



# What The Ocean Said

**Creative Learning**  
Teacher Resource



# What The Ocean Said

## Notes for Teachers

*What The Ocean Said* is a live experience for young students. They are invited to relax into a sea of pillows amidst a magical space of calm. This is a world of dreamy electronic music, animation, and wonder.

See through the eyes of a humpback whale diving deep into the water, and expand into the reaches of the ocean itself. With mindfulness techniques wrapped up in a storytime adventure, we'll introduce younger children to meditation, and offer bigger kids a whole new perspective.

*What The Ocean Said* was developed and is performed by Australian makers James Brown and Company, experience dreamy electronic music and animation, creative writing and mindfulness, understanding of landscape, habitats and non-human life, projection and technology use in performance and theatre.

# Teaching points

## Ideas for teaching and learning in the classroom

We recommend using this resource as a starting point, to adapt content in a way that suits the learning needs of your students.

- **Subject areas:** Science and Technology, Geography, English, Drama Music, Creative Arts and Human Society and its Environment.
- **Cross curriculum priorities:** Sustainability, Aboriginal and Torres Strait Islander Histories and Cultures.
- **General capabilities:** Literacy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding

[Watch the performance trailer here](#)

This resource includes:

- A note on what to expect during the performance
- Activities to run in the classroom before or after your excursion to the Opera House

**What to expect  
during the  
performance**



# Social Story

## What to expect during the performance

The following prompts may support the experience for students with additional learning, sensory, physical and mental health needs.

**Performance:** single performer guiding audiences across a narrative story and meditation, often sitting with or near the group. The performer will start outside and slowly make their way inside the room.

**Lighting:** Soft, low-lit lighting, with projected images on large silk fabric, moments of no lighting except for image projected on fabric

**Audio and Images:** Gentle and nature-like soundscape matching projected images of clouds, underwater and landscape scenery

**Seating:** Floor carpet and soft cushions to lie down amongst with peers. There is an opportunity for participants to close eyes, lie down, imagine and visualise scenes, paying attention to their breathing





# Conversation starters



## Teaching point: First Nations perspectives

*Tubowgule* was a point located at the end of a long, wide ridge and surrounded by rocky shoals that mostly covered at high tide. With its proximity to the harbour, cove, a freshwater creek and mud flats, the area was rich in resources. This included oysters, mussels, fish, possums, wallabies, kangaroos and many edible plants. Shells and animal bones discarded by the Aboriginal people formed 'middens' located around Sydney Harbour.

What is the local Aboriginal name near where you are right now? What makes this place special?



The Gadigal people in Warrang/Warrane (Sydney) call the place around the Opera House 'Tubowgule' – meaning the knowledge water.

The Gadigal believe that the coming together of the saltwater (from the Pacific Ocean) and freshwater (from the Parramatta River) creates a surge of energy and nutrients right at this very spot. This makes Sydney Harbour an ideal spot for fishing, eating, gathering together and sharing stories.



# Teaching point: imagining natural worlds

Imagine your favourite place.

- What does it look like?
- What does it sound like?
- Who or what lives there?
- What does it smell or taste like?
- Who is with you?
- What are you doing when you are there?

Create a word list with some adjectives and verbs that help you describe and explain this special place.

From here you might like to create a drawing, postcard, sculpture or poem that you can share with a friend or someone close to you.



Artwork projection by Blak Douglas on the Sydney Opera House  
Sails for World Oceans Day 2021

# Teaching point: caring for the environment

What does the environment look like around you? What are the colours, smells, textures and shapes? You might like to draw this.

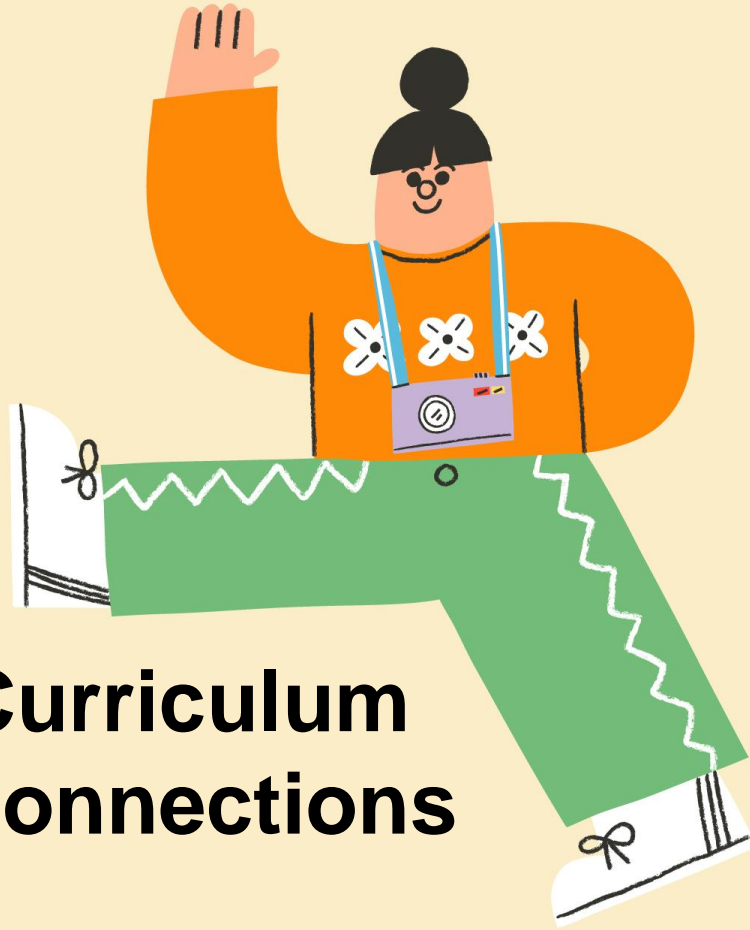
What are some ways you care for the environment? Why is this important? Discuss this as a class.

Create an underwater world (or sea creature puppet) using cardboard, coloured paper and any other recycled materials you can find. This might include plastic, packaging, bottle caps, netting from fruit, and so much more.

Share your world or creature with the class and create a story together.



*What The Ocean Said* performance.



# Curriculum connections

# Curriculum Links

## Connecting with the classroom

### English

- 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

### Science

- STe-3LW-ST: explores the characteristics, needs and uses of living things
- ST1-4LW-S: describes observable features of living things and their environments
- STe-6ES-S identifies how daily and seasonal changes in the environment affect humans and other living things
- ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources

### Geography

- GEe-1 identifies places and develops an understanding of the importance of places to people
- GE1-1 describes features of places and the connections people have with places
- GE1-2 identifies ways in which people interact with and care for places

### Creative Arts (Drama)

- DRAES1.4 Responds to dramatic experiences.
- DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.

### Creative Arts (Music)

- 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.

# Resources

## More about the Sydney Opera House

### Sydney Opera House: Our Story

- <https://www.sydneyoperahouse.com/our-story>

### How we work – strategic plans and programs

- <https://www.sydneyoperahouse.com/about-us/how-we-work>

### Community projects

- <https://www.sydneyoperahouse.com/about-us/in-the-community>

### Careers and opportunities

- <https://www.sydneyoperahouse.com/about-us/careers-and-other-opportunities>

### Creative Learning resources

- <https://www.sydneyoperahouse.com/learn/teachers-and-students/classroom-resources>

## Get in touch

Got questions? Contact us with any enquiries about our education programs for schools via phone or email.

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