



Our World, Our Stories

Key Learning Areas & Outcomes

History

HT1-2 identifies and describes significant people, events, places and sites in the local community over time.

Geography

GE1-1 describes features of places, and connections people have with places.

Maths

MA1-16MG represents and describes the positions of objects in everyday situations and on maps

Creative Arts

DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.

DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.

DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.

DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others

English

EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences

EN1-12E identifies and discusses aspects of their own and others' learning

EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter

EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter

Driving question

How can we expand and share our understanding of our world?

Project Description

Students explored the similarities and differences about their world in order to create films and books of fractured fairy tales within an Australian context. Students studied fairy tales including those from different cultures. They explored their local context and Australia in order to represent elements of their context in their adapted story. Students needed to reflect on how to adjust their stories and language choices to reflect the Australian and local context, specifically for their known audience.

Final Product/s

Students filmed their performances and produced a book of their fractured fairy tales, re-imagined to our local /Australian context. The stories were then presented to families during a film premiere as well as to students in the Northern Territory and India, via skype and in print, in order to show them our part of the world in Sydney.

Need to knows...

What is a fairy tale?

What makes Australia different to other parts of the world?

What makes our community different from others?

What are the significant places in Australia?

What animals are significant to Australia?

What are the significant places in our local area?

What is the difference between a narrative and script?

What makes a good performance?

How will the stories be filmed?

Community & Real-World Connections:

Song Room

Adobe Educators

Auburn Botanic Gardens Excursion

Bus trip around the community

Bringing the Project to Life

Consider the context:

- What are the significant places within the community?
- How could students be exposed to Australian flora and fauna?
- How will students film their work?
- When will the film premiere be?
- How will you share and connect with other schools in other countries?
- Who might serve as experts for this project? How might you leverage their expertise?
- How will you communicate with other schools in different time zones?

Consider the students:

- What issues might arise for your students?
- What fairy tales are students already familiar with?
- What cultural stories are meaningful to them?
- How can students express their individual creativity and problems solving during their learning?
- How will groups be formed and structured?

Consider the content and skills:

- What fairy tales will students explore?
- What strategies do you have to support effective collaboration?
- How and where might specific content and/or skills be teacher-led?
- What supports will your students need as they plan, draft and revise their scripts and performances?
- How will you help them deliver finished film?
- What will students produce as an individual and as a group?
- What types of exemplars could you show students for their fractured fairy tales and films?