

Alpha Shows Educational Overview

How Alpha fits into your curriculum
Values Education, Social and Emotional
Well-Being, Cross-Curricular Learning,
Arts Access for Remote Schools and
Theatre for Children with Special Needs

With Victorian Essential Learning Standards, Australian Curriculum Assessment
and Reporting Authority's National Curriculum Guidelines,
Inquiry Learning and The International Baccalaureate

CURRICULUM

Curriculum Integration 2013



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FIND MORE ONLINE AT WWW.ALPHASHOWS.COM.AU



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Alpha Shows is a company that produces shows of high-quality, high-impact children's theatre that are not only big, bold, loud and hilarious, but also contain beautiful messages that inspire students cognitive thinking.

What makes Alpha Shows such a fantastic experience for your school is as an educator you can see instantly how the children learn from the show. During the show the actors constantly engage with the students so that the message is clear. The actors even prompt the students to voice their own opinions and ideas during the play spurring thought and stimulation in the students throughout the 90 min powerhouse performance.

Through the use of huge sets, phenomenal costumes, rock star sound, and highly skilled actors, the casts of Alpha Shows transport your students to a whole new world with songs and a lot of laughter. Throughout the shows the cast help the students look inside themselves and discover new meanings and ideas of what it means to be good or what it means to be a hero and helps them connect with feelings, opinions and emotions and understand what they mean. ***Theatre is about transformation. It is the application, through play, of energy and imagination to frame, reflect, expose, critique and speculate. 'International Baccalaureate Curriculum PYP'***

Overall Alpha hopes to aid in children's personal emotional development and their understanding of others and other feelings. ***understanding of more than one perspective on an issue, and actions that might be taken to resolve it . 'V.E.L.S progression point 3.5 Personal Learning Level Four'***

As a company we have seen that this approach through arts makes students more comfortable talking about their feelings and we see them grow and try to emulate the heroes and heroines in the stories we teach, whilst implementing the importance and the principles of good vs bad behavior. ***the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviors, and to understand others and establish and maintain positive relationships. 'A.C.A.R.A Personal and Social Capabilities.'***

BENEFITS OF ARTS IN EDUCATION

For the first time since European settlement, there is about to be a national curriculum for all Australia, and one which, for the first time, mandates the Arts of dance, drama, media arts, music and visual arts as a basic entitlement for all Australians. This new arts curriculum is being shaped to re-assert some of those key principles which were embedded in the beginning of the fairytale: that experiencing the Arts is natural and necessary for all children and young people as part of their learning; that through the Arts they gain access to the real world and to other possible imaginative worlds, and make coherent meaning and order for themselves out of the welter of impressions and sensations bombarding them, from inside and out, before and from birth. *The Arts and Australian Education: Realising potential, Robyn Ewing - Australian Council for Educational Research*

South Australian Department of Education and Children's Services

A South Australian study into arts education has found that going to the theatre can improve children's literacy and social skills. The Children's Voices study documented the impact of live theatre on 140 State Government primary school students over three years. It was conducted and jointly funded by the Department of Education and Children's Services, The University of South Australia and Windmill Performing Arts. Windmill Performing Arts project manager Julie Orchard, who is a seconded Department of Education and Children's Services teacher, said children's oral and written language improved significantly during the project.

"Children learnt to think critically about what they saw and articulate their ideas and feelings," Ms Orchard said. "Children as young as 10 were using words like 'curious', 'inquisitive' and 'amused' to describe their theatre experience." Ms Orchard said improved social skills were an added benefit of going to the theatre. "Students felt confident to reproduce art themselves, particularly by re-enacting performances in groups to their classmates.

"Every one of the eight performances children saw encouraged reflection of their social values. The production of Afternoon of the Elves made a lot of children think about the way they judge people by first impressions and that bullying is a bad thing." Ms Orchard said schools now have a project report they can show to parents that outlines the educational benefits of arts education for children. Research into arts education is a key part of the State Government's ARTSsmart strategy, which aims to improve learning opportunities and achievements in the arts for students and build relationships between schools and the arts industry. The research findings, released in June, will be used by the Department of Education and Children's Services to guide arts education and children's literacy into the future.

Children's Voices is thought to be the first longitudinal study involving school children and a performing arts company in Australia. The State Government schools involved in the research were Gilles Street Primary School, Hahndorf Primary School, North Haven Schools and Salisbury Downs Primary School

Wednesday 16th August, 2006



Government of South Australia
Department of Education and
Children's Services





Social and Emotional Wellbeing and Values Education

An important part of all schools curriculum is a focus on values. We strive to emulate these teachings in all eight of our shows.

Beliefs.

Going through the emotional process of releasing error-based beliefs we've learned along the way, so that we can truly 'believe in ourselves' at the soul level, not just as an intellectual construct. Beauty and the Beast

How we express ourselves - Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. 'International Baccalaureate Curriculum PYP'

Resilience.

Our show promoting anti-bullying. Taking responsibility for the painful events of our lives and processing that pain emotionally, leads to a more powerful body and soul, one that naturally is healthy and creates an awesome life. The Hunchback of Notre Dame

Three worlds of perception: the world of themselves ('me'), their world of relationships and their society ('us' and 'you'), and the world beyond ('it' and 'them') The Arts and Australian Education: Realising potential, Robyn Ewing - Australian Council for Educational Research

Choices.

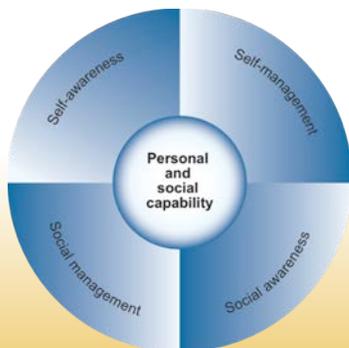
Making choices based on love and truth, instead of fear, requires going through the doubts and fears emotionally, releasing them, and opening up to your own innate courage and confidence. Sleeping Beauty

students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. 'ACARA Element of Self Awareness under Personal and Social Capability.'

Truth.

Being out of harmony with truth has disastrous consequences for our lives. To emotionally understand why truth is so imperative in our personal conduct in life is one of the most powerful learnings we can absorb in our souls. Little Mermaid

Reflection on the qualities of good laws and principles and values such as equality before the law' V.E.L.S Progression Point 2.75 Level Four Personal Learning





Values Education

Self-worth/Love

What's the point of doing anything if you don't feel like you're worthy of love or not good enough? Allowing the grief to flow through tears opens the heart to feel worthy again, to feel a greater sense of self-worth. Cinderella

This element involves students in identifying and describing the factors that influence their emotional responses. They develop a realistic sense of their personal abilities, qualities and strengths through knowing what they are feeling in the moment, and having a realistic assessment of their own abilities and a well-grounded sense of self-knowledge and self-confidence. Self-awareness involves students reflecting on and evaluating their learning, identifying personal characteristics that contribute to or limit their effectiveness, learning from successes or failures, and being able to interpret their own emotional states, needs and perspectives. 'ACARA Element of Self Awareness under Personal and Social Capability.'

Heroes.

Creating true heroes, ones that can step up and serve from a humble place. Once you realise the truth about what a true hero is, you can go out there and make it happen. Learning how to be victorious without fighting. Hercules

Who we are -Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. 'International Baccalaureate Curriculum PYP'

Creation.

Now it's time to make stuff happen – to make it real. By being humble with their emotions and release the blocks to their desires, children can tap into their creative power, and the power of their emotions and how to use them to get whatever it is they want in life. Aladdin

An education rich in the Arts maximizes opportunities for learners to engage with innovative thinkers and leaders and to experience the Arts both as audience members and as artists. Such an education is vital to students' success as individuals and as members of society, emphasising not only creativity and imagination, but also the values of cultural understanding and social harmony that the Arts can engender (National Education and the Arts Statement, 2007).

Equality.

Emotionally accepting the truth that everyone is equal; not less than, and not better than anyone else. Creating equality on the planet, will lead to love and truth being honoured above all else. King Arthur

It is important in all aspects of Alpha from our teachings to our conduct within the cast to promote equality.

As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities, animal rights, environmental issues and global justice. 'ACARA Element of Self Awareness under Personal and Social Capability.'

CROSS CURRICULAR LEARNING

Alpha Shows strives to include multiple learning platforms in a performance. You are not restricted to 'ticking' merely one box of the curriculum with an Alpha show. It's applicable and beneficial for multiple areas, to inspire creativity, growth and new understandings about the world and yourself. Alpha strives to include areas of Theatre, science, creativity, Music, literacy, art, performance and Social and Emotional learning. **In the PYP, concepts and conceptual questions drive the way we teach and learn in a trans disciplinary context. 'International Baccalaureate Curriculum PYP'**

In the new Australian Curriculum there are three Cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability. The Cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas. Alpha aims to where possible try and compliment your classroom teaching as to use the show as reference and a building block within your classroom curriculum.

In this learning area, students may interrogate a range of texts to shape their decision making in relation to sustainability. They develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures. 'A.C.A.R.A Cross- Curricular Priorities' As a company Alpha has always placed an importance on sustainability. We endeavor to encourage all students to act as we do and respect the land around them by incorporating reduce, reuse and recycle. We also view sustainability as human beings; surely it can be seen that ignoring the importance of acting with integrity, in truth, with positive beliefs and releasing painful emotions, is simply unsustainable for us as humans. To sustain life, on the planet, both for humans, and all life, we must improve ourselves – change must come from within. Alpha strives to present confronting and advanced ideas on how to cleanse ourselves of negative traits, behaviours, habits and emotions, in order to sustain a healthy and vital body, mind, soul, life, community, country and planet.

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view. A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum. They develop communication skills that reflect cultural awareness and intercultural understanding. 'A.C.A.R.A Cross- Curricular Priorities' Whilst not specific to Asian or Aboriginal culture and heritage, through the use of Alpha's energetic and colourful array of characters the cast aim to portray in all shows the importance of culture and respect for others and their beliefs. Alpha's shows all have a wide variety of characters from different origins.

Alpha has many plans to extend their tours to the northern regions of Australia in the coming years and is endeavoring to incorporate more of our national history especially that of our Aboriginal and Torres Strait Islander People.



OUTSIDE THE SHOW

Alpha strives to incorporate as much as possible for our schools so we endeavor to reveal to the students all aspects and steps that go into putting on a production of this size.

In a curriculum for the twenty-first century, students will experience and learn about five Arts subjects: dance, drama, media arts, music and visual arts. In the Arts, students need to know what questions to ask, especially when encountering an art work of another era, culture or unfamiliar medium. (National Education and the Arts Statement, 2007).

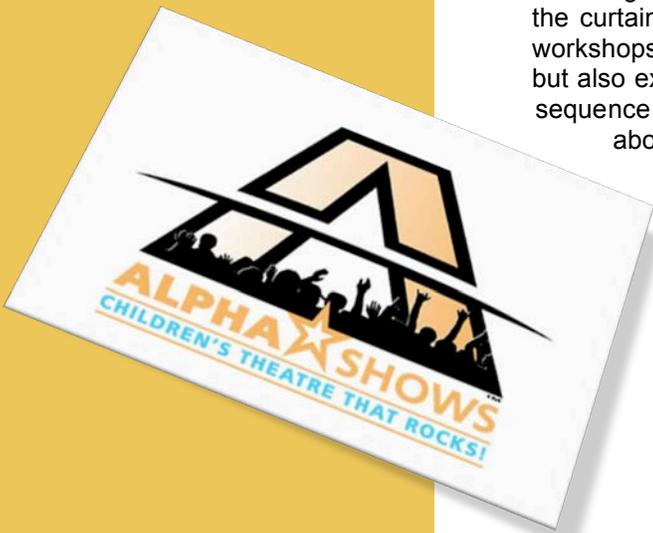
QUESTION TIME: At the end of each performance of an Alpha show the entire cast returns to the stage to have "Question Time". This is where the cast encourages the children to ask questions and inquire about aspects of the production from sound and lighting to costumes and acting. Alpha encourages thoughtful and intriguing questions to help the children expand on the workings of what it takes to create a show from start to finish.

Young Australians need the confidence to access the Arts, and to understand the contemporary manifestations of each art form as well as their social, cultural and historical contexts. As emerging critical and creative thinkers, students will gain the confidence and the tools to understand and critique the Arts in everyday life. Students will learn that the Arts exist in process as much as in finished artistic products. Process does not have to result in a product or performance. Through their Arts studies, students will discover that artists work both individually and in groups, and that the Arts connect many creative and mainstream industries contributing to the development of a vibrant, modern and inclusive Australian society. (National Education and the Arts Statement, 2007).

FEEDBACK AND BACKSTAGE: Alpha Shows loves getting feedback from the students we encourage the teachers to help the students use their developing critique skills to contribute on the Alpha Shows website (our special and safe 'Social network'). We also have packages that include a backstage tour for the student allowing them to see what happens behind the curtain including how the lighting and sound desks work. These extra workshops not only allow backstage tours and questions and presentations, but also extra sessions to teach the children part of the shows music/dance sequence and learn about other stage techniques, as well as learn more about the values in the shows.



Students love autograph time as it gives them an opportunity to talk with the actors and ask them questions about the show.



BRINGING THEATRE TO A SCHOOL NEAR YOU!



So you would love to have a show like Alpha at your school but you don't have a theatre...no problem. The majority of our clients don't. The great thing about Alpha Shows is we bring the theatre to you. We bring with us the lights, sound costumes, sets and everything else necessary to turn your gym or hall into another world.

Suit Characters

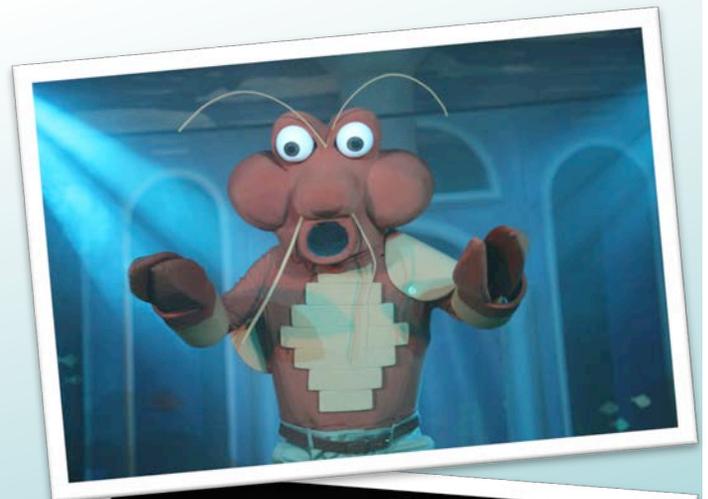
We have some amazing suit characters in every show. These are full body puppets that are operated by our very talented actors.

Not just for the Junior School

Because we tour to school in remote locations we understand that the whole school will be present so we have worked hard to create a show that is entertaining, engaging and beneficial for students from prep/kinder up to Year 6/7 and beyond. We even on occasion perform our show to High Schools. The fun use of pop songs and moern dance routines, as well as our humour and style, really strike a chord with the upper primary/early high school students.

Unique

The cast of Alpha Shows productions are a creative highly trained group who are skilled in improvisation and often include aspects of the school and students into the show making the students feel special and connected to the production.



Children with Special Needs

A very special focus with Alpha Shows is that all children have access to the joy of theatre so we work to ensure there are opportunities for E.S.L students, and students with disabilities including those with hearing and vision impairment

Alpha Shows has worked on numerous occasions to be able to provide a show that is accessible to all students in the audience. This has included many different ways the cast have strived to help the school:

- allowing a student backstage to meet the actors and the suit characters beforehand so as to familiarise themselves with them.
- Working alongside Sign language interpreters for the hearing impaired students
- Making a very gesture and movement based performance whilst focusing on vocal clarity and diction to make it easier for those students new to the English language



