

A woman with long hair, wearing a dark, patterned dress, is seated on a wooden stool and playing a cello. She is positioned in the center of a dark room. The room is filled with numerous vertical light tubes of varying heights and colors (yellow, green, blue) that create a rhythmic pattern against the dark background. The floor is dark and appears to be made of concrete or stone. The overall atmosphere is artistic and modern.

PATCH

The Lighthouse

EDUCATION RESOURCE

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Education resource prepared by Robyn Brookes, Anne-Marie Shin and Deanne Bullen

Patch Theatre acknowledges the traditional owners of Country throughout Australia upon whose land the company creates and performs, and pays its respect to their Elders past, present and future.

Patch Theatre

Patch Theatre has been making shows for 4–8 year olds and their families from our Adelaide home since 1972. In our nearly 48 years, we have made 109 much loved theatre works and performed to over 1.85 million children around the world. Alongside in-theatre works, in 2019 Patch embarked on an exciting new direction, focusing on a totally new style of theatre experience that will put children and their curiosity first.

Philosophy

Our company:

- Believes that every child is born an artist and respects and empowers them
- Provides inspirational, often first-time theatre experiences to amazingly diverse audiences
- Has exceptional art as its engine delivered by the whole company's passion and creativity
- Delivers world class, design rich theatrical experiences for young audiences

Our audience:

- Will experience work that is keyed to a child's aesthetic experience, engaging their imagination and curiosity
- Will see themselves and their wonder at the world reflected onstage
- Will have access regardless of their ability or background
- Is extensive, world-wide, culturally diverse, includes schools and a growing family audience

Our content:

- Tackles big questions we do not know the answer to and explores the world from a child's perspective
- Is inspired by emotionally rich dance-theatre, is non-narrative, sometimes non-verbal, and connects to a broad audience
- Does not pretend – our actors are real people and the fourth wall is permeable
- Will be extended into theatrical installation experiences to connect with more children and their families
- Is driven by child logic, which we learn from them during their involvement in our making process
- Has productions and workshops connecting to the education curriculum before, during and after their experience

Process

When devising a new work Patch Theatre employs professional actors, designers, musicians, composers, lighting and sound technicians and a director. Our process for creating theatre involves intensive development periods where all artists involved in making the show play together. The approach is focused and rigorous, as well as free and surprising. Artists creating a piece of theatre in the rehearsal room and teachers working with children in the classroom have the same aim – to transform, to discover potential, to gain understanding and to create something new.

Company Information

Creators

Geoff Cobham

Michelle 'Maddog' Delaney

Chris Petridis

Meg Wilson

Zoë Barry

Daisy Brown

Jason Sweeney

Clara Grant

Wendy Todd

Director/Designer

Co-Designer

Technical Designer

Associate Designer

Creative Consultant – Music

Creative Consultant – Theatre

Composer

Creative Consultant – Music/Performer

Maker

In addition, there are five performers/guides.



About *The Lighthouse*

The Lighthouse is an interactive and immersive performance installation, that encourages children to engage their curiosity. An audience will make their way through a series of interconnected rooms and experience the possibilities of light.

The design of the spaces and the way that sound and light behaves in them, provokes an interactive response from a multi-age audience. Each room has its own structured experience with immersive elements opening a myriad of possibilities to engage. Thinking about light, sound, perspective and reflection, the installation embodies making and responding and encapsulates the big ideas of the Arts curriculum. The experience is intended to inspire children's imaginations and extend their agency in ways that are different from conventional theatre.



Inspiration for *The Lighthouse*

Geoff Cobham has had a fascination with light from a very young age. In fact, he has made his life's work out of using light in various forms, from stage productions at the Queens Theatre, Dunstan Playhouse, Belvoir St, Red Shed and non-theatre venues, to large scale productions, festivals, art exhibitions, live events, museums and venue creation.

"I can honestly say that every day I marvel at the beauty and wonder of this thing that we all take for granted but which is at the heart of human existence. Photosynthesis is driven by light. At the heart of each of the atoms we are made from there is a "fireball of light", we are literally creatures of light. Scientists are still marveling at light which has the properties of both a wave and a particle, which is not really possible. Light feeds my wonder at the universe...."

– Geoff Cobham

At the heart of Geoff's work is a sense of wonder surrounding light and its ability to create and tell stories.

Teacher Notes

Introduction

Consider ways that you could provoke children's own theories about light. Don't be tempted to provide the 'answers' or to front-load information before the experience. Rather, come in with a sense of wonder and be open to the thoughts and possibilities that the experience will evoke. Through exploring children's ideas, predictions, theories and experimentation you can explore scientific, mathematical and technological thinking through the Arts.

Therefore, we ask that you as a teacher or helper relax your innate control of the children, and allow them to view the piece, interact and open their imaginations to the possible. Oh, and play along and have fun yourself!



Pre & Post Show Activities

For children to gain the most connection to *The Lighthouse*, Patch Theatre have developed some teacher notes with pre and post show activities. These are designed specifically with the Early Years Framework and Australian Curriculum (R–7) in mind.

We have also added provocations for secondary students at the end of the document, giving teachers ideas related to curriculum areas to create further learning and project exploration.

Educators, don't be daunted by the activities, they are just a few ideas that you can use in their current form, or develop to identify your classroom needs. The pre-show activities are a great way to start the conversation of this immersive style of performance art, and how their own interaction creates questioning and wonder.

Early Years Framework

BELONGING, BEING, BECOMING

Live theatre encompasses the philosophy of the Early Years Framework particularly well. The theatre often opens us to new ideas, as it explores society, different cultures, the world around us and our place within it. When attending the theatre, each person brings their own individuality and experiences and connects this to the work in their own way. Working with and discussing this experience before and after the show, helps students to reflect on their own thoughts and engages their own imagination.



Play provides opportunities for children to learn, as they discover, create, improvise and imagine. Children's immersion in their play illustrates how play enables them to simply enjoy being (Framework, p.17).

Early Years Framework

https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia_0.pdf

EARLY YEARS FRAMEWORK – OUTCOMES	
01	Children have a strong sense of identity
02	Children are connected with and contribute to their world
03	Children have a strong sense of wellbeing
04	Children are confident and involved learners
05	Children are effective communicators

Australian Curriculum – (Foundation to Year 6)

The Australian Curriculum builds on the key learning outcomes of the Early Years Framework. When students have viewed *The Lighthouse* and participated in a number of pre and post-show activities, they are likely to develop knowledge, understanding and skills within the following ACARA subject areas:

- English
- Science
- The Arts
- Technologies
- Health and Physical Education








Learning Area Content Descriptions Link – F–2

<https://www.australiancurriculum.edu.au/f-10-curriculum/learning-f-2/>

Learning Area Content Descriptions Link 3–6

<https://www.australiancurriculum.edu.au/f-10-curriculum/learning-3-6/>

The activities listed in this publication also cover the majority of the seven General Capabilities in the Australian Curriculum for students in Foundation to Year 6 and beyond. The following icons denote each capability covered by the activity.

 Literacy	 Critical and Creative Thinking
 Personal and Social	 Information and Communication Technology
 Intercultural Understanding	 Ethical Understanding
 Numeracy	

General Capabilities Link

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

Secondary level curriculum

<https://www.australiancurriculum.edu.au/f-10-curriculum/>

Theatre Etiquette

The French word etiquette, and its second meaning, was adopted by English speakers in the middle of the 18th Century – “requirements for proper behaviour.”

This can sound a bit formal but having an understanding of “theatre etiquette” helps an audience know what to expect and how to get the most out of their theatre experience.

Why does it matter?

- It shows respect to other audience members attending the performance.
- It shows respect to the performers. Don't forget – you can see them, and they can see you!
- It acknowledges the hard work that it takes to bring a live performance together, by everyone. It often includes a long list of people.

What are theatre etiquette expectations?

Depending on the age of an audience the expectations can vary. Theatre designed for very young audiences, think 2 to 8 year olds, will have different expectations. Often the theatre experience for younger audiences will invite and encourage participation. However, as the content becomes more complex and audiences mature, think 9 years and older, there is an expectation that students will have developed an understanding of enthusiastic participation and deliberate disruption.

What makes going to a live performance different to going to the cinema?

Many audience members have probably been to see a movie but might not have been to a live theatre performance. The BIG difference is that the actors are live and are there with you in the moment. Don't forget to show your appreciation. If it's funny, it's okay to laugh. If the actors invite you to respond, then it's okay to respond. Sometimes it can also be sad, so if you know it's going to be sad don't forget to bring a tissue or two.

What to expect:

- An usher will help you find your way and you need to follow their directions.
- Turn off your mobile phone.
- Don't eat or rustle food packets inside the theatre
- Go to the toilet before you go into the theatre.
- *The Lighthouse* is unlike a traditional seated theatre show. As students move through the five rooms, we encourage exploration through play, movement, touch and vocal expression. Allow this expression to flow naturally, as this will intensify the connection they feel to the work.

Time – Schools have been booked in at set times, we request that you arrive 15 minutes prior to your set time so that you are ready. Groups that arrive late may not be admitted.

Foyer – There is limited space in the foyer, so we suggest that your group does not bring bags. A box with water bottles can be left in the foyer.

Disability & special needs – Each day we have a session that caters for students with disability or special needs. Please contact your ticket booking agency or Patch Theatre directly to discuss these options.

Capacity – due to the interaction and layout of the space, there is a strict maximum number of people in each session, including all parents and teachers

Pre-Show Exploration

IDEA: LIGHT AND DARKNESS

With light, there is also darkness. The theatre is a safe place for people to come and explore the world around them. *The Lighthouse* explores light, reflection, refraction, scale, space, music and abstract art. There will of course be moments of darkness and shadows.

By thinking about light and dark and exploring what this means, we hope that we can help those who feel anxious about being in the dark discover its wonderful qualities.

SPARK

EXPLORE

In all of these discussions and brainstorm sessions, let the ideas be as creative and inquisitive as possible.

- a) What are examples of light sources?
- b) What are examples of darkness?
- c) How does light make you feel? Why?
- d) How does darkness make you feel? Why?
- e) What does light feel like?
- f) What does darkness feel like?
- g) How can you feel positive and safe as you move through the different rooms?



Post-Show Activities

After experiencing the show, collect children's ideas and wonderings about what they've experienced. Start with discussion, prompting them to describe what they experienced, and then extend learning by asking them to relate to their past experiences or understandings about light.

The following ideas are examples of cross-curricular exploration and activities that are a springboard to shape and explore your own ideas in the classroom.

IDEA: REVIEW

A great way to reflect on the experience with students is during class discussion. Start with guided questions, before engaging in deeper learning.

SPARK

With the following provocations, remember back to the various rooms you explored and discuss:

- a) What was your favourite space? Why?
- b) What did you see?
- c) How did it make you feel?
- d) What did it remind you of?
- e) Why do you think it was called a performance installation?

CAPTURE

Draw a picture of one of the rooms to share with the class. Give the options of different formats for this.

IDEA: LIGHT

Consider ways that you could provoke children's own theories about the light. Through exploring children's ideas, predictions, theories and experimentation you can explore scientific, mathematical and technological thinking through the Arts.

SPARK

Talk about all the different kinds of light you experienced in *The Lighthouse*. Talk about colour, shape, beams, space and size.

EXPERIMENT

Provide ways for children to play with light. This can happen in a myriad of ways – sunlight and shadow; dark spaces and torches, mirrors, prisms and crystals. Can they steer light; make it bigger, make it smaller, reflect it, diffract it – what are their ideas and how can you enable their play?



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



NUMERACY

Post-Show Activities

IDEA: REFLECTION

During the experience there will be multiple opportunities to see, hear and feel reflection. This opens creative possibilities to explore the different meanings and perceptions of reflection. Scientifically it also provokes critical thinking about the ways that properties of materials react with light, sound and movement.

SPARK

Talk about all the different kinds of reflection you experienced in *The Lighthouse*.

PLAY

Experiment with reflection in different ways, such as: light, movement and sound.

1 2 4 5

LITERACY PERSONAL & SOCIAL C&C THINKING

IDEA: PERSPECTIVE

The design of *The Lighthouse* involves the audience taking in different perspectives in relation to the light. We feel immersed in the light, or feel small or giant in the space; our attention may be focused up and down, or more peripherally.



SPARK

Play with perspective, take birds' eye, ants' eye, far off in the galaxy, or close-up views. How could you represent these perspectives through media, visual arts, music and dance?

What stories or drama improvisations might be possible from these perspectives?

1 2 4 5

LITERACY PERSONAL & SOCIAL C&C THINKING

Creative Activities For Exploration

GLOW WALL

One of the rooms in *The Lighthouse* has a light wall where students can place either their hand or a stencil and shine a light over it to create a shadow.

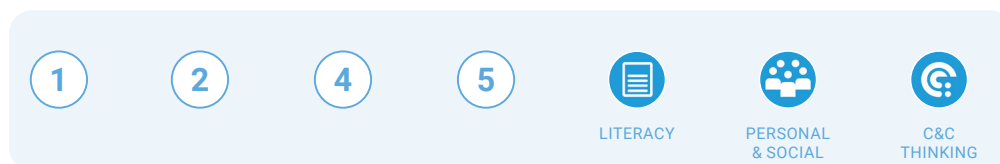
You can easily make your own light wall for the classroom to continue exploring light and shadow.

You will need either large sheets of paper, material or canvas and some glow in the dark paint.

1. Paint the material and leave to dry.
2. Set this up on a wall in the classroom.
3. Using UV torches students can create shadows with their hands, or objects.



GLOW WALL TUTORIAL – <https://www.youtube.com/watch?v=-IH9hEtuQI4>



CREATING WORLDS

In this activity, children are encouraged to make their own world and then experiment with light and colour to put together a photo montage and create a story.

1. CREATE

- a) To create a diorama, start with a theme e.g. ocean rainforest, solar system, or a scene from a book.
- b) Use a shoe box, turned on its side for the background and the lid for the floor.
- c) Paint the background – sky, grass, water etc.
- d) Draw, cut out or make your own pieces to add to the diorama

Below are some examples:



Creative Activities For Exploration

EXTEND LEARNING

2. LIGHT

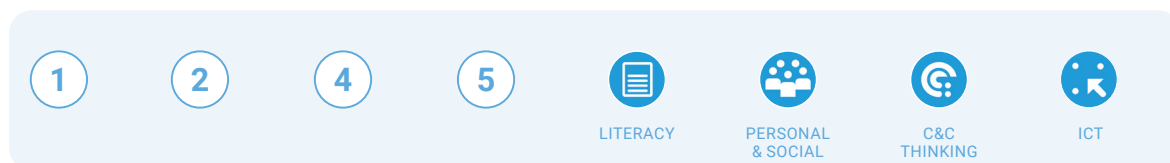
Using a torch create shadows on your diorama, try various angles and positions to see what effect you can make. If you have cellophane try shining the light through to make different colours.

3. CAPTURE

Take photos of the various lighting positions and piece together a colourful picture montage.

4. WRITE

Create your own story about the world you've created.



PLAY

The Forest of Light room had students exploring movement and chasing light. Shadow Tag is a great game for students to continue this sense of play.

In this version of tag, the 'it' person has to tag the other players' shadows with their feet. This non-contact game is a great way to safely play and have fun. This game works best earlier in the day when shadows are longer. As they get better at the game, have them play in the middle of the day, when the shadows are shorter and more of a challenge to catch.



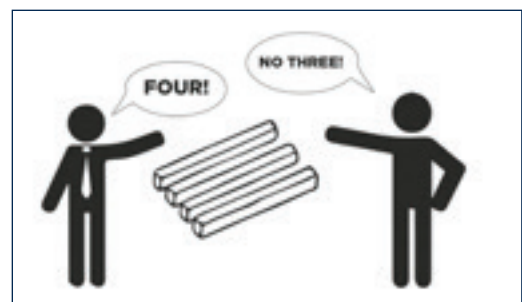
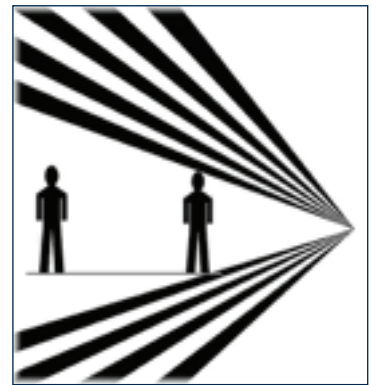
Creative Activities For Exploration

EXPERIMENT

In *The Lighthouse* we looked at light at different angles and perspectives. To try and understand more about depth perspective. Here's a fun experiment to try.

You will need a paper cup and some buttons or other small objects to drop. Students can work in pairs, one student doing the activity and the other recording the outcome.

- Sit at a table and put a cup about two feet away.
- Ask the participant to close one eye and lift the button up at arm's length and move it around. Then, to drop the button when they think it will fall into the cup. Try it with the other eye.
- Try it with both eyes open. Try with the cup closer or further away.
- Record and compare the results.



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LITERACY



PERSONAL
& SOCIAL



C&C
THINKING

Creative Activities For Exploration

TECHNOLOGY

Use the online game program 'Mental Up' for some fun and challenging shadow matching games. Try 'Find the Shadow' or the more complex 'King of the Shadows' in your exploration.

<https://www.mentalup.co/blog/learning-games-for-5-year-olds>



COMPOSE

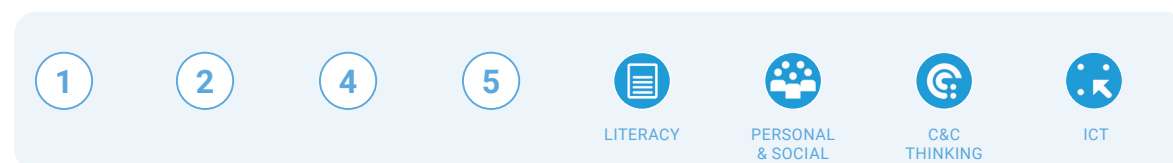
Music plays an important role in creating atmosphere in each of the different rooms in *The Lighthouse*. Music helps create mood, meaning that it can make you feel happy, sad, excited or thoughtful. Everyone can create music, from using simple sounds around us, such as saucepans or varying water levels in bottles.



If you have an iPad for the classroom, try letting students create their own music using the app 'Isle of Tune'. As you create your world on the app, you create music. Start with a road, then add trees, houses or lampposts, editing each sound and volume to create a piece. Then put the car on the road and press play!

Students can start with a simple pattern, but can build different roads layering different sounds. The tutorial here shows you how:

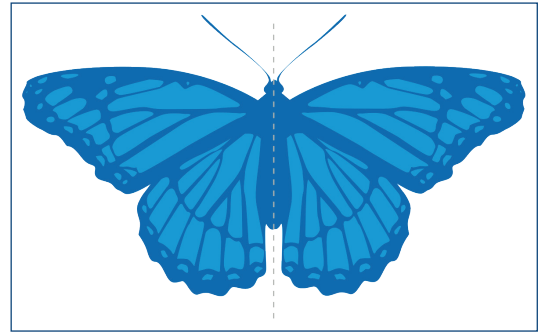
<https://www.youtube.com/watch?v=TL-dAYG1SZQ>



Creative Activities For Exploration

SYMMETRY WITH MOVEMENT

In *The Lighthouse* we saw symmetry with mirrors. Start with a discussion about symmetry. What is it? Where do we see it? How can symmetry be used in dance or movement?



1. REFLECTION

Provide a mirrored space for students to see themselves. Have students 'strike a pose' in front of the mirror, talking about reflection. Allow them opportunities to change shape as they watch themselves in the mirror – you can guide this by giving them words or examples – small, tall, like a dragon, or let them explore and discover.

2. SYMMETRY

Lay down a long rope and have students line up opposite each other on either side of the rope. Talk about symmetry in reflection. Students can use their own bodies, straddling the rope, positioning their bodies on each side of the rope, or they can stand opposite one another and strike poses that the other can copy.

3. CAPTURE

You may like to take photos of their shapes so the students can discuss:

- Is your photo symmetrical? How do you know?
- What is an example that is not symmetry? How do you know?
- What kind of moves can you do to create symmetry?
- How can we move symmetrically along a line of symmetry?

4. DISCOVER

Watch a choreographed video that shows symmetry, such as 'Symmetrical Movements': <https://www.youtube.com/watch?v=k-rXoVN0pK8>

5. EXTEND

Ask students to create their own 30 second dance routine with a partner, showing symmetry.

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LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



NUMERACY

Creative Activities For Exploration

LITERACY ACTIVITY

Within each room in *The Lighthouse*, there are opportunities for interaction with the light and the music, echoing the music, sounds and feelings, almost like a call across the universe.



1. Have students write an echo verse about one of the rooms they encountered.

An echo verse simply means that you repeat the end syllable(s) of each line. You can either repeat the end of the same line, or repeat the ending syllable.

Here is an example of an echo poem:

something to talk about, by Robert Lee Brewer

Is there anything to know? No!
Or a person to betray? A
man is doomed by other men; men
find solace in nothing; nothing
leads to what no one can know. No,
I'd rather find something, something.

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LITERACY



PERSONAL
& SOCIAL



C&C
THINKING

Secondary School Post-Show Guide

Coming to an immersive performance installation such as *The Lighthouse* has different responses and ideas for students in the secondary school setting. Most of the ideas below are questions to spark further investigation, exploring cross-curriculum ideas and the general capabilities.

Use them as a guide to springboard your own ideas and projects within the classroom.



THE LIGHTHOUSE THEMES

Light & Sound
Creating Aesthetic new worlds
Exploring Perspective

SCIENCE EXPLORATION

1. What happens when you look in a mirror?
2. Why does a swimming pool look deeper than it actually is?
3. Why is a laser light special?
4. What is dispersion of light?
5. How can energy be transferred from light?
6. Investigate forms of renewable energy and discuss how this is being globally implemented.
7. Investigate LED lights and their energy efficiency. From your investigation, discuss new ideas for using LEDs in real-world applications.

DESIGN ELEMENTS

1. What is the role of a lighting designer and what elements of a play/production should a lighting designer consider?
2. How can lighting focus the audiences' visual focus?
3. How can lights create a mood as part of the production? Explain various techniques that can be used.
4. Discuss a lighting design for creating emotions such as; sadness/grief, happiness or anger.
5. How can lighting change shape? Explore the difference between traditional PAR CANS, Fresnels and LED technology.



Secondary School Post-Show Guide

6. What angles are best for lighting and how can this be manipulated for a production such as *The Lighthouse*?
7. How does haze affect lighting? How and when could you use this within a production?
8. Explore how lighting communicates meaning. Use examples from *The Lighthouse* in your analysis.
9. Create a mood board, referencing images for a scene in a production.



CREATING A WORLD

1. Music and light have been used to create different worlds in *The Lighthouse*.

Create your own lighting/music world, thinking about various light sources and other design elements that you could add. If needed, use a script that you have been studying for your inspiration.

ENGLISH DISCOVERY

1. Explain how *The Lighthouse* is a theatrical piece.
2. Reflecting on the rooms of *The Lighthouse* write a poem with a stanza for each room.
Try to vary your descriptive elements and language to convey the difference of mood and visuals that appear in each space.
3. Explain how *The Lighthouse* can be used in a culturally diverse way.
4. Explain the concept of performance installation and discuss its impact in the contemporary art world.



Secondary School Post-Show Guide

MUSIC & MOOD CREATION

1. Creating mood through lighting and music is an important element of *The Lighthouse*. Discuss the following:
 - a) How did music effect the atmosphere in each space?
 - b) How did this connect to the lights?
2. Introduce a unit on mood music, looking at various scenes from movies and how elements of music create tension and feeling.

As a project, have the students create their own song using SoundTrap or Bandlab to reflect a certain mood or create music for a movie trailer.

Here is a YouTube link to trailers without music:

https://www.youtube.com/results?search_query=movie+trailer+no+music

DANCE/MOVEMENT EXPRESSION

1. Choreograph a dance piece using symmetry and add lighting design elements to help create the mood.
2. Choreograph a dance piece with lighting as a central character. Think about how the dancer/s interact and show their relationship with light?



PATCH

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