

Teeny Tiny Stevies in Big Spaces

Teacher Resources

Years K-2



Welcome

Sydney Opera House is one of the indisputable masterpieces of human creativity and has long been a place for learning and sharing knowledge.

The land on which Sydney Opera House stands was known to its traditional custodians, the Gadigal people of the Eora Nation, as Tubowgule, meaning “where the knowledge waters meet.”

A stream carried fresh water down from what is now Pitt Street to the cove near Tubowgule, a rock promontory that at high tide became an island. The mixing of fresh and salt waters formed a perfect fishing ground. Middens of shells were a testament to Tubowgule’s long history as a place where the Gadigal gathered, feasted, sung, danced and told stories.

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Did You Know...?

Sydney Opera House is home to eight flagship Australian performing arts companies which bring art to life every day beneath the famous shells. We are proud to partner with the Australian Chamber Orchestra, Bangarra Dance Theatre, Bell Shakespeare, Opera Australia, Sydney Theatre Company, The Australian Ballet, the Sydney Symphony Orchestra and the Sydney Philharmonia Choirs.

130,000 people attend performances at the Sydney Opera House, for young audiences annually. Since 2014, one furry guest has caught the attention of locals and international visitors alike. The northern VIP steps of the Opera House, otherwise unoccupied for the majority of the year, is the favourite sunbathing spot of a wild long-nosed fur seal, affectionately called 'Benny' (named after Bennelong Point).

You can now experience the Opera House, as never before, on Google's digital museum platform with 1270 digital artefacts and 50 interactive online exhibits; the Sydney Opera House's presence on the Google Cultural Institute allows people everywhere to experience the symbol of modern Australia.

The Creative Learning Journey

Before the Event

Begin your Creative Learning Journey

Have your students think about the themes of the talk with information and activities in these Creative Learning Teachers Resources. Check out the video and links page to initiative topics of discussion and dive into the recommended reading list written by experts in these areas.

After the Event

Continue the Creative Exploration

Follow up the event with the Post talk activities and continue the conversation with your students. What questions did they feel weren't asked? Where could they go to get this information? What did they think were the biggest learnings from the session? Can you develop any projects out of the learnings?

Sign up for another Free Event

We offer an annual program of performances, workshops and talks to further extend the learning journey of your students. Free for all Australian Schools and offered throughout the year.

Listen and Watch

Explore the other resources and activities on our website that could support your classroom learning program. See here:

www.sydneyoperahouse.com/learn/schools/resources.html

About the Resources

These Creative Learning Resources have been prepared to help you get the most out of the Teeny Tiny Stevies in Big Spaces. These resources have been collated to help prepare your students to unpack the content, think deeply about it and apply it to their continued learning.

You should use and adapt these Resources to suit the student age and stage of your class and the curriculum foci and outcomes used in your school. These resources are written as a creative document for you to bring to life. If you have questions about exercises or provocations please feel free to make contact to talk it through. We are always open to feedback, comments and working with you to assist and learn from you. Contact details are on the back page.

Some websites are suggested throughout this resource. It is recommended that you first review the sites and assess the suitability of the content for your particular school environment before setting the activities based on these.

Sydney Opera House has a bank of Creative Learning Resources for you to access and use. Please have a look around our website for other resources and activities that could support your classroom learning program.

Acknowledgements

Grateful thanks are extended to all the artists and educators who have generously allowed their resources to be included in this document.

Sydney Opera House Creativity Framework

These Creative Learning Resources have been written using the Sydney Opera House Creativity Framework as the pedagogy. The Framework aims to define the creative process in a way that educators can use to teach and be inspired by.

At a glance this Creativity Framework is:

Prepare

Tools and Pathways

Preparing mind, body, space, materials and time

Buy in

Presence and Enthusiasm

Convincing students that they want to be there

Imagine

The Fertile Unknown

Exploring a subject through arts practice. Using form to uncover content. Allowing uncensored expression to reveal new ways of seeing a subject

Question

Analysis, investigation and revelation

Creating new understanding by analysing what just happened when honing the imagination

Make

Forging form from content

Putting shape to content and moving towards a project; scripts, composition, choreography, project design

Show

Commit, frame, judgement

Performing and presenting the work

Reflect

Remembering, Processing, Exiting

Creating understanding and healthy memories from the creative process and product.

Whilst written as a sequence, the Sydney Opera House Creativity Framework is not a method or system but a way of articulating the creative process. As the Framework is applied it becomes apparent the sequence dissolves and many of the specific sections live in one exercise. These resources have been written with this in mind.

This Framework underpins the Sydney Opera House Creative Leadership in Learning program that sees schools partner with the House for three years of teacher professional learning, student projects and performances. For more information please see the Sydney Opera House website.

About Digital Creative Learning

Connect your students to professional artists and arts experiences without even leaving your classroom. Our digital events are available every term throughout the school year and include both live, interactive and on-demand experiences. All events are free to Australian schools.

Come on an exclusive look behind the scenes with one of our digital tours, propel into the future with our STEM workshops, hear from your students' favourite personalities in our talk series, stream shows from the Sydney Opera House Stage, be inspired by our storytelling workshops.

With a mix of live and on-demand events catering to all student abilities, engage with this free program at a time that works for you.

Schools can connect through Zoom for livestream workshops and tours and through Youtube for all other events.



ABOUT TEENY TINY STEVIES IN BIG SPACES

Fun for the whole class!

Join much-loved children's band the Teeny Tiny Stevies as they perform I Ate a Rainbow, Boy or Girl Colour and Boss of My Own Body, plus a selection of favourite songs from their brand new album.

Featuring irresistible melodies and helpful tips for navigating life's little challenges; sisters Byll and Beth perform music that keeps kids entertained without driving teachers crazy.

Presented by Sydney Opera House

Recommended Years: K-2

Duration: 57 minutes

Dates: 9 - 23 May 2023



Before the Event

In the following pre-viewing activities students will explore the songs and themes of the Teeny Tiny Stevies

MUSIC

1. Discussion:

Ask your students if they have ever seen a live performance of a band or musician before. Have them think/pair/share by first thinking about a live performance they have seen, or imagine what a live performance would look like. After they have been given time to think about this, have them share their ideas with a fellow student(s), and then have students to share their experiences and opinions and discuss what they might expect from a live stream of the Teeny Tiny Stevies.

Extension: Students to write about what they expect to see in a live performance.

2. Music exploration:

In the live stream several instruments can be seen on stage including the ukulele, guitar, keyboard, bass, and drums. If there is access to these instruments at school, have students take turn feeling and making sounds from these instruments. If there are no instruments available, have a look online with the students to see what each of these instruments look like and sound like:

- **Ukulele: Learn About The Ukulele | Instrument Introductions for kids | Jenny's Jukebox Jam**
https://www.youtube.com/watch?v=HSMJQn5c_Ss
- **Guitar: How Does A Guitar Work? | Blippi Wonders | Educational Cartoons for Kids**
<https://www.youtube.com/watch?v=HUOeJaw6bn4>
- **Keyboard: (5:32) Blippi Learns Musical Instruments For Kids | Educational Videos For Kids**
<https://www.youtube.com/watch?v=L7aNuwr1KiA>
- **Bass: Double Bass | KidVision Music Time**
https://www.youtube.com/watch?v=34ymJ2_Elbo
- **Drums: Musical Instrument Songs - Drum Beats**
<https://www.youtube.com/watch?v=jIHD2zmrbuw>

ENGLISH

1.Vocabulary building:

Introduce new vocabulary words that are used in the Teeny Tiny Stevies' songs, such as "courageous," "rainbow", "body," and "boss." Define these words and co-construct sentences as a class.

Extension: Have your students to practice using them in sentences individually in their books.

2.Imaginative writing:

Have students watch Teeny Tiny Stevies' Imagination Music Video:

<https://youtu.be/yvhW27KFGNQ>

Using this as prompt have students create a character using their imagination. This character does not have to be real, it could be a mixture of their favourite things, a new superhero etc.

Extension: Have students draft, write and edit a story using this character they have created.

PDHPE

1.Nutrition:

Prepare a rainbow-themed snack for your students before the live stream, e.g., different fruit/vegetables. Encourage them to try different colours and flavours and discuss the importance of healthy eating habits. Alternatively, have students discuss what fruits/vegetables are in their lunches, focusing on the different colours, and then the importance of eating healthy.

2.Relationships:

Have students watch Teeny Tiny Stevies: Friendly, Gentle, Sharing, Courageous <https://www.youtube.com/watch?v=YMC9GSTIkjM> from this discuss ways students can create inclusive relationships by listing the different ways that are shown in the video.

Extension: Have students role play the situations, and how they could create more inclusive relationships in the scenario e.g. What should we do if someone is shy? What should we do when someone is new? How can you take care of other people's feelings? How can we share? How can we be courageous for others?

After the Event

In the following post-viewing activities students will explore the songs and themes of the Teeny Tiny Stevies

Music

1.Sing-along karaoke:

Create a sing-along karaoke station using the Teeny Tiny Stevies' songs/YouTube Channel. Play any song on the music videos https://www.youtube.com/channel/UCHHUKYSkr9n9UPtXe0jCR_A through the settings, turn on the subtitles so students can follow along.

2.Song writing:

Challenge your students to write their own song inspired by the Teeny Tiny Stevies' music. Provide them the song titles of the Teeny Tiny Stevie's songs as prompts to get them started e.g. How am I different, Collaborate, Respect My Pet, Quiet time, How to apologise, Imagination, Light as bubble, Stay home, Pass the sunscreen. Encourage them to be creative and expressive in their lyrics and melodies.

Extension: Have students perform their lyrics in class.

PDHPE

1.Rainbow challenge:

Inspired by the song "I Ate a Rainbow," challenge your students to eat a rainbow of fruits and vegetables over the next few days. Use the free "I ate a Rainbow Chart" from the Teeny Tiny Stevie's website:

<https://www.teenytinystevies.com/free-stuff> to allow students track their progress and share their experiences with the class.

Extension: Have students complete this as a challenge after they have completed their first week, encouraging them to eat different foods. After they have completed the second week, compare the progress of each week.

2. Looking at abilities:

Have students watch Teeny Tiny Stevies' Abilities:

<https://www.youtube.com/watch?v=r0HJQAJJZqE>

From this have students identify the different characteristics of each of the individuals: Jarrod, Sam, Tom and Annie.

Extension: Have students describe their own abilities by completing their own profile describing their own characteristics. After students have completed their profiles, have them share their characteristics, the different characteristics can be written on the board to show students the different abilities in the classroom, and how they can be celebrated.

English

1. Storytelling:

Ask your students to share a personal story related to one of the Teeny Tiny Stevies' songs they heard in the stream. Encourage them to think about how the song made them feel, and what message or lesson they took away from it.

2. Journaling:

Have students choose their about their favourite Teeny Tiny Stevies' song. Ask them to reflect on how the music makes them feel, and what message or lesson they took away from it.

Curriculum Links

KLA	ES1	Stage 1	Stage 2
Oral language and communication Includes: Early Stage 1: Oral language and communication Stage 1: Oral language and communication Stage 2: Oral language and communication	ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults	EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions	EN2-OLC-01 communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting
Vocabulary Includes: Early Stage 1: Vocabulary Stage 1: Vocabulary Stage 2: Vocabulary	ENE-VOCAB-01 understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts	EN1-VOCAB-01 understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas	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
Creating written texts Includes: Early Stage 1: Creating written texts Stage 1: Creating written texts Stage 2: Creating written texts	ENE-CWT-01 creates written texts that include at least 2 related ideas and correct simple sentences	EN1-CWT-01 plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure	EN2-CWT-01 plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience
Music Listening	MUES1.4 Listens to and responds to music	MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.	MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.
PDHPE	PDe-1 identifies who they are and how people grow and change	PD1-1 describes the qualities and characteristics that make them similar and different to others	PD2-1 explores strategies to manage physical, social and emotional change
PDHPE	PDe-3 communicates ways to be caring, inclusive and respectful of others	PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships	PD2-3 explains how empathy, inclusion and respect can positively influence relationships

General capabilities and cross-curriculum



Critical and Creative thinking



Personal and Social Capability



Let's keep in touch

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Connect with us

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