



EK BOOKS TEACHER NOTES & RESOURCES

Title: Jørn's Magnificent Imagination

Author: Coral Vass

Illustrator: Nicky Johnston

Publisher: EK Books

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Key Curriculum Areas: English, Mathematics, Science/STEAM, Health & Physical Education, Humanities and Social Sciences, The Arts



SYNOPSIS:

Celebrating new ideas that can make a world of difference, *Jørn's Magnificent Imagination* is the true story of Jørn Utzon, the architect of the world-renowned Sydney Opera House.

Was it a sailboat, a seashell, a swan, or an orange peel that inspired Jørn to design Australia's most recognisable building? In this gorgeously illustrated story, we follow Jørn through childhood as he discovers his love of building and creating, gathering ideas from everything around himself. When he grows bigger, so do his ideas, and something begins to take shape... can you guess what it might be?

Jørn's story is about embracing dreams, believing in your own abilities, and the power of new ideas. Written in honour of the 50th anniversary of the opening of the Sydney Opera House, it is also a topical springboard for educators and families into how the iconic landmark came to be. In celebrating the incredibly talented Jørn Utzon, it shows children that there are no limits to what they might achieve if they follow their dreams.

In a world of screens and busyness, *Jørn's Magnificent Imagination* is an important reminder of the joy in taking the time to dream and create, a reminder which might just benefit children and their carers alike. Charming and heart-warming, it will enthral and inspire young readers, encouraging them to look at the world around them and use their imagination to its full potential.

THEMES:

Imagination and ideas. Iconic Australian landmark - The Sydney Opera House. Embracing and believing in dreams. Overcoming obstacles. STEAM concepts.

SELLING POINTS:

- Teaches children about one of the most well-known and celebrated buildings in the world, and its visionary architect.
- Children today are in desperate need of the time and the space to develop their creative imaginations. This book is a reminder to take that time and to be aware of the world around them.
- Will appeal to all children who like to dream, imagine and create, as well as tourists, librarians, educators, parents, grandparents and carers.

WRITING STYLE:

Coral has chosen to write this story in prose with limited text that steers the story, allowing the illustrations to largely contribute to the storytelling.

AUTHOR MOTIVATION:

Personally, I was fascinated by the story behind Jørn Utzon and how the Sydney Opera House came to be. I wanted to tell a story that encouraged the importance of and the use of the imagination, as well as showcasing the true story of the man who designed one of Australia's icons.

It's also important to educate children on Australia and Australia's history and those things that have helped put Australia on the world scene.

The Sydney Opera House is one of the most well-known buildings in the world, and there are few buildings in the world that have changed the image of an entire country like the Sydney Opera House. Today the Sydney Opera House is Australia's number one tourist destination. The Sydney Opera House 'stands by itself as one of the indisputable masterpieces of human creativity, not only in the 20th century but in the history of humankind,' - UNESCO World Heritage Committee, 2007.

In honour of the upcoming 50th anniversary of the opening of the Opera House, Jørn's Magnificent Imagination is a springboard for educators and families to explore the incredible, innovative journey as to how the Opera House came to be and the insight into Jørn's own influences and courage to continue to explore his creativity even when faced with many obstacles.

AUTHOR/ILLUSTRATOR BACKGROUND:

Coral Vass is an award-winning Australian children's author who has been writing books for over ten years. She is also an ambassador for Reading Out of Poverty and is passionate about giving all children an equal opportunity to read.

Nicky Johnston has several bestselling titles published in Australia and overseas. As a primary teacher and acclaimed presenter, Nicky's aim is to inspire young children to use their imagination and develop their own ideas.

INTERVIEW:

AUTHOR

What is the inspiration for this story?

My inspiration for this story was Jørn Utzon himself. I became fascinated by his life, his creativity and the hardships he faced in bringing about this particular project.

I wanted to share Jørn's story with children, because not only does it encourage young people to use their imagination and creativity, but it also shows all of us that everyone can face difficulties and opposition, particularly when we think 'outside the square'. Like Jørn, it's my hope that young people reading this book will be inspired to celebrate and use their imaginations and not give up even when things get tough.

What was the most rewarding part of this project?

There were so many things I loved about being involved in this project. Collaborating with my good friend Nicky Johnston on this book was one of the best experiences I have had working on a book. Travelling to Sydney with Nicky to meet with the Opera House Trust was also a highlight. But the most rewarding part for me was liaising with the Utzon family; having their endorsement of this book, knowing their father's story was being told and hearing them say this book is a beautiful homage to Jørn Utzon and his work with the Sydney Opera House.

What was the most challenging part of this project?

The most challenging part was making sure the information in the book was correct and that Nicky and I truly honoured the Utzon family and the Opera House Trust. Working through 2 years of covid lockdowns was also a challenge.

ILLUSTRATOR**What media do you use to create your illustrations? Briefly describe your process.**

The illustrations for Jørn's Magnificent Imagination were created using a large variety of media, combining to produce collaged final artwork (where different layers of illustrations are attached to create a final picture). To create an architectural 'feel' throughout the book I used different textured and coloured papers. I worked with a limited colour palette for paint and pencil as well as creating individual dry point etchings to give a 'sketching' look to visualise all his ideas.

I chose to use a combination of watercolour paper and brown kraft paper throughout the book. When working on the Kraft paper, I painted using gauche paint, pencils as well as soft pastel, limiting to only using four colours. Whilst on watercolour paper, I painted with a limited colour palette of watercolour paints.

I purchased a small printing press and learned how to create dry point etchings. I spent a long time researching, learning, and practicing this printing technique to create individual prints that have been used throughout the book.

Once all components were finished, I was able to collage them together to create the final artwork used in the book.

What was the most rewarding part of this project?

This has been an extremely long project to work on, and apart from the joy of working with my dear friend Coral Vass (who is a talented, passionate, and award-winning author) the most rewarding part of this project was when we contacted Jørn Utzon's son Jan Utzon and showed him the first roughs for the book, which he loved it. It truly was the biggest thrill to know that the Utzon family endorsed this book sharing the story of their father/grandfather Jørn Utzon.

What was the most challenging part of this project?

The most challenging part of creating this book was the Opera House Trademark - The Opera House image is trademarked in both 2D and 3D so to use the image there needs to be approval from the Opera House Trust. Coral and I travelled to Sydney (very grateful for the opportunity to do so during the Covid 19 Pandemic) to meet with the Opera House and were able to showcase our book and illustrations about Jørn Utzon, giving context, purpose and our passion for his story, eventually gaining approval from the trust enabling us to include an illustration of the Opera House.

TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

DISCUSSION:**Before Reading**

- Ask children to find, or show them a range of objects and/or pictures of different items with various shapes and patterns, such as orange slices, swan wings, tidal waves, sailboat sails, shells, leaves and flower petals. Observe and draw these shapes and patterns. Mention that these will be used for designing structures, because they will be exploring what it is to be an engineer.
- Ask, what is an engineer? What is a scientist? What is a mathematician? What is an architect / designer? How might all these professions / skills work together when building a structure? What are the different types of engineers? Watch this video to find out:
<https://m.youtube.com/watch?v=D9I35Rqo04E>
- Make a list of different structures used to help people, including buildings, bridges, sporting / mechanical / electrical / technological equipment, etc.
- Look at the cover of *Jørn's Magnificent Imagination*. What do you notice? What does it make you wonder? What do you think this story might be about? How does it make you feel?
- Who do you think Jørn is? Do you think this story might be based on real life or imagined events? What makes you think this way?

During Reading

- What do the first few pages tell you about Jørn? How does he go about collecting ideas? What do you think he will do with these ideas?
- Where does Jørn find materials to use for his ideas and creations?
- Do you think Jørn can use his ideas for real structures, although they might seem unusual or unrealistic? Why or why not?
- Have a look at the diagrams and drawings for Jørn's new idea. Can you think of a structure that he might be planning?
- What other clues in the illustrations tell you what and where this structure might be built?
- Why do you think some people didn't like Jørn's design?
- Do you know the name of this famous building?

After Reading

- What did you learn about Jørn Utzon? What were his strengths? What are some personality traits about him that you can infer? Refer to the timeline of his life and work at the end of the book.
- What is the main idea of the story? What are the important themes or messages in the book?
- How did you feel about Jørn's project (ie. surprised, delighted, inspired, determined, excited, etc)?
- Why do you think Jørn wanted to design and build the Sydney Opera House? What was the problem, or solution to a problem, he was trying to resolve / achieve?
- What sorts of challenges did Jørn face along the way? How do you think he overcame these?
- How did Jørn's first ideas help him to develop something 'magnificent'? Can you explain his process?
- Do you think it mattered that some people didn't like Jørn's design at first? How do you think people's opinions has made an impact on how the world views this iconic landmark today?
- Thinking about where Jørn found his ideas (in nature), where might you look to find your own ideas? How could you use ideas found in nature to inspire projects in science, art, writing or engineering? Students could turn and talk to a partner about one idea or object using the 'I see, I think, I wonder' approach. Will they plan to create, experiment or write about a new, 'magnificent' idea?

- What do you like about the illustrations in the book? How do they show all the aspects, thoughts and ideas that went into the design of the Sydney Opera House (and Jørn's other projects)? What kinds of media, colours and techniques has the illustrator used to reflect the 'design' nature and era of the story?
- Make a list of terms in the text relating to engineering / architecture / building. How many can you find? Can you add your own related terms to your list?
- What is meant by the term, 'masterpiece'? How was Jørn's design for The Sydney Opera House a masterpiece? What does 'iconic' mean? Brainstorm other iconic landmarks within and outside of Australia.
- Discuss the sentiment by Jørn Utzon: 'The architect's duty to society is to bring joy to the people from the surroundings they create.'
- What else would you like to learn about Jørn Utzon and the Sydney Opera House?

ACTIVITIES:

ENGLISH

Vocabulary: Spelling and Definitions

(ACELA1786) (ACELA1437) (ACELA1439) (ACELA1438) (ACELA1454) (ACELA1458) (ACELA1470) (ACELA1471) (ACELA1817) (ACELY1650) (ACELY1660) (ACELY1670)

- Locate and write down engineering / architecture / building terms from the book. These can include: *ideas, create, craft, towers, bridges, forts, cubbyhouses, sailboats, buildings, houses, maps, charts, diagrams, ports, harbours, design, architects, masterpiece.*
- The above terms can be written inside or around a building shape. Colour and cut out the shape to display. See **BLM 1** for a Sydney Opera House template.
- Discuss and write or draw the meanings of some of these terms.
- Students could build the word as a 3D structure. For example, use cardboard, playdough or craft / household items to build letters; 'B-R-I-D-G-E' or 'T-O-W-E-R'.

Vocabulary: Nouns, Verbs and Adjectives

(ACELA1437) (ACELA1452) (ACELA1454) (ACELA1468)

Locate in the book, sort and write relevant nouns (names), verbs (action words) and adjectives (describing words), like the examples below.

You could use **BLM 2** to sort the words by colour or in different areas of the template.

Nouns: *Jørn, swans, lake, flowers, seashells, meadow, orange peels, towers, cardboard boxes, bridges, paper, forts, sticks, string, cubbyhouses, sheets, blankets, sailboats, buildings, palaces, houses, maps, ports, harbours, architects, bells, sails, snails, arches, etc.*

Verbs: *collected, crafting, built, grew, studied, examined, researched, drew, forgot, agreed, etc.*

Adjectives: *odd, magnificent, bigger, floating, upside-down, dangling, overhanging, orange, grand, silly, ugly, peculiar, etc.*

Students could also use the above and their own adjectives to label / describe a diagram or parts of the Sydney Opera House. See **BLM 3**.

Vocabulary: Building and Deconstructing Word Games

(ACELA1438) (ACELA1817) (ACELA1819) (ACELA1457) (ACELA1458) (ACELA1778) (ACELA1821) (ACELA1471) (ACELA1823) (ACELA1824) (ACELA1825)

- Use terms from *Jørn's Magnificent Imagination* in a number of word building games. These can include: *ideas, create, craft, towers, bridges, forts, cubbyhouses, sailboats, buildings, houses, maps, charts, diagrams, ports, harbours, design, architects, masterpiece, magnificent*
 - Word games like Boggle, Scrabble and Wordle / Mastermind
 - Create your own Crossword or Wordsearch
 - Build on simple words to create larger words. Eg. 'mast' – 'masts', 'master', 'masters', 'masterpiece', or 'cub' – 'cubs', 'cube', 'cubed', 'cubby', 'cubbies', 'cubbyhouse', etc.
 - Deconstruct larger words to find smaller words using the letters, such as 'architect' – 'art', 'arch', 'chart', 'cite', 'race', etc.

Comprehension

(ACELT1575) (ACELT1783) (ACELT1578) (ACELY1646) (ACELY1650) (ACELA1787) (ACELT1587) (ACELT1582) (ACELT1591) (ACELY1660) (ACELY1670)

- Through writing and discussion, answer comprehension questions relating to the story, such as:
 - **Knowledge:** Who was in the story? What was the main idea / focus? Where do the events take place? Where did Jørn find his ideas? What happened after his design won the competition? When did Jørn's masterpiece begin construction, and when was it complete?
 - **Comprehension:** Retell the story in your own words. What were the main themes? What are the differences and similarities between Jørn's initial ideas and the final structure? What made the architects decide to proceed with Jørn's design for the Sydney Opera House?
 - **Application:** How did the new Sydney Opera House make an impact on the world and for Australia? Why was it important for Jørn to pursue his 'magnificent' idea? How did his imagination help in making his idea a reality? Why is the Sydney Opera House an iconic landmark? How does it bring people together and what is its purpose?
 - **Analysis:** What are some of the features of the Sydney Opera House? Draw a diagram of this building, or use your imagination to draw a design of your own 'masterpiece'. Create a timeline showing the sequence of events in the story. Compare the design and patterns of the Sydney Opera House with Jørn's ideas found in nature.
 - **Synthesis:** The Sydney Opera House has been open for 50 years - predict how it will be celebrated, used and its impact on tourism, now and in the future. Why is this important to Australia? How would you sell the idea of travel to Sydney to people around the world? What ideas can you think of for designing another magnificent masterpiece with your imagination and inspiration from nature?
 - **Evaluation:** Do you agree that the Sydney Opera House is a magnificent masterpiece? Why or why not? What is the most important thing the story is teaching us? What do you think about the way Jørn found and developed his ideas? How did he learn from the process?

Comprehension: Story Sequencing

(ACELA1447) (ACELA1463) (ACELT1578) (ACELT1785) (ACELT1584) (ACELY1650) (ACELY1660) (ACELY1670)

- Complete a story sequence timeline showing the events that happened in the book. See **BLM 4** for an example template. Use the following sentences or your own, or pictures, to complete your sequence.
 1. Jørn collected ideas everywhere he went.
 2. Jørn loved crafting and building.
 3. Jørn's ideas grew bigger. (He had ideas for floating buildings and overhanging houses.)

4. Jørn studied maps, ports and harbours from across the world.
5. Jørn entered his magnificent design in a competition – he won!
6. Some people didn't like the design, but architects said it was a masterpiece.
7. It took many years to build Jørn's design.
8. People around the world talked about the new design.

Exploring Engineering Texts

(ACELA1450) (ACELA1453) (ACELT1575) (ACELT1577) (ACELT1783) (ACELT1785) (ACELT1582) (ACELT1584) (ACELT1589) (ACELT1590) (ACELT1591) (ACELY1645) (ACELY1648) (ACELY1650) (ACELY1655) (ACELY1659) (ACELY1665) (ACELY1669) (ACELY1670)

- Explore and read a variety of text types on engineering, design or building, or the Sydney Opera House. For example, storybooks, chapter books, digital or print magazines / newspapers, information books, maps, architectural blueprints, etc.

Some popular children's books can be found at the following links:

Rosie Revere, Engineer by Andrea Beaty - <https://m.youtube.com/watch?v=31eBdgnPsCo>

Iggy Peck Architect by Andrea Beaty - <https://www.youtube.com/watch?v=18B8WWMJdTCQ>

Engibear's Dream by Andrew King - <https://www.youtube.com/watch?v=97QaXXU9yNQ>

Engibear's Bridge by Andrew King - https://www.youtube.com/watch?v=7X_LcKsOyio

- From reading or listening to the texts, ask students what kinds of aspects can they relate to in their own lives. How do the texts compare with one another? How can these texts inspire and help people in their own community and around the world? What ideas for new designs come to mind?

Narrative Writing

(ACELT1581) (ACELT1582) (ACELT1586) (ACELY1651) (ACELY1661) (ACELY1662) (ACELY1671) (ACELY1672)

- Imagine you were a young engineer / architect like Jørn and collected ideas for a magnificent masterpiece. It can be as realistic or unusually imaginary as you like! Where would you find ideas? What would you design and build? What would be the challenges / problems you face along the way? How will these be resolved? Who will help? Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Set it out with a beginning, middle and end. Remember to include some WOW words and interesting adjectives.

Information Report / Persuasive Writing

(ACELA1430) (ACELA1786) (ACELA1447) (ACELA1450) (ACELA1453) (ACELA1463) (ACELY1648) (ACELY1651) (ACELY1658) (ACELY1660) (ACELY1661) (ACELY1668) (ACELY1671)

HASS Links: (ACHASSI001) (ACHASSI018) (ACHASSI002) (ACHASSI003) (ACHASSI004) (ACHASSI035) (ACHASSI036) (ACHASSI037) (ACHASSI007) (ACHASSI024) (ACHASSI008) (ACHASSI009) (ACHASSI041) (ACHASSI042) (ACHASSI010) (ACHASSI043) (ACHASSK044) (ACHASSK045) (ACHASSK014) (ACHASSK017) (ACHASSK031) (ACHASSK033) (ACHASSK049) (ACHASSK050) (ACHASSK051)

- Students can create a poster, travel brochure or digital presentation with the collation of facts about the Sydney Opera House, or another iconic Australian landmark. Be sure to include a title, enticing and interesting historical and cultural facts, diagrams, pictures, a map, and captions for the report.

Use the internet, books and timeline at the back of *Jørn's Magnificent Imagination* to source some information.

Some more facts about the Sydney Opera House can be found here:

[Sydney Opera House Facts for Kids \(kiddle.co\)](http://kiddle.co)

Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670)

- **KWHL Chart:** Students can complete a KWHL chart or placemat graphic organiser about what they learned in the book or from their research on the Sydney Opera House. The headings include K (I Know), W (What I Want to Know), H (How Will I Find Out), L (What I Have Learnt). See **BLM 5**.
- **Concept Web:** Use the concept web diagram to flesh out ideas on a chosen topic, such as the Sydney Opera House, or ideas for a design of their own structure. The sub-headings could include, 'designer / engineer', 'ideas', 'purpose', 'research', 'challenges', 'outcomes', etc, with the descriptions providing further detail. See **BLM 6**.
- **Venn Diagram:** Complete a Venn Diagram to compare the similarities and differences between two different iconic Australian landmarks. Think about their appearances, purpose, special features, etc. See **BLM 7**.
- **Creative Hunt:** Create your own chart, diagram or mind map to explore a particular object and the creativity behind it. It may be as ordinary as a sailboat, swan wings, tower, orange peels or flowers or shells. Identify its main purpose, different parts and their purposes, and the target audience. Make a note of any part that is particularly smart or creative. Ask, how would it be different if...? What would change if...?

STEM, The Arts and HASS Resources

A range of engaging resources can be found at the Sydney Opera House website:

[Resources - Sydney Opera House](#)

MATHEMATICS

Measuring structures (length, perimeter or area)

Measurement and Geometry: (ACMMG006) (ACMMG019) (ACMMG037) (ACMMG043)

- Depending on level of ability, on plain or grid paper, students draw a design of a simple structure they can make with blocks or cardboard boxes. Using formal or informal measuring implements, count or measure the length and width required to build the structure, then follow the plan to build it. Compare which parts are longer or shorter than another. Adjust and record any changes and the total measurements upon completion. How much was added or subtracted to reach the final design?

Timelines

Measurement and Geometry: (ACMMG007) (ACMMG021) (ACMMG041) (ACMMG019)

- The life and work of Jørn Utzon is represented as a timeline at the back of the book. Use this as a scaffold to help students complete a timeline of their own life, to show the chronological years from birth to now including descriptions of major events, milestones and achievements. Include any pictures and diagrams for each year.

Extension: Interview an older friend, relative or important person and create a timeline of their life and achievements.

This could be presented digitally or as a poster. See **BLM 4** for a template.

Opinion Poll: The Sydney Opera House

Statistics and Probability: ([ACMSP011](#)) ([ACMSP262](#)) ([ACMSP263](#)) ([ACMSP048](#)) ([ACMSP049](#)) ([ACMSP050](#))

- Create a poll or survey to find out people's opinions on the design of the Sydney Opera House. Titles could include: 'Favourite Feature of the Opera House', or 'Do You Like the Design of the Opera House?'
Categories to tally could include either types of features (shell, flower, swan, sails), or 'yes/no' responses, or ranking from 1 to 5, with 1 as 'strongly dislike' to 5 as 'strongly like/love'.
- Draw up a simple picture graph, bar or column graph and represent the results.
Ask, how many people strongly dislike the design? Which column scored the least? Most? Difference between 1 and 5? Etc.

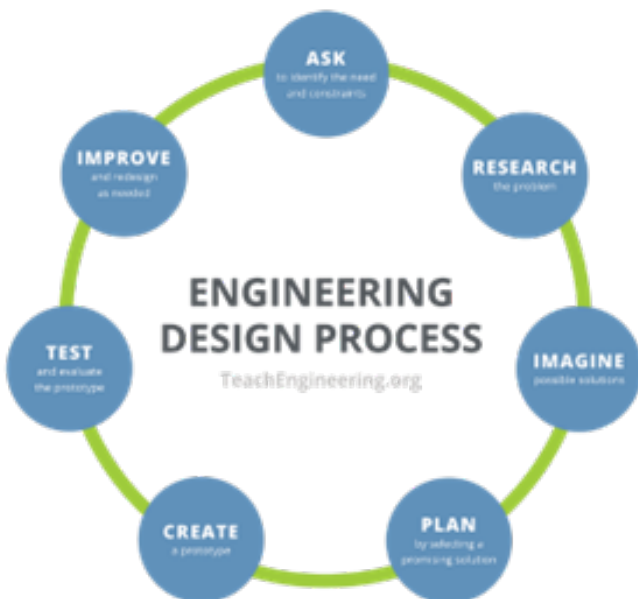
SCIENCE / STEAM

Building by Design

Science links – ([ACSSU005](#)) ([ACSSU033](#)) ([ACSHE013](#)) ([ACSHE021](#)) ([ACSHE022](#)) ([ACSHE034](#)) ([ACSHE035](#)) ([ACSIS014](#)) ([ACSIS024](#)) ([ACSIS011](#)) ([ACSIS025](#)) ([ACSIS039](#)) ([ACSIS233](#)) ([ACSIS027](#)) ([ACSIS040](#)) ([ACSIS213](#)) ([ACSIS041](#)) ([ACSIS012](#)) ([ACSIS029](#)) ([ACSIS042](#))

Design and Technologies links - ([ACTDEK001](#)) ([ACTDEK002](#)) ([ACTDEK004](#)) ([ACTDEP005](#)) ([ACTDEP006](#)) ([ACTDEP007](#)) ([ACTDEP008](#)) ([ACTDEP009](#))

- Watch the video and learn about the engineering design process at: [Engineering Design Process - TeachEngineering](#)



- Become an engineer and use creative problem solving skills to identify a problem or a need, and brainstorm ways it can be solved by design and model making.

Students follow the design process to imagine, plan, create, test, and improve a creative structure (in small or large groups). It could be a scaled-down version of an iconic landmark, a piece of equipment for their school or community, or their own open-ended design.

Use ideas, shapes and patterns found in nature to inspire the design.

Address the importance of using re-used or environmentally sustainable products as a part of their designs.

Evaluate the model's effectiveness, appearance, durability and function in meeting the needs of its target audience.

Examples of model making inspired by Utzon's designs can be found here: [Utzon's Universe - Sydney Opera House](#)

Another video on teaching engineering to children can be found at: [\(149\) Engineering Design Kindergarten Science - YouTube](#)

HUMANITIES AND SOCIAL SCIENCES

(ACHASSI001) (ACHASSI018) (ACHASSI002) (ACHASSI003) (ACHASSI004) (ACHASSI035) (ACHASSI036) (ACHASSI037) (ACHASSI006) (ACHASSI007) (ACHASSI023) (ACHASSI024) (ACHASSI008) (ACHASSI009) (ACHASSI041) (ACHASSI042) (ACHASSI010) (ACHASSI027) (ACHASSI043) (ACHASSK044) (ACHASSK045) (ACHASSK014) (ACHASSK017) (ACHASSK031) (ACHASSK033) (ACHASSK049) (ACHASSK050) (ACHASSK051)

- From the students' research, investigate and discuss what has been discovered about Jørn Utzon and the Sydney Opera House. Some further questions and studies can include:
 - Where and when was Jørn Utzon born?
 - Locate Copenhagen, Denmark on a world map.
 - In what year was the Sydney Opera House opened?
 - Where is the Sydney Opera House located? What is the name of the land? Find it on the map of Australia, and in closer proximity within Sydney, New South Wales.
 - Mark some other geographical features and landmarks around the area.
 - What is the purpose of the Sydney Opera House? What famous history can be uncovered? What is the history of the area?
 - What does it mean to be listed as a UNESCO World Heritage Site?
 - How does this building make a positive impact on Australia?
 - Are there any environmental or social considerations for preserving the area around the Sydney Opera House?
 - Make a class mural of the Sydney Opera House with music notes, shapes, patterns and pictures including facts and ideas on involving the community / tourists / events and keeping the area sustainable.

THE ARTS – PERFORMING ARTS

Dance: (ACADAM001) (ACADAM002) (ACADAM003) (ACADAR004)

Drama: (ACADRM027) (ACADRM028) (ACADRM029) (ACADRR030)

Music: (ACAMUM080) (ACAMUM081) (ACAMUM082) (ACAMUR083)

The Sydney Opera House is a performing arts centre, hosting theatre shows, musicals, puppetry shows and other live entertainment events.

- Students can explore a range of performing arts ideas, such as:
 - Acting / role playing a retell of the story of Jørn Utzon
 - Performing a puppet show or readers' theatre show for friends
 - Writing and singing a song
 - Play a musical instrument for an audience
 - Choreograph and perform a dance with some friends
 - Reading poetry or performing a comedy act aloud to the class
 - Creating a set design, costumes and props for a stage show

VISUAL ARTS

Mixed Media / Nature Collage

(ACAVAM106) (ACAVAM107) (ACAVAM108)

- Use a range of recycled paper and materials, and items found in nature to create a patterned collage (of the Sydney Opera House or another structure). Materials can include old magazines, newspaper, coloured and patterned paper, pieces of cardboard or fabric, leaf / shell / orange peel rubbings, and so on. Students might like to try various techniques such as sketching, painting, rubbings, etching, textiles, etc.

Opera House Puzzle Art

(ACAVAM106) (ACAVAM107) (ACAVAM108) (ACAVAR109)

- Using the shapes from **BLM 8**, put together a visually creative and colourful Sydney Opera House. Choose from a range of media, including pencils, markers, oil pastels, crayons, paint, chalk, etc.

Making Puppets

(ACAVAM106) (ACAVAM107) (ACAVAM108)

- Follow a template design to create a puppet, using materials such as cardstock, elastic bands, straws, string, and split pins, or research how to make other kinds of puppets like sock puppets, finger puppets, shadow puppets, paper bags and marionettes. More resources for puppetry can be found at the [Sydney Opera House website](#).

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

(ACPPS003) (ACPPS004) (ACPPS005) (ACPPS006) (ACPPS017) (ACPPS018) (ACPPS020) (ACPPS021) (ACPMP008) (ACPMP012) (ACPMP025) (ACPMP028)

Mindfulness and physical activity are ideal for mental and physical health, as well as building relationships with family and friends.

- Observe and collect ideas from nature
- Draw sketches and take photos of patterns, shapes, curves and other interesting details in the things around you
- Make your favourite breakfast, and look at the different shapes and textures in the food – can you make a sailboat?
- Make a tower, bridge, fort or cubbyhouse out of household items such as cardboard boxes, bed sheets, blankets, sticks and string
- Be an architect and design structures - be unusual / creative / imaginative with your ideas
- Be an engineer and build, adapt and evaluate one of your designs – work and share with your friends
- Enter drawing / designing / writing competitions
- Research or visit a popular tourist attraction near you or on holidays with your family – what creative designs do you notice?
- Be a performer and practise playing your favourite instruments, sing a song, act in a play, perform a dance or put on a puppet show!

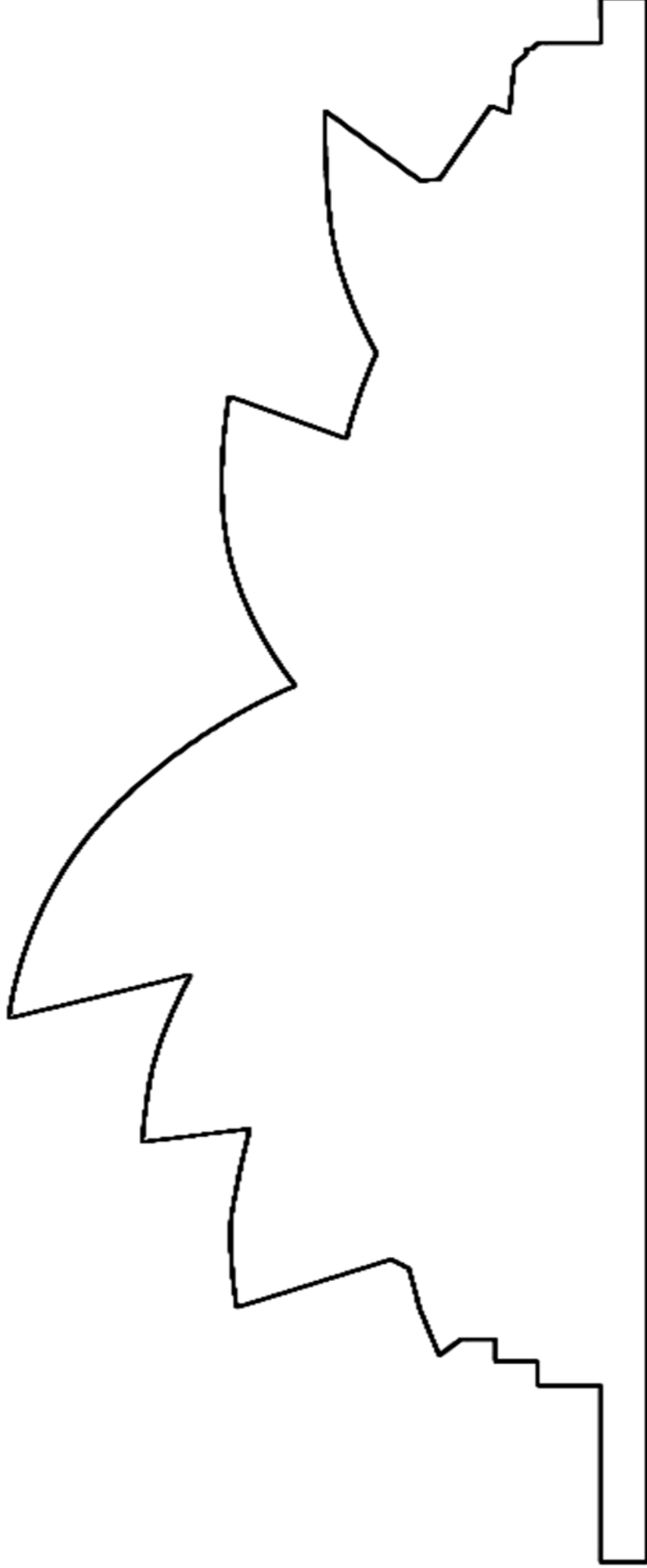
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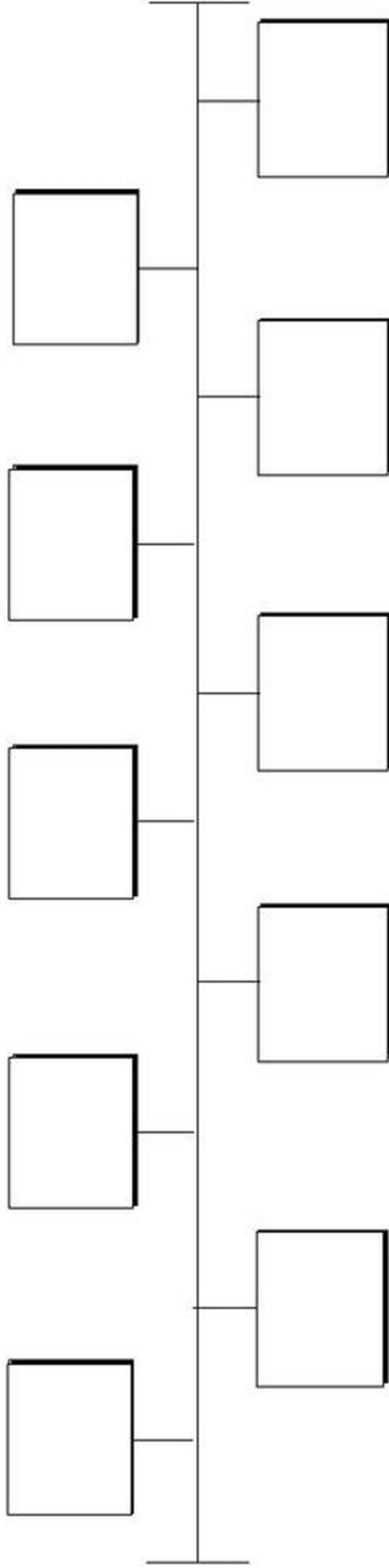






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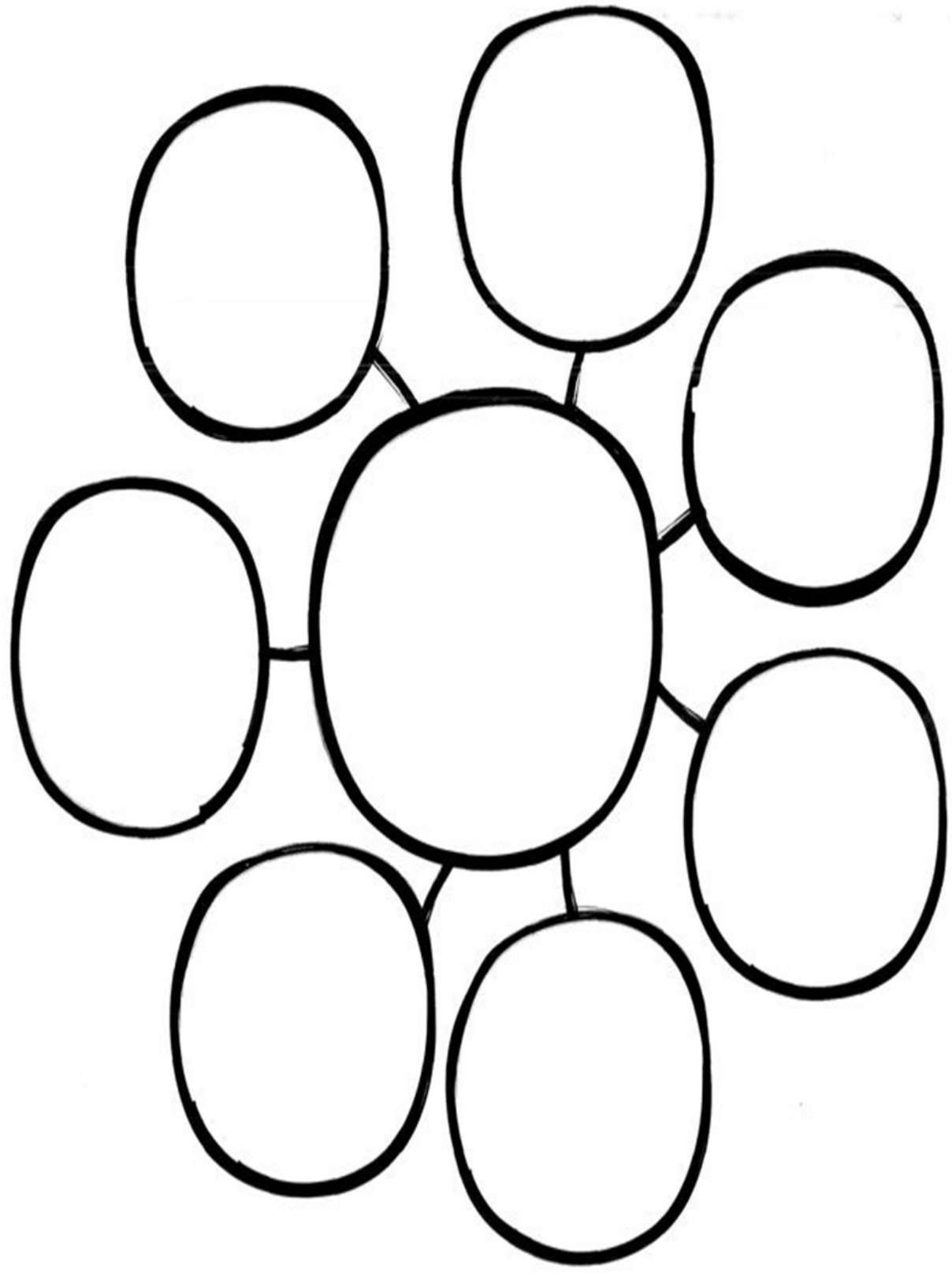
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K (What I KNOW)	W (What I WANT to know)	H (HOW I will find out)	L (What I have LEARNT)

CONCEPT WEB

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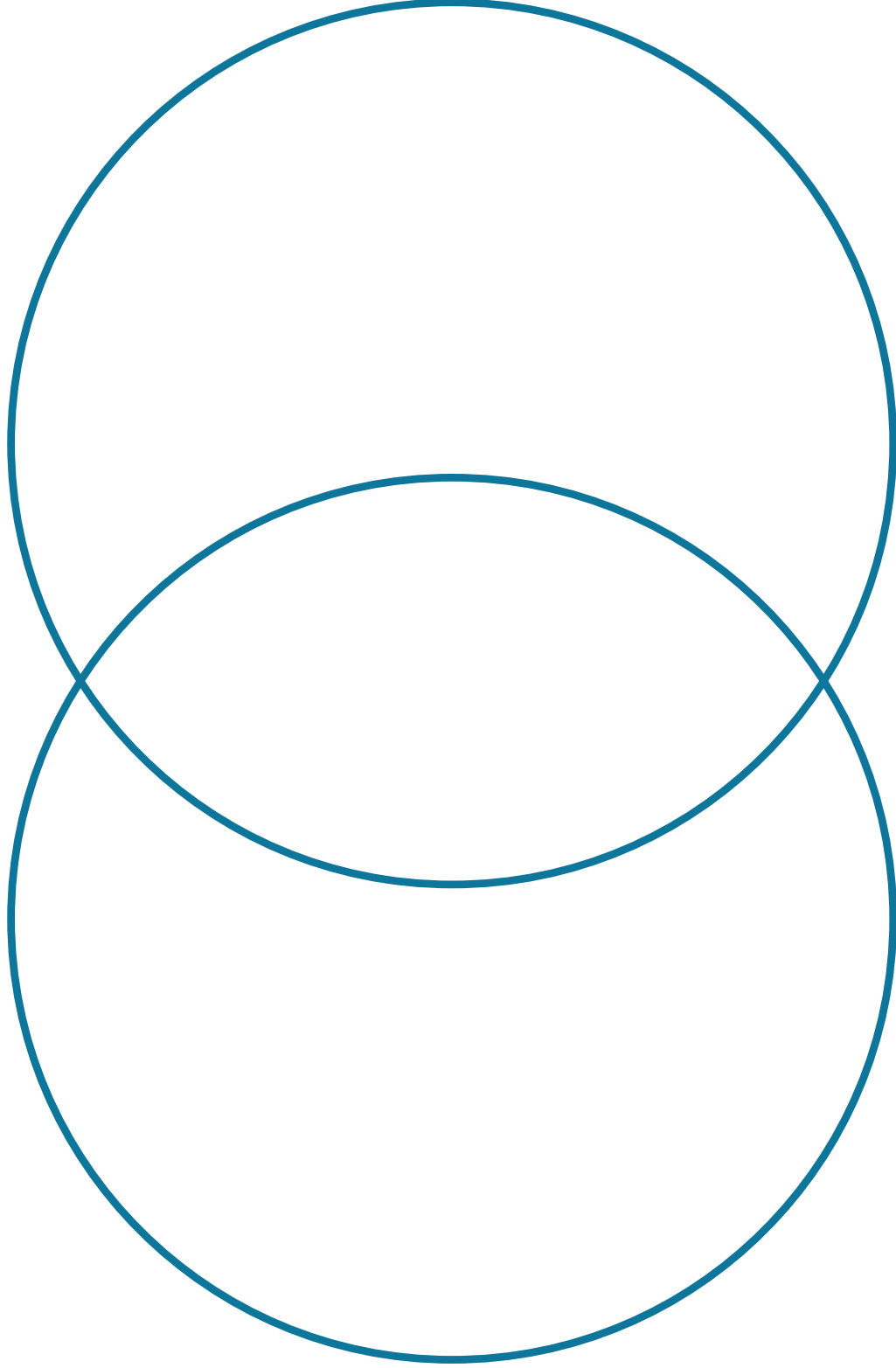
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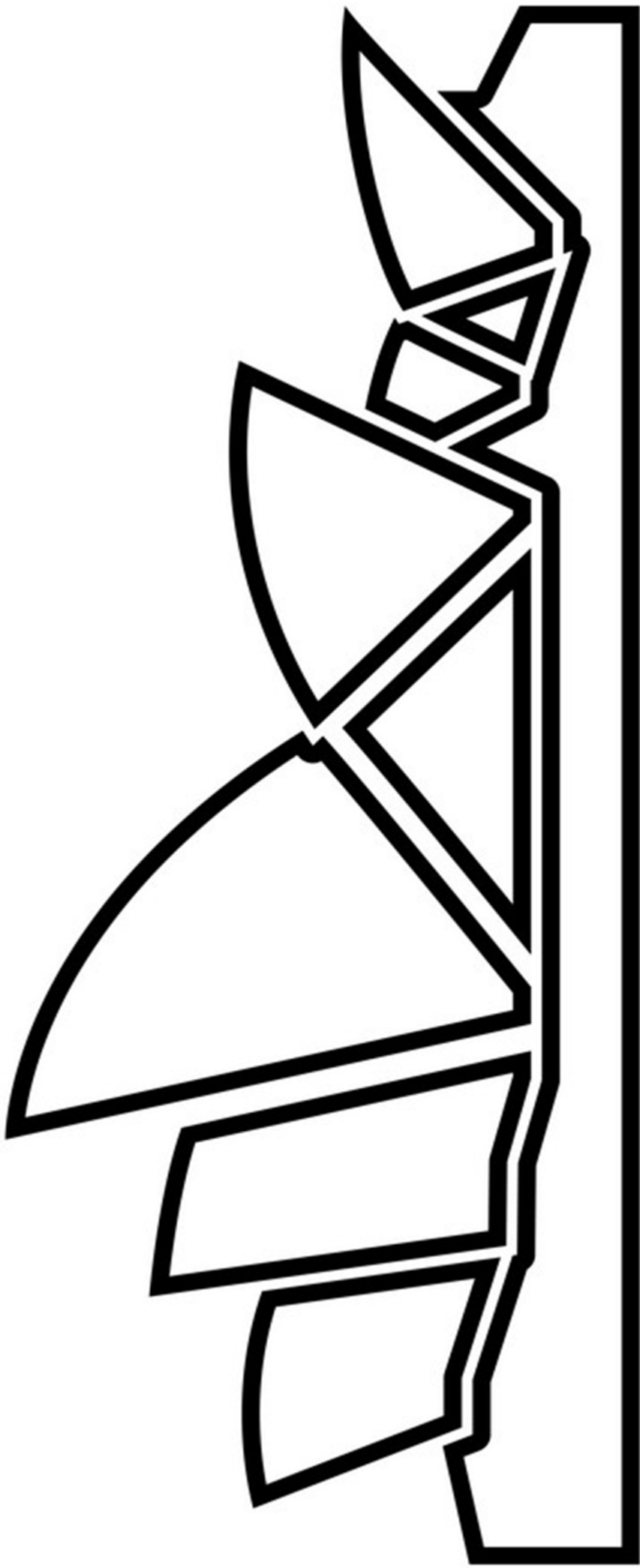
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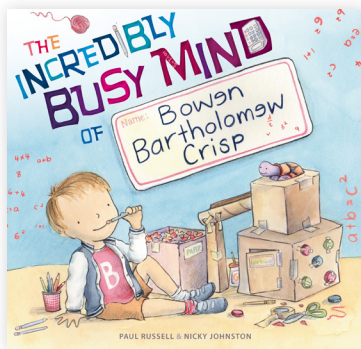
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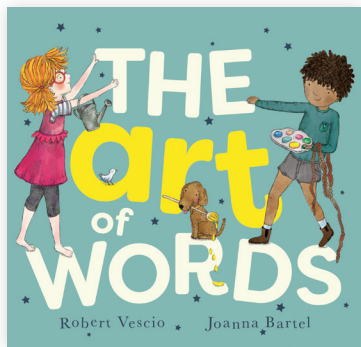
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