



Australian
Chamber
Orchestra

HOW TO CATCH A STAR

Based on the book by Oliver Jeffers
Created and performed by the Australian Chamber Orchestra



EDUCATION KIT

ABOUT THE PRODUCTION



HOW TO CATCH A STAR

Based on the book by Oliver Jeffers

*Once there was a boy and the boy loved stars very much.
Every night he watched the stars from his window and wished he
had one of his own.*

*One day, he decided he would try to catch a star... but first he
had to think of a plan...*

Based on the book by international best-selling author Oliver Jeffers, *How to Catch a Star* is an original Australian Chamber Orchestra production which will take students on a journey from awe and wonder, through perseverance to triumph.

In a stunning adaptation by Sandra Eldridge, Jeffers' magical tale about reaching for dreams will be brought to life on stage through storytelling and exquisite new music by Elena Kats-Chernin performed by an ACO string quartet. This enchanting performance will leave students filled with hope and optimism.

Creative Team

Adapted & Directed by
Original Music by
Production Design by
Lighting Design by
Movement Direction by

Sandra Eldridge
Elena Kats-Chernin
Melanie Liertz
Matt Cox
Elle Evangelista

UNIT OVERVIEW

Class		Term/Date	
Unit of Work	HOW TO CATCH A STAR		
Unit Overview	<p>This Unit of Work is designed to introduce Kindergarten / Foundation – Year 2 students to the story, characters, and themes of the book <i>How to Catch a Star</i> and to prepare them for and extend their experience of the live production.</p> <p>Three lessons are designed as preparation for the performance, and two are suggested follow up lessons after seeing the performance. Teaching and learning activities address both English and Creative Arts syllabus outcomes.</p> <p>Teachers should feel free to use these materials in any way you think will best work for your students - picking and adapting activities as you see fit.</p>		
Unit Content English Creative Arts	<p>Using the narrative text ‘How to Catch a Star’ by Oliver Jeffers,</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the concepts and themes within the book • Develop understanding of themes and language (perseverance, imagination, friendship) • Identify and relate the feelings of the main character to their own emotions and responses • Engage in critical and imaginative thinking using ideas from the book to create their own design concepts and artworks • Identify a personal goal and come up with ideas on how to reach it <p>Students will:</p> <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 • Respond to music and story through movement and drama • Create visual artworks in response to a story 		

UNIT OUTCOMES

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
<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>VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.</p> <p>MUES1.2 Creates own rhymes, games, songs and simple compositions.</p> <p>MUES1.4 Listens to and responds to music.</p> <p>DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.</p> <p>DRAES1.4 Responds to dramatic experiences.</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>VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.</p> <p>MU21.2 Explores, creates, selects and organises sound in simple structures.</p> <p>MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.</p> <p>DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.</p> <p>DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.</p>

Victorian Syllabus Outcomes

Foundation	Level 1	Level 2
<p>VCELA145 Explore the different contribution of words and images to meaning in stories and informative texts.</p> <p>VCELY151 Identify some familiar texts and the contexts in which they are used.</p> <p>VCELY153 Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.</p> <p>VCELT159 Retell familiar literary texts through performance, use of illustrations and images.</p> <p>VCELT170 Respond to texts, identifying favourite stories, authors and illustrators.</p> <p>VCELT171 Share feelings and thoughts about the events and characters in texts.</p> <p>VCAMUR020 Respond to music, expressing what they enjoy and why.</p> <p>VCADRE017 Explore ideas for characters and situations through dramatic play.</p>	<p>VCELY186 Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.</p> <p>VCELA201 Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions.</p> <p>VCELT205 Discuss how authors create characters using language and images.</p> <p>VCELT207 Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences.</p> <p>VCELY210 Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others.</p> <p>VCAMUR024 Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander peoples.</p>	<p>VCELT219 Discuss the characters and settings of different texts and explore how language is used to present these features in different ways.</p> <p>VCELY222 Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures.</p> <p>VCELT242 Compare opinions about characters, events and settings in and between texts.</p> <p>VCELY244 Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner.</p> <p>VCAMUR024 Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander peoples.</p> <p>VCADRD022 Use voice, facial expression, movement and space to imagine and establish role and situation.</p>

BEFORE THE PERFORMANCE

LESSON ONE

Introducing the Book & its Themes

YOU WILL NEED:

- *How to Catch a Star* by Oliver Jeffers (hard copy or access to YouTube reading and screen)
- **Emotions worksheet** (see attached) and pencils

Activity 1	Think – Pair – Share	5 - 10 mins
Students will	Activate ideas and engage in critical thinking	
Activities	Show students the book cover and read the title: “ <i>How to Catch a Star</i> ” by Oliver Jeffers. Ask students to think individually about what the book might be about, then discuss their ideas with a peer. After they have done this, ask students to share their responses with the class. Do they think it is a story (narrative) or an actual ‘How to’ book (informational text)?	

Activity 2	Reading the Book	10 mins
Students will	Read <i>How to Catch a Star</i> and identify the main themes	
Activities	Read students the book, taking time to look at all the pictures. (<i>If you can't access a copy of the book, you can watch a reading on YouTube – see links at the end of the resource</i>). At the end of the reading, ask students to share what they now think the book is about. Through group discussion, identify the main themes as perseverance, friendship, imagination, and following your dreams . You might like to discuss this word ‘perseverance’ a little more, opening up ideas about resilience, grit, and a growth mindset.	

Activity 3	Understanding Emotions	15 mins
Students will	Use the themes from the text to relate to the main character	
Activities	Ask students to think about how The Boy might have felt each time he tried to catch the star but failed. Put students in pairs and ask them to write down words to describe how the boy might have felt after each attempt of catching the star, using the Emotions worksheet. Extension activity: Ask the pairs to act out the emotions they think the boy might be feeling.	

LESSON TWO

Reaching for Dreams

YOU WILL NEED:

- *How to Catch a Star* by Oliver Jeffers (hard copy or access to YouTube reading and screen)
- Blank paper, pencils, coloured pencils
- **Reach Your Goals worksheet** (see attached) and pencils

Activity 1	Exploring Perseverance	5 - 10 mins
Students will	Activate knowledge and deepen understanding of themes	
Activities	Begin the lesson reading <i>How to Catch a Star</i> to the students again. Following this, ask students why they think The Boy never gave up on trying to catch the star? Invite students to share why they think it was important he didn't give up on his dream of catching a star.	

Activity 2	How DO You Catch a Star?	10 mins
Students will	Think creatively to design a 'star catcher'	
Activities	Ask students to remember and discuss all the methods The Boy used to try and catch a star. Give students their own blank piece of paper and a pencil. Explain to students they need to design a method they might try to catch a star. Invite them to think creatively. <i>Could they design a new machine? Could they use real objects but use them in an imaginative, creative, or fantastical way – like The Boy in the book?</i>	

Activity 3	Reach Your Goals	15 mins
Students will	Set a personal goal and think about how to achieve it	
Activities	The Boy worked hard, persevered, and didn't give up on his dream of catching a star. Ask students to think about a dream they might have, or a goal they want to achieve. Provide them with the Reach Your Goals worksheet and ask them to write down their dream or goal and think about three ways they could try and reach this goal. <i>Note: If students are not able to write down their ideas, they could draw them.</i> Invite students to share their dream/goal with a peer and tell one another the three ways they will try to reach this goal. If there's time, invite students to share their goal with the whole group.	

LESSON THREE

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>How to Catch a Star</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	15 mins
Students will	<p>Find out more about string instruments and the sounds they can make.</p> <p>Think about 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>How to Catch a Star</i>.</p>	

If you would like to learn more about other instruments of the orchestra, you might like to watch 'George Meets the Orchestra':

<https://youtu.be/M0Jc4sPOBEE>

AFTER THE PERFORMANCE

LESSON FOUR

Reflection on the Performance

YOU WILL NEED:

- *How to Catch a Star* **Performance Review worksheet** and **colouring sheet** (see attached)
- Pencils, colouring materials

Activity 1	Whole Class Reflection	10 - 15 mins
Students will	Reflect on the performance and verbally express their thoughts	
Activities	Ask students to reflect on the performance of <i>How to Catch a Star</i> . Sit in a circle and ask the students one by one, going around the circle, to share their highlight of the performance of <i>How to Catch a Star</i> . You could also discuss: <ul style="list-style-type: none">• <i>Was the show the same or similar to the book?</i>• <i>Was any part of the show different to the book?</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 show	
Activities	Show students the Performance Review worksheet and read the questions aloud. Provide each student with a worksheet and ask them to complete the questions based on their personal reflections of the show. When students have finished their performance review worksheet, give them the colouring sheet to complete.	

LESSON FIVE

Stars

YOU WILL NEED:

- A screen to play videos
- Blank paper, pencils, colouring materials and other art supplies

Activity 1	Storytelling with Movement	10 - 15 mins
Students will	Create a movement piece inspired by <i>How to Catch a Star</i>	
Activities	<p>Explain that students will be listening again to a reading of <i>How to Catch a Star</i>, but this time they need to move their bodies and use drama and movement to help tell the story.</p> <p>You might like to start with some movement / drama warm up activities inviting them to move like specific things e.g. a star, a rocket, a boat.</p> <p>Spread students around the space and play the YouTube reading with accompanying background music: https://youtu.be/h1WZaYNjG4k.</p> <p>Allow students to explore storytelling through movement in their own space.</p>	

Activity 2	Personalised Stars	15 - 20 mins
Students will	Create their own star	
Activities	<p>Have a class discussion about what students know about stars:</p> <ul style="list-style-type: none">• <i>Have they noticed how stars twinkle?</i>• <i>Have they thought about how stars might sit in the sky?</i>• <i>Are all stars the same?</i> <p>Explain that students are going to design a star friend of their own!</p> <p>Using a blank piece of paper, pencils and colouring material students will draw and colour their very own star.</p> <p>When everyone has finished asked them to bring their stars to the group and give each child some time to share their star:</p> <ul style="list-style-type: none">• <i>What is the star's name?</i>• <i>Where has it come from?</i>• <i>Does it have any special qualities?</i>	

RESOURCES & WORKSHEETS

ABOUT THE AUTHOR & THE BOOK

You Tube readings of the book:

<https://youtu.be/H6S7RyE80QI>

<https://youtu.be/h1WZaYNjG4k>

(Read by Richard Tognetti, Artistic Director of the Australian Chamber Orchestra)

More about Oliver Jeffers and *How to Catch a Star*:

<https://www.oliverjeffers.com/about>

<https://www.oliverjeffers.com/books#/how-to-catch-a-star/>

<https://www.theguardian.com/childrens-books-site/gallery/2014/nov/01/oliver-jeffers-how-to-catch-a-star-in-pictures>

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 COMPOSER & THE MUSIC

About Elena Kats-Chernin:

<https://www.australianmusiccentre.com.au/artist/kats-chernin-elena>

Playlist of Elena Kats-Chernin's music:

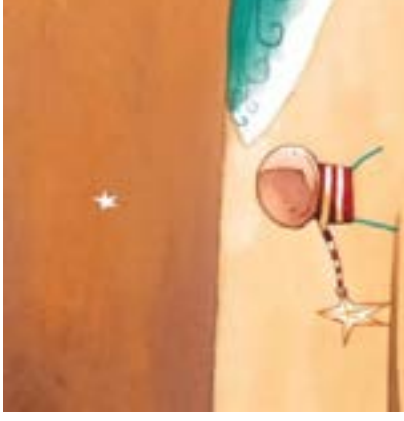
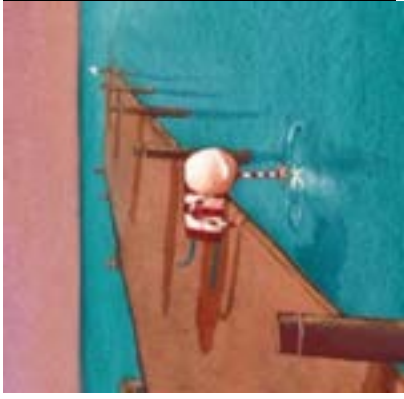
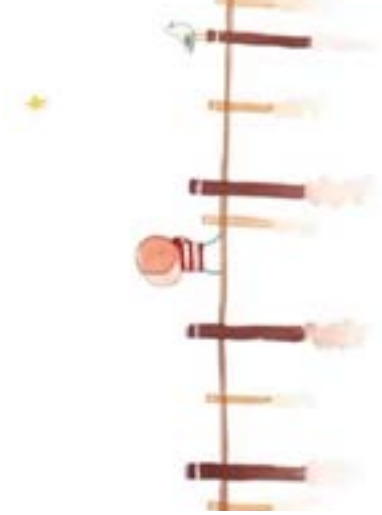
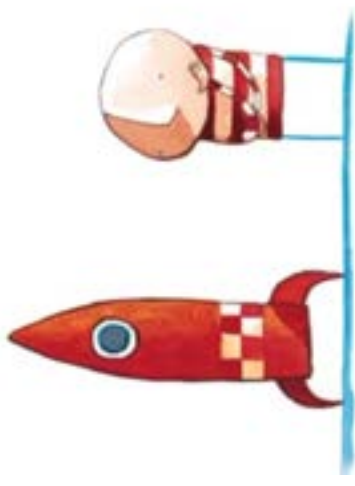
https://www.youtube.com/playlist?list=PLUr1r_wAANZG0LwL8ouviXIGIiTSQGIBN

About composing *How to Catch a Star*:

<https://www.aco.com.au/news/2022-september/elena-kats-chernin-interview>

EMOTIONS

How do you think The Boy is feeling in these moments?



REACH YOUR GOALS

My goal is to:

I will reach this goal by:

1.
2.
3.

HOW TO CATCH A STAR

PERFORMANCE REVIEW

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):



