

ONCE THERE WERE THREE GIANTS...

Partners:	Puppet Maker and Performer, Jenny Ellis & Ringwood Heights Primary School
Participants:	Primary, Years 5 and 6, 75 students (involved other students across the school)
Artistic Discipline:	Puppetry, Theatre
Curriculum Focus:	English, The Arts, Design & Technologies, Digital Technologies, Personal & Social Capability – Self Awareness & Management, Social Awareness & Management, Critical and Creative Thinking Capability
Funded Through:	Artists in Schools program
DVD Resources:	Film Clips •Project Overview •Curriculum Design •Student Learning Planning Tool #7 Curriculum Plan

This page should be used in conjunction with *Once There Were Three Giants...* project description on page B of the booklet and with the *Once There Were Three Giants...* film clips.

Achievements

- Created a buzz across the whole school and a sense of team within the entire school community.
- Provided students with authentic tasks to work independently as well as interdependently.
- Produced a visually spectacular, rich and exciting outdoor theatrical event.
- Stimulated engagement in English with meaningful writing, speaking and listening tasks.
- Created opportunities for groups of students to 'step up' and become specialists in writing and editing, music and ICT.
- Gave students and teachers real skills in puppetry and performance making as well as project coordination.

Challenges

- Additional funding needed to be sought to bring the budget in line with the ambitions of the project.
- The time and commitment required to make a project of this scale work was enormous. Everyone on the project team gave above and beyond the call of duty to pull off a successful outcome. The potential for burn-out in a project of this scale is very real.
- The school had to redesign their timetable to accommodate the project. Disruption to regular routines had to be flagged with both students and parents.

Strategies for your project

- Communicate constantly. Prioritise relationships – they are as important as outcomes (in fact strong relationships lead to improved outcomes).
- Begin planning as early as possible. This project team began a year in advance to ensure that they were ready to begin with students.
- Ensure that there is a strong team pulling together to support the project coordinator. It would have been impossible to achieve the positive outcomes of this project without support from the school leadership team and other school staff.

Stimulus questions for your project

1. What do you intend students to learn through this project? How have you planned to make this happen through activities before, during and after the project when the artist is not there?
2. What is your communication plan? Will your project team meet weekly? Create a blog to share work as it is created? Consider what it will take to ensure that everyone is sharing and accessing information, progress and ideas in a timely way.
3. How will assessment and documentation capture every stage of the creation and learning as your project progresses? Will your students be keeping digital or hard copy diaries? Photographing or blogging? Is there an opportunity for an ICT specialist or group of students to take the role of project documenters?