

# Literacy and the Arts

*The Incredible Book Eating Boy* can be the impetus for a range of literacy and arts experiences, before, during and following the performance. Use this list below as a jumping off point for planning learning around the text and the performance in your setting.

**Experiment with using sound and movement to tell a story.** In the production of *The Incredible Book Eating Boy* the musical underscoring is used to highlight Henry's emotional journey. Musical sounds bring to life the magic of the instant learning that takes place when Henry eats a new book, and then the terrible despair and confusion he feels when it all starts to go wrong.

- Add percussion instruments, vocal sounds, everyday objects from your classroom and other sound makers to bring to life the moment when Henry eats a new book. *3-10 years*
- Use your body to create a movement that represents the moment of amazement when the book hits Henry's brain. *5-12 years*
- Compose a book eating/amazing movement dance with sounds and movements created by your class. *8-12 years*
- How could the sound and movement change when Henry gets muddled and sick? Make a new sound and body movement to show how Henry's feelings change. *5-12 years*
- Make a group musical soundscape to represent key scenes in the story – when Henry first starts to eat books, when Henry first shares his new learning with the class, when Henry starts to have nightmares about book monsters, when Henry becomes confused and muddled in class, when Henry stops eating books. *4-12 years*
- Make a radio play and experiment with recording sounds on a tablet device, laptop or phone, such as playing a series of glass bottles with water to make a magical sound. *8-12 years*

## AUSTRALIAN CURRICULUM

### ENGLISH

**Foundation / Literature / Creating literature.** Retell familiar literary texts through performance, use of illustrations and images (**ACELT1580**)

**Year 1 / Literature / Creating literature.** Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (**ACELT1586**)

**Year 2 / Literature / Creating literature.** Create events and characters using different media that develop key events and characters from literary texts (**ACELT1593**)

**Year 6 / Literature / Creating literature.** Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (**ACELT1618**)

### THE ARTS (NB. Awaiting final endorsement)

**Foundation to Year 2 / Dance.** Explore, improvise and organise ideas to make dance sequences using the elements of dance (**ACADAM001**)

**Years 3 and 4 / Dance.** Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (**ACADAM005**)

**Years 5 and 6 / Dance.** Explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning (**ACADAM009**)

**Foundation to Year 2 / Music.** Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (**ACAMUM080**)

**Years 3 and 4 / Music.** Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (**ACAMUM086**)

**Years 5 and 6 / Music.** Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (**ACAMUM088**)