouragement and remind students that the first draft doesn't have to be perfect.

## Session 9: Revising Your Play

**Objective:** Improve and refine your play.

**Discussion:**

- Read your play out loud to see how it sounds.
- Get feedback from friends or family.

**Activity:**

- **Revise Your Play:** Go through your play and make changes to improve it. Focus on making the dialogue fun, the characters interesting, and the story clear.

**Instructions:**

1. Have students pair up and read each other's plays aloud.
2. Provide a checklist for revising (e.g., clear story, interesting characters, natural dialogue).
3. Allow time for students to revise their plays based on feedback.

**Teacher's Notes:**

- Encourage constructive feedback that highlights strengths and areas for improvement.
- Help students understand that revision is a normal and important part of writing.

## Session 10: Final Performance

**Objective:** Prepare and perform your play.

**Activity:**

- **Rehearse and Perform:** Practice your play with your friends or family. Perform it for your class or at home. Celebrate your hard work!

**Instructions:**

1. Organise a rehearsal schedule for students to practice their plays.
2. Provide tips on acting and stage presence.
3. Host a performance day where students can perform their plays for the class or invited guests.

- Celebrate with a small party or awards for various categories (e.g., Best Character, Funniest Play).

**Teacher's Notes:**

- Encourage confidence and enthusiasm during rehearsals.
- Highlight the importance of teamwork and collaboration in theatre.

**Additional Tips for Teachers**

- Encouragement:** Continuously encourage creativity and originality. Remind students that there are no wrong ideas in brainstorming.
  - Feedback:** Provide constructive and positive feedback. Focus on what works well and offer suggestions for improvement.
  - Examples:** Share examples of short plays or scenes from well-known works to inspire students.
  - Flexibility:** Be flexible with the timeline and allow students to work at their own pace. Some may need more time to develop their ideas.
  - Support:** Offer one-on-one support for students who may be struggling with certain aspects of playwriting.
  - Interactive Activities:** Incorporate fun, interactive activities like acting games or creative brainstorming sessions to keep students engaged.
- By following this guide and using the provided exercises and discussion points, you can help your students successfully write and perform their own 5-minute plays. Happy teaching!

**6.1 ) Primary Teacher's Guide: Condensed Syllabus (10 by 30 min lessons)**

**Objective:** Help students understand the basics of playwriting and guide them through writing a 5-minute play. Materials Needed:

- Copies of the "How to Write a 5-Minute Play for Kids" guide
- Notebooks or writing journals
- Access to a stage or open space for performance
- Simple props and costumes

**Session 1: Introduction to Theatre (30 minutes)**

**Objective:** Understand what theatre is and how it tells stories. Discussion (10 minutes):

- Theatre as live storytelling
- Differences between theatre and movies/TV Activity (15 minutes):
- Imagination Exercise: Students act out simple actions for others to guess Teacher's Notes (5 minutes):
- Encourage creative thinking about everyday actions as story elements

**Session 2: Playwriting Tools and Characters (30 minutes)**

**Objective:** Learn basic playwriting tools and create characters. Discussion (10 minutes):

- Brief overview of characters, dialogue, story, theatricality Activity (15 minutes):



- Create a Character: Students develop one character with basic details Teacher's Notes (5 minutes):
- Emphasise creativity and uniqueness in character creation

### **Session 3: Developing Characters (30 minutes)**

**Objective:** Create interesting and relatable characters. Discussion (5 minutes):

- Characters' wants and actions Activity (20 minutes):
- Character Interview: Students interview each other's characters Teacher's Notes (5 minutes):
- Guide students to explore character motivations

### **Session 4: Writing Dialogue (30 minutes)**

**Objective:** Write natural and fun dialogue. Discussion (5 minutes):

- What makes good dialogue Activity (20 minutes):
- Write a Conversation: Students create a short dialogue between characters

**Teacher's Notes (5 minutes):**

- Encourage use of natural language and character personality in dialogue

### **Session 5: Structuring Your Story (30 minutes)**

**Objective:** Learn 5-minute play structure. Discussion (10 minutes):

- Beginning, middle, and end of a story Activity (15 minutes):
- Outline Your Story: Students create a basic story outline

**Teacher's Notes (5 minutes):**

Help students focus on simple, clear storylines

### **Session 6: Making Your Play Theatrical (30 minutes)**

**Objective:** Add exciting elements to your play. Discussion (5 minutes):

- Using props, costumes, and movements Activity (20 minutes):
- Plan a Theatrical Moment: Students enhance one scene with theatrical elements

**Teacher's Notes (5 minutes):**

- Encourage creativity with simple resources

### **Session 7: Adding Tension and Humour (30 minutes)**

**Objective:** Learn to keep the play interesting and funny. Discussion (5 minutes):

- Balancing tension and humour Activity (20 minutes):
- Write a Scene with Tension and Humour: Create and perform a short scene

**Teacher's Notes (5 minutes):**

- Highlight the importance of engaging the audience

### **Session 8: Writing Your Play (30 minutes)**

**Objective:** Write the first draft of your play. Activity (25 minutes):

- Write Your First Draft: Students begin writing their plays Teacher's Notes (5 minutes):
- Provide support and encourage completion over perfection

### **Session 9: Revising Your Play (30 minutes)**

**Objective:** Improve and refine your play. Discussion (5 minutes):

- Importance of revision and feedback Activity (20 minutes):
- Revise Your Play: Students revise based on a simple checklist Teacher's Notes (5 minutes):
- Guide constructive peer feedback

### **Session 10: Mini-Performances (30 minutes)**

**Objective:** Perform and celebrate your play. Activity (25 minutes):

- Rehearse and Perform: Students perform their plays for small groups Teacher's Notes (5 minutes):
- Encourage confidence and celebrate effort

### **Additional Tips for Teachers**

- Maintain a quick pace to cover key concepts in shorter sessions
  - Focus on one main activity per session
  - Encourage at-home work to supplement shorter class time
  - Use visual aids and examples to quickly convey information
  - Celebrate progress and creativity throughout the process
- By following this condensed guide, you can help your students write and perform their own 5-minute plays in shorter, focused sessions. Adjust as needed for your classroom's specific needs and pace.

## **6.2) Primary Teacher's Guide: Intensive (4 by 60 min lessons)**

### **Introduction**

**Objective:** Guide students through writing and performing a 5-minute play.

### **Materials Needed:**

- Copies of the "How to Write a 5-Minute Play for Kids" guide
- Notebooks or writing journals
- Access to a stage or open space for performance
- Simple props and costumes

### **Session 1: Introduction to Theatre and Characters (1 hour)**

**Objective:** Understand theatre basics and create characters.

#### **(20 minutes) Introduction to Theatre:**

- Discussion: What is theatre? How is it different from movies/TV?
- Activity: Imagination Exercise - Students act out simple actions for others to guess

**(30 minutes) Character Creation:**

- Discussion: What makes an interesting character?
- Activity: Create a Character - Students develop a main character with details
- Character Interview - Students interview each other's characters

**(10 minutes) Wrap-up:**

- Share characters with the class
- Briefly introduce the concept of a 5-minute play

**Teacher's Notes:**

- Encourage creativity and uniqueness in character creation
- Emphasise the importance of characters wanting something

**Session 2: Dialogue and Story Structure (1 hour)**

**Objective:** Learn to write dialogue and structure a story.

**(25 minutes) Writing Dialogue:**

- Discussion: What makes good dialogue?
- Activity: Write a Conversation - Students create a short dialogue between characters
- Share dialogues with partners

**(30 minutes) Story Structure:**

- Discussion: Beginning, middle, and end of a story
- Activity: Outline Your Story - Students create a basic story outline for their play
- Share outlines with a partner for feedback

**(5 minutes) Wrap-up:**

- Recap key points about dialogue and story structure

**Teacher's Notes:**

- Encourage natural language in dialogues
- Help students focus on simple, clear storylines for 5-minute plays

**Session 3: Making it Theatrical and First Draft (1 hour)**

**Objective:** Add theatrical elements and begin writing the play.

**(20 minutes) Making Your Play Theatrical:**

- Discussion: Using props, costumes, and movements
- Activity: Plan a Theatrical Moment - Students enhance one scene with theatrical elements

**(30 minutes) Writing First Draft:**

- Brief discussion on balancing tension and humour
- Activity: Write Your First Draft - Students begin writing their plays

**(10 minutes) Wrap-up:**

- Share a favourite moment from their drafts
- Discuss any challenges faced during writing

**Teacher's Notes:**

- Encourage creativity with simple resources for theatrical elements
- Provide support during writing and emphasise progress over perfection

#### **Session 4: Revising and Performing (1 hour)**

**Objective:** Refine plays and perform them.

##### **(20 minutes) Revising Your Play:**

- Discussion: Importance of revision and feedback
- Activity: Revise Your Play - Students revise based on a simple checklist
- Quick peer feedback session

##### **(30 minutes) Mini-Performances:**

- Brief warm-up and final preparations
- Students perform their plays for small groups

##### **(10 minutes) Celebration and Reflection:**

- Positive feedback from peers
- Reflect on the playwriting process

##### **Teacher's Notes:**

- Guide constructive peer feedback
- Encourage confidence in performances
- Celebrate effort and creativity

##### **Additional Tips for Teachers:**

- Use visual aids and examples to quickly convey information
- Encourage at-home work between sessions if possible
- Be flexible with timing based on student engagement and needs
- Incorporate quick, energising activities to maintain focus in longer sessions
- Celebrate progress throughout the process

This condensed 4-session plan covers the key elements of playwriting while allowing for hands-on activities and sharing opportunities in each session. Adjust as needed for your specific classroom needs and student abilities.

### **6.3) Primary Teacher's Guide: Specialised (10 by 30 min lessons)**

#### **Lesson 1: Introduction to Script Writing (30 minutes)**

**Objective:** Introduce basic concepts of script writing for video.

5 min: Explain the importance of a script in video production  
10 min: Discuss the basic elements of a script (scene headings, action, dialogue)  
10 min: Show a sample short script and analyse its structure  
5 min: Brainstorm ideas for the class video project

#### **Lesson 2: Developing Characters and Plot (30 minutes)**

**Objective:** Create characters and outline the story for the class video.

5 min: Review previous lesson and introduce character development  
10 min: Group activity: Create main characters for the video  
10 min: Outline the basic plot (beginning, middle, end)  
5 min: Assign roles for script writing (e.g., dialogue writers, action describers)

### **Lesson 3: Writing Dialogue and Action (30 minutes)**

**Objective:** Write the first draft of the script. 5 min: Review plot outline and character descriptions 15 min: Students work in groups to write dialogue and describe actions 5 min: Discuss how to format the script properly 5 min: Begin compiling the script sections

### **Lesson 4: Revising and Finalising the Script (30 minutes)**

**Objective:** Refine the script and prepare it for filming.  
5 min: Read through the compiled first draft 10 min: Group discussion on what works and what needs improvement 10 min: Make revisions and adjustments to the script 5 min: Finalise the script and discuss next steps for filming

#### **Teacher's Notes:**

- Encourage creativity while keeping the story simple and film-able
  - Focus on clear, concise writing that translates well to video
  - Consider the available resources for filming when developing the script
  - Involve all students in the process, assigning tasks based on their strengths
  - Be prepared to guide students in making their ideas feasible for filming
- This guide provides a structured approach to script writing within the context of a class video project, allowing students to collaboratively create a script that can be used for their video production.

## **S+S Corroboree; Primary Level 2/3**

**Introduction:** The Short+Sweet Schools Corroboree is the culmination of our 5 Minute Playwriting Program, celebrating the creativity and hard work of students across various learning formats. This festival-style event showcases the diverse talents of young playwrights, actors, and filmmakers, offering a unique platform for students to share their work with peers, educators, and the wider community.

#### **Example Corroboree Schedule:**

**Day 1:** 9:00 AM - 10:00 AM: Opening ceremony and welcome 10:30 AM - 12:30 PM: Session 1 - Performances from Comprehensive Program participants 1:30 PM - 3:30 PM: Session 2 - Screenings of video projects from Specialised Program 4:00 PM - 5:00 PM: Student workshops (multiple small groups, max 12 participants each)

**Day 2:** 9:00 AM - 11:00 AM: Session 3 - Performances from Condensed Program participants 11:30 AM - 1:30 PM: Session 4 - Performances from Intensive Program participants 2:30 PM - 3:30 PM: Student workshops (multiple small groups, max 12 participants each) 4:00 PM - 5:30 PM: Awards ceremony and closing celebration

**Student Workshops** (optional, max 12 participants each):

- Introduction to Acting Techniques
- Basics of Stage Direction
- Creative Writing for Theatre
- Improvisation Skills
- Technical Theatre: Lights and Sound
- Costume and Set Design Basics

**Benefits for Students:**

- Public recognition of their creative work
- Opportunity to perform for a larger audience
- Exposure to diverse plays and performances from peers
- Networking with other young creatives
- Confidence building through public performance
- Constructive feedback from industry professionals
- Inspiration from watching other performances
- Introduction to potential career paths in theatre and film

**Benefits for Teachers:**

- Showcase of their students' achievements
- Networking with other drama educators
- Exposure to varied teaching methods and outcomes
- Inspiration for future classroom activities
- Opportunity to assess their program's effectiveness
- Professional development through observation and participation

**Benefits for Schools:**

- Positive public relations opportunity
- Showcase of the school's commitment to arts education
- Networking opportunities with other schools and arts organizations
- Potential for community engagement and support
- Enhancement of the school's cultural profile

## **Teacher Professional Development Program**

**Introduction:** Alongside the Corroboree, we would offer a parallel Professional Development Program for teachers. This program is designed to enhance teaching skills, provide new perspectives on drama education, and offer networking opportunities with fellow educators.

### **Schedule:**

**Day 1:** 3:45 PM - 4:45 PM:

Workshop 1 - "Advanced Playwriting Techniques for the Classroom" 5:00 PM - 6:00 PM:

Workshop 2 - "Directing Young Performers: Strategies for Success"

**Day 2:** 8:00 AM - 9:00 AM: Workshop 3 - "Integrating Technology in Drama Education" 3:45 PM - 4:45 PM: Workshop 4 - "Assessment Strategies for Creative Arts"

Additional Workshops (30 minutes each, offered during lunch breaks or after the main program):

1. "Inclusive Drama Practices: Ensuring All Students Can Participate"
2. "Cross-Curricular Applications of Drama"
3. "Building a Sustainable School Theatre Program"

### **Benefits for Teachers Attending the Professional Development Program:**

1. Enhanced skills in teaching playwriting and directing
2. Exposure to new technologies and methodologies in drama education
3. Networking opportunities with peers and industry professionals
4. Certificates of participation for professional development records
5. Access to resources and materials for future classroom use
6. Inspiration and rejuvenation for their teaching practice

This comprehensive Corroboree program, along with the dedicated Teacher Professional Development track, ensures that all participants - students, teachers, and schools - gain maximum benefit from this celebratory and educational event.