

THE PRINCESS, THE PEA (AND THE BRAVE ESCAPEE)

ACO Australian
Chamber
Orchestra

An original play by
Finegan Kruckemeyer with
music by Bryony Marks

Created and performed by the
Australian Chamber Orchestra



Education kit

There is the fairytale you know and love. But what isn't known, what no book has ever recorded, is why exactly the princess was out in the middle of a storm, in the middle of a night, at the end of an adventure. This story, is *that* story.



Isabella was born with everything. Daughter of the grandest king, surrounded by the greatest wealth, held in the highest castle. Her life was big, bold and brash, but Isabella notices the small, beautiful things... from the way frogs hold their breath in the pond, to how sand feels between her toes at the beach. Her life is easy, but Isabella is not content, and dreams of escaping palace life.

One day, in the midst of a storm, when everyone is looking elsewhere, she finds her chance. With all the courage she can muster, she sets out to uncover the magic the world holds. Her amazing super senses guide her on a journey filled with daring feats and surprising friendships.

Written by award-winning playwright Finegan Kruckemeyer, with an original score by Australian composer Bryony Marks, *The Princess, The Pea (and The Brave Escapee)* comes alive through acting, puppetry, and live music performed by a string quartet.

Creative team

Written by	Finegan Kruckemeyer
Original Music by	Bryony Marks
Directed by	Tim McGarry
Production Design by	Melanie Liertz
Lighting Design by	Ryan McDonald
Vision Design by	Laura Turner

THE PRINCESS, THE PEA (AND THE BRAVE ESCAPEE)

Unit Overview

This Unit of Work is designed to introduce students to the story, characters, and themes of *The Princess and the Pea* by Hans Christian Anderson, and to prepare for and extend their experience of the live production of *The Princess, The Pea (and The Brave Escapee)*.

Teaching and learning activities address both English and Creative Arts syllabus outcomes. Some lessons are designed as preparation for the performance, and some are suggested follow up lessons, but teachers should feel free to use and adapt these materials in any way they see fit.

The production is suitable for students in Kindergarten / Prep – Year Four, and curriculum outcomes are given for each of these learning stages. Teachers will need to adapt the suggested activities to suit the needs and ability of students.

Unit Content

English	Students will: <ul style="list-style-type: none">▪ Learn about the features and structures of narratives and fairytales▪ Identify the concepts, themes, and structure within a fairytale▪ Develop understanding of themes and language (stereotypes, sensitivity)▪ Engage in critical and imaginative thinking to come up with ideas of an 'origin story'▪ Think creatively to come up with their own fairytale story ideas▪ Develop story ideas into a narrative structure
Creative Arts	Students will: <ul style="list-style-type: none">▪ Learn about string instruments, how they make sound, and how music can be used to tell a story▪ Respond to a live performance by reflecting on how music and drama was used to tell a story▪ Examine and communicate their response to a live theatrical production▪ Tell stories through movement and drama▪ Create visual artworks in response to a story



AUSTRALIAN CURRICULUM CONTENT DESCRIPTORS

Foundation	Year 1	Year 2
<p>AC9EFLA02 Explore different ways of using language to express preferences, likes and dislikes.</p> <p>AC9EFLA04 Understand conventions of print and screen, including how books and simple digital texts are usually organised.</p> <p>AC9EFLA07 Explore the contribution of images and words to meaning in stories and informative texts.</p> <p>AC9EFLE02 Respond to stories and share feelings and thoughts about their events and characters.</p> <p>AC9EFLE05 Retell and adapt familiar literary texts through play, performance, images or writing.</p> <p>AC9EFLY01 Identify some familiar texts, such as stories and informative texts, and their purpose.</p> <p>AC9EFLY02 Interact in informal and structured situations by listening while others speak and using features of voice including volume levels.</p> <p>AC9AMUFE01 Explore how and why the arts are important for people and communities.</p> <p>AC9AMUFD01 Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas.</p> <p>AC9AMUFC01 Create arts works that communicate ideas.</p>	<p>AC9E1LA02 Explore language to provide reasons for likes, dislikes and preferences.</p> <p>AC9E1LA09 Recognise the vocabulary of learning area topics.</p> <p>AC9E1LE02 Discuss literary texts and share responses by making connections with students' own experiences.</p> <p>AC9E1LE03 Discuss plot, character and setting, which are features of stories.</p> <p>AC9E1LY02 Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions.</p> <p>AC9AMU2E01 Explore where, why and how people across cultures, communities and/or other contexts experience music.</p> <p>AC9AMU2D01 Develop listening skills and skills for singing and playing instruments.</p> <p>AC9ADR2D01 Use the elements of drama and imagination in dramatic play and/or process drama.</p>	<p>AC9E2LA02 Explore how language can be used for appreciating texts and providing reasons for preferences</p> <p>AC9E2LA08 Understand that images add to or multiply the meanings of a text.</p> <p>AC9E2LE02 Identify features of literary texts, such as characters and settings, and give reasons for personal preferences.</p> <p>AC9E2LE03 Discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways.</p> <p>AC9E2LY02 Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions.</p> <p>AC9AMU2E01 Explore where, why and how people across cultures, communities and/or other contexts experience music.</p> <p>AC9AMU2D01 Develop listening skills and skills for singing and playing instruments.</p> <p>AC9ADR2D01 Use the elements of drama and imagination in dramatic play and/or process drama.</p>

NSW SYLLABUS OUTCOMES

Early Stage 1	Stage 1	Stage 2
<p>ENE-OLC-01 Communicates effectively by using interpersonal conventions and language with familiar peers and adults.</p> <p>ENE-VOCAB-01 Understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts.</p> <p>ENE-PRINT-01 Tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print.</p> <p>ENE-UARL-01 Understands and responds to literature read to them.</p> <p>CAE-MUS-01 Experiments with and identifies ways sound is organised in music through singing, moving, playing instruments and using listening skills.</p> <p>CAE-DRA-01 Experiments with and identifies ways feelings, ideas, roles and situations are embodied and enacted in drama.</p>	<p>EN1-OLC-01 Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions.</p> <p>EN1-VOCAB-01 Understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas.</p> <p>EN1-UARL-01 Understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.</p> <p>CA1-MUS-01 Performs, uses listening skills and composes to communicate ideas through sound, and describes ways musical ideas are conveyed.</p> <p>CA1-DRA-01 Makes and performs drama to embody and enact characters, ideas and stories, and describes ways that drama communicates ideas.</p>	<p>EN2-OLC-01 Communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting.</p> <p>EN2-RECOM-01 Reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension.</p> <p>EN2-VOCAB-01 Builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words.</p> <p>EN2-UARL-01 Identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts.</p> <p>CA2-MUS-01 Performs, uses listening skills and composes to communicate musical ideas, and describes ways the elements of music are used to convey musical ideas.</p> <p>CA2-DRA-01 Makes and performs drama to embody and enact characters, ideas and stories for an audience, and describes ways the dramatic elements are used to convey meaning.</p>

VICTORIAN SYLLABUS OUTCOMES

Foundation	Level 1	Level 2
<p>VC2EFLE02 Respond to stories and share feelings and thoughts about the events and characters depicted.</p> <p>VC2EFLE03 Recognise a range of literary texts and identify features including events, characters, and beginnings and endings.</p> <p>VC2EFLE05 Retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writing.</p> <p>VC2EFLY10 Identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are used.</p> <p>VC2EFLY12 Use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independently.</p> <p>VC2EFLY13 Create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge.</p> <p>VC2ADRFD01 Use play and imagination to discover possibilities and ideas for characters and situations.</p> <p>VC2ADRFP01 Share their drama stories with audiences.</p> <p>VC2AMUFD01 use play, imagination, music knowledge and processes to discover possibilities and develop ideas</p>	<p>VC2E1LE02 Discuss a range of literary texts and share responses by making connections with their own experiences.</p> <p>VC2E1LE03 Discuss plots, characters and settings through a range of literary texts.</p> <p>VC2E1LE05 Retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawing.</p> <p>VC2E1LY12 Use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meanings.</p> <p>VC2E1LY13 Create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion.</p> <p>VC2ADR2D01 Develop practices for creating and performing, using the elements of drama.</p> <p>VC2ADR2P01 Present and share drama that communicates ideas to audiences in informal settings.</p> <p>VC2AMU2D01 Develop listening skills and skills for singing and playing instruments.</p>	<p>VC2E2LE02 Compare features of a range of literary texts, such as characters and settings, and share personal preferences.</p> <p>VC2E2LE03 Discuss the plots, characters and settings of a range of literary texts and identify how language is used to present these features in different ways.</p> <p>VC2E2LE05 Create texts by adapting structures and language features of previously encountered literary texts through writing, drawing and performance.</p> <p>VC2E2LY10 Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and begin to analyse texts by drawing on a growing knowledge of context and text structures to build literal and inferred meanings.</p> <p>VC2E2LY11 Create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriate.</p> <p>VC2ADR2D01 Develop practices for creating and performing, using the elements of drama.</p> <p>VC2ADR2P01 Present and share drama that communicates ideas to audiences in informal settings.</p> <p>VC2AMU2D01 Develop listening skills and skills for singing and playing instruments.</p>

Before the Performance

Lesson One

INTRODUCING THE PRINCESS AND THE PEA

You will need:

- A copy of the book *'The Princess and the Pea'* by Hans Christian Anderson, or a link to an online reading such as [this one](#).
- Optional: **Colouring Worksheet (page 17)** and coloured pencils
- Optional: **Craft Worksheet (page 18)**, coloured or patterned paper, coloured pencils or markers

Activity 1

Think – Pair – Share: What is a Fairytale?

5 - 10 mins

Students will	Activate ideas and knowledge about fairytales
Activities	<p>Ask students to think about what they know about fairytales. Students should first think of their own responses, then discuss with a partner, then share their responses with the class.</p> <p>Encourage students to think about:</p> <ul style="list-style-type: none">▪ <i>What is a fairytale?</i>▪ <i>What fairytales do they know?</i>▪ <i>What usually happens in fairytales?</i>▪ <i>Are fairytales fact or fiction?</i>

Activity 2

The Princess and the Pea

15 mins

Students will	Read or listen to <i>The Princess and the Pea</i>
Activities	<p>You will need either a book of <i>The Princess and the Pea</i>, by Hans Christian Anderson, or you can find a reading online.</p> <p>First, show your students the cover of the book and read the title. Have a class discussion:</p> <ul style="list-style-type: none">▪ <i>Have they heard or read this story before?</i>▪ <i>If not, what do they think might happen in this story?</i> <p>Next, read the book aloud to the class, or play the online reading on a screen. You might need to stop and discuss particular words or phrases to check for understanding e.g. 'black and blue all over'.</p> <p>Finish with a class discussion about the story:</p> <ul style="list-style-type: none">▪ <i>Do you have any questions about the story?</i>▪ <i>Do you have any feelings about the story?</i>▪ <i>Was this a fairytale? What are the clues is it a fairytale?</i>

Optional

Colouring or Craft

10 – 20 mins

Students will	Participate in a craft or colouring activity in response to the story
Activities	<p>Option 1. Students can colour and decorate the attached colouring worksheet</p> <p>Option 2. Using the attached craft worksheet, students can colour in the top section, then use strips of coloured paper to stick on as 'mattresses'. They can then draw on a green 'pea' (or use small green dot stickers to represent the pea).</p>

Lesson Two

THE 'PRINCESS'

- A copy of the book *'The Princess and the Pea'* by Hans Christian Anderson, or a link to an online reading such as [this one](#).
- Optional: **Sensitivity Tests Worksheet (page 19)** and classroom materials

Activity 1 **Story Recollection** **5 - 10 mins**

Students will	Recollect and / or re-read <i>The Princess and the Pea</i>
Activities	Ask students what they remember about the fairytale <i>The Princess and the Pea</i> . You might like to read the book again or watch an online reading to refresh students' memories of the story.

Activity 2 **What is a Princess?** **5 - 10 mins**

Students will	Examine the characteristics of a 'Princess' and the concept of 'sensitivity'
Activities	<p>Have a class discussion about the character of the Princess in this fairytale:</p> <ul style="list-style-type: none"> ▪ <i>Why did the king and queen think she was <u>not</u> a princess when she arrived at the gate?</i> ▪ <i>What convinced them that she <u>was</u> a princess?</i> ▪ <i>Why did feeling the pea under the mattresses mean she was a princess? (Introduce the concept of 'sensitivity' or 'preciousness')</i> <p>If appropriate, you could extend the discussion to 'stereotypes' of a Princess and the way they are typically portrayed in fairytales. You could discuss:</p> <ul style="list-style-type: none"> ▪ <i>What is a princess 'supposed' to look like?</i> ▪ <i>How is a princess 'supposed' to behave?</i> ▪ <i>Why is 'sensitivity' a characteristic of being a princess?</i> ▪ <i>Do you agree or disagree with these stereotypes?</i> ▪ <i>Can you think of stories where a princess is not portrayed in this way?</i> <p>Have a class discussion about being 'sensitive'. What does it mean? Is sensitivity a good or a bad thing?</p>

Activity 3 **Think - Pair - Share: What happened before?** **10 mins**

Students will	Think creatively about what might have happened before the story we know
Activities	<p>Ask students to think creatively about what might have happened to the Princess before she got to the Prince's gate. Students should first think of their own responses, then discuss with a partner, then share their responses with the class. Encourage them to think about:</p> <ul style="list-style-type: none"> ▪ <i>Where has she come from?</i> ▪ <i>How did she get there?</i> ▪ <i>Why is she out in a storm?</i> ▪ <i>What is she looking for?</i> ▪ <i>How do you think she might feel during this story?</i>

Extension	Designing Sensitivity Tests	20 – 30 mins
Students will	Physically explore the concept of sensitivity	
Activities	<p>Using the sensitivity tests worksheet, students are to work together to design some 'sensitivity tests'.</p> <p>One simple example could be to place a marble underneath some cushions and test how many cushions can be layered on top while they can still feel the marble.</p> <p>Encourage students to think of different materials they could use to test someone's sensitivity. It could be testing senses other than touch / feel (e.g. smell, sight, or hearing) – for example, they could make a sound and measure how many steps away they can be and still hear the sound.</p> <p>Students draw their 'sensitivity test' design on the worksheet and then test out how many 'variables' (e.g. pillows / steps away) they can add or subtract while they can still feel, hear or see the 'stimulus'.</p> <p>Each student in the group can try their test with three different variables and discuss the results. At the end ask students to draw a conclusion about their level of sensitivity.</p>	

Lesson Three

FAIRYTALES AND NARRATIVES

- *The Princess and the Pea* sequencing cards ([download here](#))
- **Narrative Structure Worksheet** (page 20) and pencils

Activity 1

Discussion: What is a Narrative?

5 - 10 mins

Students will	Activate knowledge of narratives and their structure
Activities	<p><i>Note: depending on your students' prior knowledge of narratives, you will need to structure this lesson appropriately.</i></p> <p>Have a class discussion about 'what is a narrative?'. You could ask questions such as:</p> <ul style="list-style-type: none"> ▪ <i>What do you know about narratives?</i> ▪ <i>What needs to happen in a narrative?</i> ▪ <i>What is the structure of a narrative?</i> ▪ <i>Do you think fairytales are narratives?</i> <p>Discuss or revise the structure of a narrative:</p> <ul style="list-style-type: none"> ▪ <i>What happens in the Orientation?</i> ▪ <i>What happens in the Complication?</i> ▪ <i>What happens in the Resolution?</i>

Activity 2

The Princess and the Pea as a Narrative

15 - 20 mins

Students will	Identify the structure and narrative features of <i>The Princess and the Pea</i>
Activities	<p>In the first activity, students will be sequencing the story of <i>The Princess and the Pea</i>.</p> <p>Depending on level of ability, students complete one of the following sequencing activities:</p> <ol style="list-style-type: none"> 1. Using the sequencing cards with text and pictures, mix up the order and read through each sequence card, then work together as a class to put them in order of the story. 2. Using the sequencing cards with text and pictures, students work individually to cut and paste each card into the correct story order. 3. Using the sequencing cards with text only, students work individually to cut and paste each card into the correct story order. <p>In the second activity, students are to identify the narrative structure of <i>The Princess and the Pea</i>. Using the narrative structure worksheet, students are to discuss and determine what is the orientation, complication and resolution in the story. Depending on level of ability this can be done as a class or individually.</p>

Extension	Dramatic Retelling of the Story	20 – 30 mins
Students will	Retell the story of <i>The Princess and the Pea</i> through drama and / or puppetry	
Activities	<p>Working in groups, students can work together to rehearse and perform the story of <i>The Princess and the Pea</i> through dramatic forms.</p> <p>Option 1. Students work together to tell the story as a play. They will need to work on a script (they might like to consider the use of a ‘narrator’ and other students to play characters), and consider adding movement, props and costumes.</p> <p>Option 2. Students work together to tell the story using puppetry. They will need to draw (or find online and print) characters from the story and turn them into stick puppets by adding a craft stick. They will need a script (consider a narrator) and rehearse performing the play using the puppets and voices.</p>	

Lesson Four

INTRODUCING STRING INSTRUMENTS

You will need:

- A screen or whiteboard to play videos

Note for teachers:

- You might like to break these activities up over separate days rather than treating them all as one lesson.

Activity 1 **Introducing String Instruments** **15 mins**

Students will	Learn about string instruments
Activities	<p>Explain to students that the performance of <i>The Princess, The Pea (and The Brave Escapee)</i> will be performed by an actor and a string quartet of musicians from the Australian Chamber Orchestra.</p> <p>Watch the following video which features musician and educator Sharon Roffman introducing the string family: https://youtu.be/ccrvriyubD8</p> <p>Discuss what students have learnt about string instruments during the video. You could discuss:</p> <ul style="list-style-type: none"> ▪ <i>what they are made of</i> ▪ <i>how they are played / how they make sound</i> ▪ <i>the difference between high and low sounds.</i>

Activity 2 **Telling Stories through Music** **10 mins**

Students will	<p>Explore the sounds that string instruments make</p> <p>Investigate how music can be used to tell a story</p>
Activities	<p>Have students watch the following video which shows a string quintet performing snippets from another ACO show called <i>There's a Sea in My Bedroom</i>: https://youtu.be/xznJAc2Cjk0.</p> <p>Discuss some of the ways the string instruments were used to create different emotions and create 'pictures through music'.</p> <p>Tell students to be looking out for how the music is telling the story when they see the live performance of <i>The Princess, The Pea (and The Brave Escapee)</i>.</p>

Optional **Instruments of the Orchestra** **5 - 10 mins**

Students will	Learn about the instruments of the symphony orchestra
Activities	If you would like to learn more about other instruments of the orchestra, you can show students 'George Meets the Orchestra': https://youtu.be/M0Jc4sPOBEE

- Performance Review Worksheet (page 21)
- Turtle Craft Worksheet (page 22)
- Pencils, colouring materials, scissors, glue, craft sticks

Lesson Five

REFLECTION ON THE PERFORMANCE

Activity 1 **Whole Class Reflection** **10 – 15 mins**

Students will	Reflect on the performance and verbally express their thoughts
Activities	<p>Ask students to reflect on the performance of <i>The Princess, The Pea (and The Brave Escapee)</i></p> <p>Sit in a circle and ask the students one by one, going around the circle, to share their highlight of the performance.</p> <p>You could also discuss:</p> <ul style="list-style-type: none"> ▪ <i>Was the show the same or different to the fairytale story?</i> ▪ <i>What surprised you about the production?</i> ▪ <i>How did the music help to tell the story?</i> ▪ <i>How did they feel at the end of the performance?</i>

Activity 2 **Individual Reflection** **15 – 20 mins**

Students will	Individually reflect on the performance with a written response
Activities	<p>Show students the performance review worksheet and read the questions aloud.</p> <p>Provide each student with a worksheet and ask them to complete the questions based on their personal reflections of the show.</p>

Activity 3 **Craft Activity** **20 mins**

Students will	Create a colourful turtle puppet
Activities	<p>In the performance, Princess Isabella meets and saves a turtle which is projected on the screen. You can remind students of what the turtle looked like by showing them the images on the following page.</p> <p>Students can create their own colourful turtles using the turtle craft worksheet. Colour them in, cut and stick to create a 3D effect, and attach a craft stick to turn them into a puppet.</p>



Photos by: Maria Boyadjis

Lesson Six

WRITING A FAIRYTALE

You will need:

- Story Elements Worksheet (page 23)
- Storyboard Worksheet (page 24)

Note for teachers:

- In this series of lessons, students will work in groups to collaboratively write their own story in the style of a fairytale. You will need to break these activities up over separate days rather than treating them all as one lesson.

Activity 1 **Creating a Fairytale: Story Elements** **20 mins**

Students will	Create ideas for their own fairytale by developing key story elements
Activities	<p>The first activity is for students to come up with the story elements for their fairytale. Using the story elements worksheet students are to come up with ideas for the characters, setting, complication / problem, and resolution.</p> <p>Encourage students to think about the features of fairytales they have learnt about in past lessons. Depending on the ability of students, they could either draw or write their story elements on the worksheet.</p>

Activity 2 **Developing a Narrative Text** **1 or 2 lessons**

Students will	Develop story elements into a narrative text
Activities	<p>Using the storyboard worksheet, students develop their story elements into a more detailed narrative story, drawing and / or writing a summary of each of the main storyline points. Encourage them to consider the narrative structure of orientation, complication and resolution.</p> <p>Extension Activity: older students could then develop their story into a written text using full prose. They could either handwrite or type their story and add illustrations if they wish.</p>

Activity 3 **Performance** **1 or 2 lessons**

Students will	Perform their own stories using drama and / or puppetry
Activities	<p>Using the ACO production of <i>The Princess, The Pea (and The Brave Escapee)</i> as inspiration, students will next prepare and perform their story for the class using dramatic forms.</p> <p>Option 1. Students rehearse and perform their story as a play. They might like to consider having a narrator, and other students playing different characters. Bonus points for adding costume elements and music or sound effects using instruments or found materials!</p> <p>Option 2. Students rehearse and perform their story using puppetry. Students will first need to create their own puppets – they could be drawings of characters attached to a craft stick, or like in the ACO production, they could create shadow puppets by creating an outline of puppets, using a white sheet with a light source projected behind it. Bonus points for adding music or sound effects!</p>

Lesson Resources

The Princess and the Pea online reading:

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

The Princess and the Pea sequencing cards:

<https://acocloud.egnyte.com/fl/IXQ3rz8QYk>

Lesson Worksheets (attached):

1. *The Princess and the Pea* colouring worksheet
2. *The Princess and the Pea* craft worksheet & instructions
3. Sensitivity Tests worksheet
4. Narrative Structure worksheet
5. Performance Review worksheet
6. Turtle Craft worksheet
7. Writing a Fairytale: Story Elements worksheet
8. Writing a Fairytale: Storyboard worksheet

About String Instruments

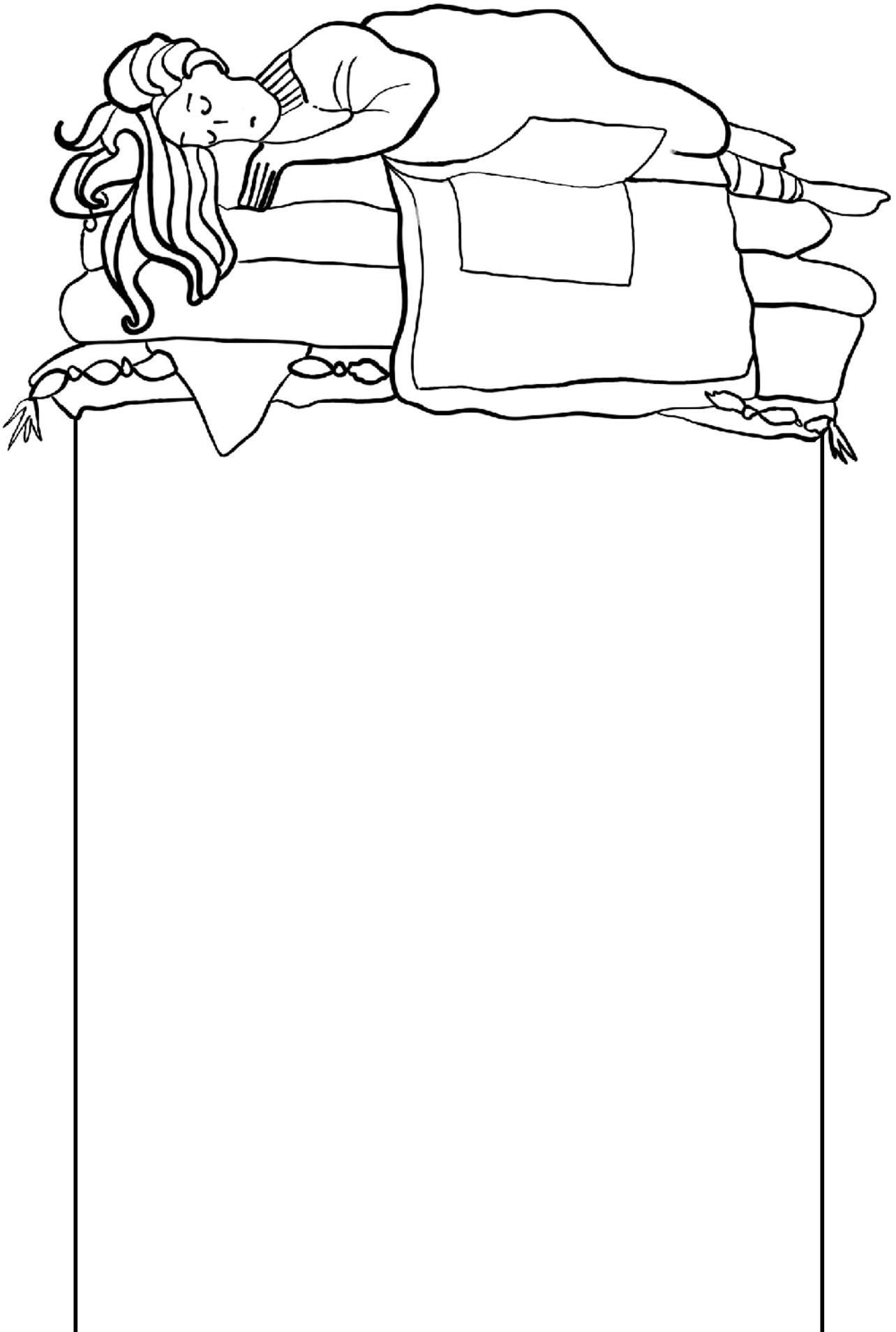
- Introducing the String Family (ACO video lesson): <https://youtu.be/ccrvriyubD8>
- Karen Meets the Strings: <https://youtu.be/xznJAc2Cjk0>
- George Meets the Orchestra: <https://youtu.be/M0Jc4sPOBEE>

About The Production

- About the production: <https://www.aco.com.au/learning-and-engagement/princess-pea-brave-escapee>
- About the adaptation process (by the Playwright and Composer): <https://www.aco.com.au/news/2023-july/princess-pea-playwright-composer-interview>
- Some more detail about the production: <https://www.aco.com.au/news/2023-september/princess-pea-brave-escapee-best-bits>



THE PRINCESS, THE PEA (AND THE BRAVE ESCAPEE)



Draw your ‘sensitivity test’ design

You should have a **‘stimulus’** (e.g. an object, a sound, a smell) that you can sense (feel, hear, smell) and a **‘variable’** (e.g. objects to act as a barrier or distance) that you change for each test.

Now you can do your test three times and measure your results.

Test	How many variables? (What are you changing?)	Can you still sense the stimulus? (Circle)
1.		Yes / No
2.		Yes / No
3.		Yes / No

Conclusion:

Orientation

How does *The Princess and the Pea* begin? Who are the main characters, where are they, and what is happening?

Complication

What is the complication in *The Princess and the Pea*? What is the problem or obstacle that the characters face?

Resolution

What is the resolution at the end of *The Princess and the Pea*? How is the problem overcome?

My favourite part of the show was:

I was amazed when:

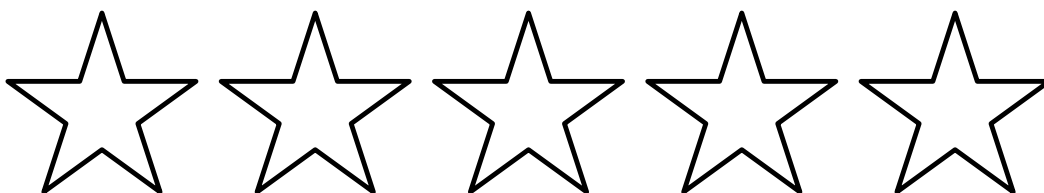
I laughed when:

My favourite instrument was:

The music made me feel:

What would you tell your friends or family about the show?

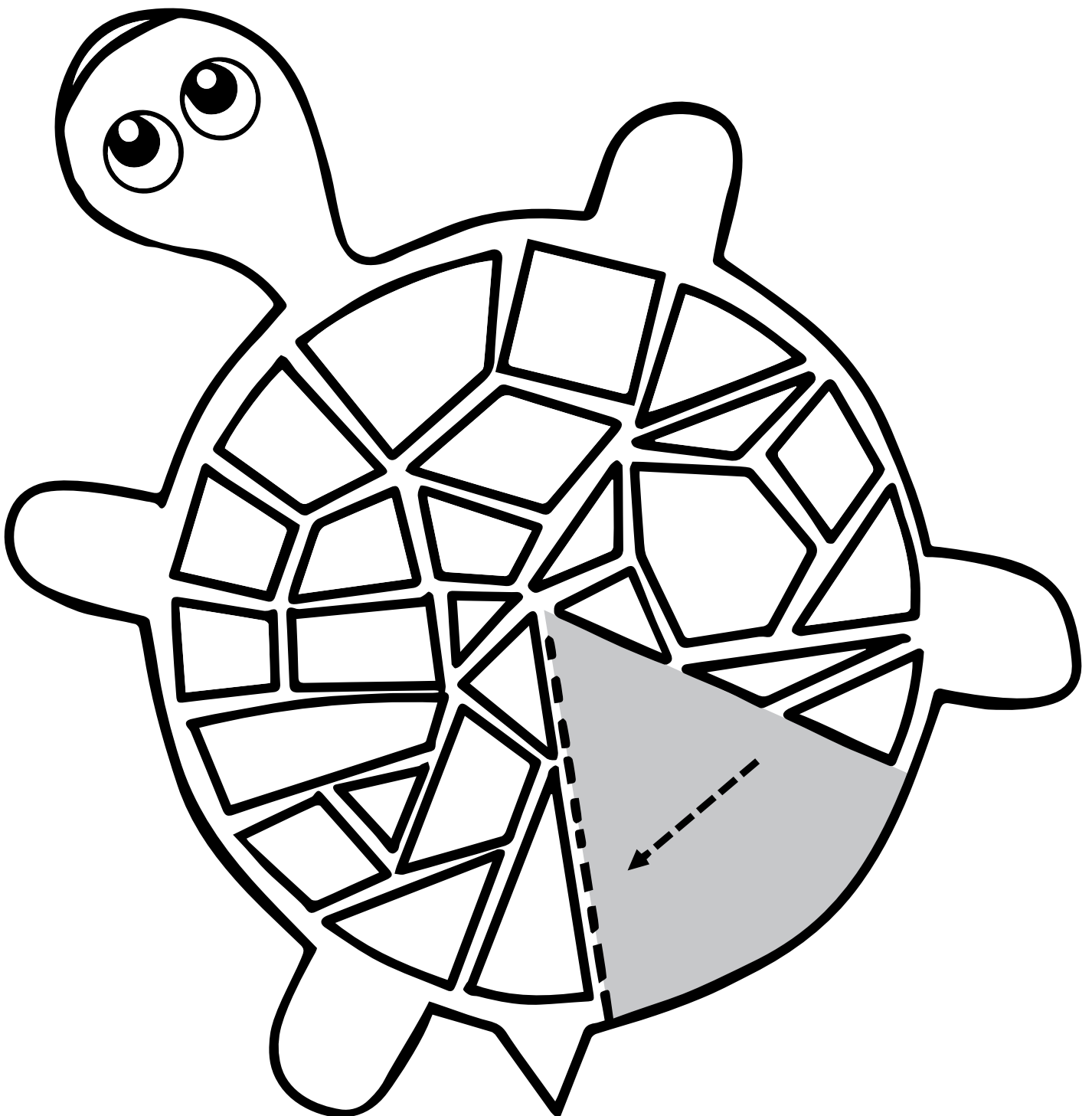
**I rate the
performance
(colour in
your star
rating):**



In *The Princess, The Pea (and The Brave Escapee)*, Princess Isabella goes on an adventure and meets many wonderful creatures...

How to make your turtle

1. Colour in the turtle – make it as colourful as you like!
2. Cut around the outside of the turtle.
3. Cut along the dashed line.
4. Put glue on the grey section and stick it behind.
5. Tape a craft stick behind the tail so you can use your turtle as a puppet!



Characters

Who will be the characters in your story?

Setting

Where will your story be set?

Complication

What will be the problem or challenge the characters must overcome?

Resolution

How will the story end?

