

A Message To Early Learning Educators,

For more than thirty years, Young Australia Workshop has been tailor-making arts in education programmes to support curriculum outcomes, and our latest works fully support the outcomes of the new national curriculum. With twenty programmes currently on offer for Early Learning settings, we make your job easy by inviting you to use the quick 'I Want To' list below - taken from the EYLF Outcomes - to select the style of learning you want supported. Then simply check which EYLF Outcome your selection matches in the Outcomes Table, and then follow that to one or more of our great performances!

Or, if you'd rather simply read the programme descriptions to make your decision, go straight to page 3 of this information pack (EYLF Outcomes are listed underneath each programme).

Step 1: Choose The Type of Learning You Want To Promote ...

I WANT TO ...	GO TO
Acknowledge each child's uniqueness in positive ways	1.1
Promote children's sense of belonging and connectedness / their rights and the rights of others	1.2
Provide children with examples of the many ways identities and cultures are recognised and expressed	1.3
Promote small group interactions and play experiences / support children to initiate interactions	1.4
Provide opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant	2.1
Plan experiences that broaden children's perspectives and encourage appreciation of diversity Encourage children to listen to others and to respect diverse perspectives	2.2
Discuss diverse perspectives on issues of inclusion and exclusion and fair and unfair behavior	2.3
Provide children with access to resources about the environment and the impact of human activities	2.4
Promote children's sense of belonging, connectedness and well being	3.1
Plan for energetic physical activity with children, including dance, drama, movement and games	3.2
Encourage children to engage in both individual and collaborative explorative learning processes / Model enquiry processes, including wonder, curiosity and imagination, try new ideas and take on challenges / Explore the diversity of cultures and social identities	4.1
Provide experiences that encourage children to investigate and solve problems	4.2
Draw children's attention to patterns and relationships in the environment and in their learning	4.3
Provide sensory and exploratory experiences with natural and processed materials	4.4
Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes	5.1
Engage children in play with words and sounds / Sing and chant rhymes, jingles and songs	5.2
Provide a range of resources that enable children to express meaning using visual arts, dance, drama and music	5.3

Step 2: Now check the outcome code here against an EYLF Outcome in the next table (PTO)

EYLF OUTCOMES SUPPORTED		PROGRAMME CODE			
1. CHILDREN HAVE A STRONG SENSE OF IDENTITY					
1.1	Children feel safe secure and supported	A1-4	B1-3		
1.2	Children develop their emerging autonomy, interdependence, resilience	C / D/E	K/L/M		
1.3	Children develop knowledgeable and confident self-identities	A 1-4	B 1-3		
1.4	Children learn to interact in relation to others with care, empathy and respect	A1-4	B 1-3	C/D /E	K/L
2. CHILDREN ARE CONNECTED WITH & CONTRIBUTE TO THEIR WORLD					
2.1	Children develop a sense of belonging to groups and communities	C/D/E	K/L/M		
2.2	Children respond to diversity with respect	A 1-4	B 1-3	C/D	
2.3	Children become aware of fairness	M 1-2			
2.4	Children become socially responsible and show respect for the environment	N 1-2			
3. CHILDREN HAVE A STRONG SENSE OF WELL BEING					
3.1	Children become strong in their emotional and social well being	C/D/E	M 1-2		
3.2	Children take increasing responsibility for their own health and physical well being	F/G	K/L/M	N 1-2	
4. CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS					
4.1	Children develop dispositions for learning such as curiosity, cooperation, creativity	C/D/E	F 1-2	N 1-2	
4.2	Children develop a range of skills and processes such as experimentation	I/J	N 1-2		
4.3	Children transfer and adapt what they have learned from one context to another	B 1-3	I/J		
4.4	Children resource their own learning through connecting with other people / materials	K/L/M	N 1-2		
5. CHILDREN ARE EFFECTIVE COMMUNICATORS					
5.1	Children interact verbally and non-verbally with others for a range of purposes	A 1-4	I/J	K/L /M	O/P
5.2	Children engage with a range of texts and gain meaning from these texts	B1-3	G/H	K/L /M	N 1-2
5.3	Children express ideas and make meaning using a range of media	F 1-2	G/H	N 1-2/O/P	

Step 3: Use the matching Alphabetical Code from here to Find Your Programme(s) below!

CODE	TITLE	CATEGORY	PAGE
A1	The Fabuloso Feast of Fernanda	Storytelling / Multicultural	3
A2	Floating on a Sea of Stories	Storytelling / Multicultural	3
A3	Stories in the Shade of a Tree	Storytelling / Multicultural	3
A4	My Fine Feathered Friends	Storytelling / Multicultural	3
B1	Top Hat and Other Tales	Storytelling & Songs	4
B2	The Tea Party	Storytelling & Songs	4
B3	Celebrations and Catrina's Carnival	Storytelling & Songs	4
C	Jannawi	Aboriginal Dance, Music, Stories	5
D	Wuruniri Cultural Programme	Aboriginal Dance, Music, Stories	5
E	Sharing Culture	Aboriginal Dance, Music, Stories	5
F1	Choir Games	Music	6
F2	The Travelling Troubadour	Music / Multicultural	6
G	What I Did On My Holidays	Music	6
H	Sweet Dreams (Lullabies From Around the World)	Music / Multicultural	6
I	Music For The Little Ones	Music	7
J	Drumbeat	Music	7
K	Ananse Stories	Traditional Folk Stories - Africa	8
L	Puggles and the Little Bent-Wing Bat	Storytelling - Author Visit	8
M1	Ugly Snow-rella (Patchwork Fairy Tales)	Fractured Fairytales	8
M2	The Dinosaur Who Lost His Roar	Puppetry & Storytelling	8
N1	The Shape Of Things To Count	Magic, Music & Mayhem	9
N2	Rubbish	Magic, Music & Mayhem	9

O	Big Tops and Tiny Tots	Physical Theatre	9
P	The Big Bag Show	Physical Theatre	9

STORYTELLING

A 1-4. Bronwyn Vaughan

Bronwyn Vaughan is a highly experienced and multi-talented children's performer offering four shows that combine fabulously colourful costumes, delightful puppets and characters, surprising and exciting musical sounds, along with stories, songs and dances from a variety of cultures.

A1. The Fabuloso Feast of Fernanda

This delightful performance explores the making and sharing of food and celebrates the essential role played by food across all cultures incorporating stories, music and dance from Mexico, Morocco and Spain.

A2. Floating on a Sea of Stories

Contemporary and traditional children's stories from Japan form the basis of this delightful performance about the sea and the people and creatures who dwell above and beneath it.

A3. Stories in the Shade of a Tree

Contemporary stories from Africa, India, and Australia provide the theme for a day in the life of a tree, or even the life **in** a tree! From giant baobabs to the tiniest of bonsai, the diverse stories show that trees can provide shelter, food, solace, and even comfort.

A4. My Fine Feathered Friends

Miss Peacock falls asleep in the park, and a passing bird lays an egg on her head! What is she to do? A surprising and delightful performance all about birds, based on a variety of traditional and contemporary children's stories.

EYLF OUTCOMES:

1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

1.1 Children feel safe, secure and supported

Educators acknowledge each child's uniqueness in positive ways

1.3 Children develop knowledgeable and confident self identities

Educators provide children with examples of the many ways identities and cultures are recognized and expressed

1.4 Children learn to interact in relation to others with care, empathy and respect

Educators promote small group interactions and play experiences

2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

2.2 Children respond to diversity with respect

Educators broaden children's perspectives and encourage appreciation of diversity

5: CHILDREN ARE EFFECTIVE COMMUNICATORS

5.1 Children interact verbally and non-verbally with others for a range of purposes

Educators enable children to express meaning using dance, drama, and music

STORYTELLING cont ...

B 1-4. Catrina Hylton

Catrina Hylton is a truly captivating storyteller and singer, offering three new performances that combine catchy songs and music with traditional and contemporary children's stories from all around the world ...

B1. Top Hat and Other Tales

Hats. We all have them. But where do they come from and why are they so important? Trina's Big Top Hat is filled with many tales, songs, props and of course, **MORE HATS!!!** Whether we have them for protection, fashion, or status, hats are everywhere. So join Trina on a fun-filled adventure around the world to discover the origins of some of our more iconic and lesser-known hats.

B2. The Tea Party

From a very early age, children love the ritual of a tea party, mimicking the social interaction of adults with their play tea sets. Catrina invites you to join her tea party to explore the music, poems and stories from around the globe ... *So Polly, put the kettle on, we'll all have tea!*

B3. Celebrations and Catrina's Carnival

We all love a celebration, but the songs and symbols we use to celebrate in different countries can be very different. Birthdays, Christmas, and New Year celebrations are all the focus of this delightful ride around the world.

EYLF OUTCOMES:
1: CHILDREN HAVE A STRONG SENSE OF IDENTITY 1.1 Children feel safe, secure and supported <i>Educators acknowledge each child's uniqueness in positive ways</i> 1.3 Children develop knowledgeable and confident self-identities <i>Educators provide children with examples of the many ways identities and cultures are recognized and expressed</i> 1.4 Children learn to interact in relation to others with care, empathy and respect <i>Educators promote small group interactions and play experiences</i>
2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD 2.2 Children respond to diversity with respect <i>Educators broaden children's perspectives and encourage appreciation of diversity</i>
4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS 4.3 Children transfer and adapt what they have learned from one context to another <i>Educators Draw children's attention to patterns and relationships in the environment and in their learning</i>
5: CHILDREN ARE EFFECTIVE COMMUNICATORS 5.2 Children engage with a range of texts and make meaning from these texts <i>Educators engage children in play with words and sounds/sing and chant rhymes, jingles and songs</i>

ABORIGINAL EDUCATION

C. Jannawi - Peta Strachan & Rayma Johnson

Previously members of the prestigious Bangarra Dance Theatre, Peter and Rayma are fabulous performers offering a spellbinding programme of traditional and contemporary dance, story, culture and artefacts. Students will learn the 'leaf' and the 'honey bee' dance, and some words in language as they follow in the footsteps of these two remarkable women.

D. Wuruniri Cultural Programme - Matthew Doyle

Matthew Doyle is a very experienced dancer, musician, and storyteller who has performed at major events both here in Australia and overseas. His introduction to Aboriginal culture for young children through dance, stories and didgeridu is a must see for all Early Years settings.

E. Sharing Culture – Gwenda Stanley

Gwenda Stanely has delighted children of all ages for many years with her natural, engaging, gentle manner. Gwenda will use dance, story, artefacts and language to share with children her unique and rich Aboriginal culture.

EYLF OUTCOMES:
1: CHILDREN HAVE A STRONG SENSE OF IDENTITY 1.2 Children develop their emerging autonomy, interdependence, resilience <i>Educators promote children's sense of belonging and connectedness / their rights and the rights of others</i> 1.4 Children learn to interact in relation to others with care, empathy and respect <i>Educators promote small group interactions and play experiences / support children to initiate interactions</i>
2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD 2.1 Children develop a sense of belonging to groups and communities <i>Educators provide opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant</i> 2.2 Children respond to diversity with respect <i>Educators broaden children's perspectives and encourage appreciation of diversity</i>
3: CHILDREN HAVE A STRONG SENSE OF WELL BEING 3.1 Children become strong in their emotional and social well being <i>Educators promote children's sense of belonging, connectedness and well being</i>
4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS 4.1 Children develop dispositions for learning such as curiosity and cooperation <i>Educators model enquiry processes, including wonder, curiosity and imagination, try new ideas and take on challenges</i>

MUSIC

F 1-2. Kim Cunio

Kim Cunio

Kim Cunio is an experienced professional conductor, musician and children's performer offering two performances that combine cultural songs, rhythms, and heaps of fun participation.

F1. Choir Games Through playing instruments, becoming various animals, and singing songs together like *This Old Man* and *Shake the Apple Tree*, children will get a feel for the art of choir singing.

F2. The Travelling Troubadour A captivating introduction to the strange and exciting sounds of instruments from Africa, Europe, the Middle East and India, like the Hurdy-gurdy, Psaltery, Tarogato, Ney Flute, Zurna, Saz and Kalimba.

EYLF OUTCOMES:
4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS 4.1 Children develop dispositions for learning such as curiosity and cooperation <i>Educators model enquiry processes, including wonder, curiosity and imagination, try new ideas and take on challenges</i>
5: CHILDREN ARE EFFECTIVE COMMUNICATORS 5.3 Children express ideas and make meaning using a range of media <i>Educators provide a range of resources that enable children to express meaning using visual arts, dance, drama and music</i>

G. What I Did On My Holidays - Lionel Robinson

Lionel is back from a fantastic holiday with a suitcase full of songs about the places he has seen, and all the curious creatures he has come across. With help from his magic keyboard, playing songs you already know, and some new ones too, he's going to tell you all about it! Children get to join in with dancing and actions, and one child will even get to play the magic keyboard.

H. Sweet Dreams (Lullabies From Around the World) - Heather Lee

Heather Lee (*Cats, Baby Proms*) is a captivating and multi-talented vocalist. She uses her extraordinary voice to take children on a musical journey to India, China, Egypt, Scotland, Austria, Native America, Tibet, and right back to Aboriginal Australia, to experience different musical styles and languages.

EYLF OUTCOMES:
3: CHILDREN HAVE A STRONG SENSE OF WELL BEING 3.2 Children take increasing responsibility for their own health and physical well being <i>Educators plan for energetic physical activity with children, including dance, drama, movement and games</i>
5: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS 5.2 Children engage with a range of texts and gain meaning from those texts <i>Educators engage children in play with words and sounds/sing and chant rhymes, jingles and songs</i>

MUSIC cont ..

I. Music for the Little Ones - Tom Harding (aka Tom the Pom)

An exciting hands-on session exploring the skills needed by the musos of tomorrow! Drumming generates lots of fun with embedded counting and mathematics, listening skills, and aural interpretations. Tom uses body percussion, clapping and fun movements to both classic and original children's songs, all the while encouraging the children to sing, dance and drum!

J. Drumbeat - Mark Stewart

Mark Stewart is a very experienced percussionist and children's entertainer whose shows have delighted Australian schools for years. With cowbells, castanets, bongos, snare drums, triangles, and anything else that makes a sound, Mark Stewart proves that there is an art to hitting things!

EYLF OUTCOMES:
4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS 4.2 Children develop a range of skills and processes such as enquiry & experimentation <i>Educators model mathematical language and language associated with the arts</i> 4.3 Children transfer and adapt what they have learned from one context to another <i>Educators draw children's attention to patterns and relationships in the environment and in their learning</i>
5: CHILDREN ARE EFFECTIVE COMMUNICATORS 5.1 Children interact verbally and non-verbally with others for a range of purposes <i>Educators include real-life resources to promote children's use of mathematical language</i>

FAIRY TALES, FOLK & FICTION

K. Ananse Stories - Sam Derchie

Sam Derchie is a mesmerising storyteller from Ghana who first grabs the attention of the children by playing his incredible talking drum. What follows then is a series of traditional children's folk stories about the cheeky animals of the forests as told by Ananse, the legendary spider character of the Ashanti region of Ghana.

L. Puggles and the Little Bent-Wing Bat - Aleesah Darlison

Do you love animals? Do you know what a puggle is? What do bats eat? Meet children's author, Aleesah Darlison, and find out as she introduces the native animals from her picture books *Puggle's Problem* and *Warambi*. Aleesah brings her stories to life using puppets and lots of good fun audience involvement.

M 1-2. Bamboo Theatre

Bamboo Theatre

Bamboo Theatre was created in 2010 by Rebecca Duff and Emily Beale. Their highly successful theatrical programmes have been seen by over 500 schools Australia wide with a focus on identity, self-respect, conflict resolution and peer support.

M1. Ugly Snow-rella (Patchwork Fairy Tales) - Bamboo Theatre

Based on *The Ugly Duckling*, *Snow White* and *Cinderella*, this is a tale about bullies, fairytales and friends. What happens when three colourful characters from three different fairy tales meet? Ugly Snow-rella takes children on a crazy ride of sadness, joy and friendship, as the characters help each other overcome the nasty words of others and find true friendship. An interactive show with songs and silliness throughout!

M2. The Dinosaur Who Lost His Roar - Bamboo Theatre

Rexy the dinosaur has no manners. He never says please, he never says thank you and he spends his day roaring at the animals and teasing Bob for being small. Dymera the magic tree forrest has seen it all and decides to teach Rexy a lesson. She removes his roar and takes him on a magical journey in time to Australia where the native animals will teach Rexy a thing or two about manners, identity and about accepting the animals for who they are. A magical fun-filled puppet show that focuses around the themes of belonging, identity and respectful behaviour.

EYLF OUTCOMES:
1: CHILDREN HAVE A STRONG SENSE OF IDENTITY
1.2 Children develop their emerging autonomy, interdependence, resilience <i>Educators promote children's sense of belonging and connectedness / their rights and the rights of others</i>
1.4 Children learn to interact in relation to others with care, empathy and respect

<i>Educators promote small group interactions and play experiences / support children to initiate interactions</i>
2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD 2.1 Children develop a sense of belonging to groups and communities <i>Educators investigate ideas, complex concepts relevant to their lives and communities</i> 2.3 Children become aware of fairness <i>Educators discuss diverse perspectives on issues of inclusion and exclusion and fair and unfair behavior</i>
3. CHILDREN HAVE A STRONG SENSE OF WELL BEING 3.2 Children take increasing responsibility for their own health and physical well being <i>Educators plan for energetic physical activity with children, including dance, drama, movement and games</i>
4. CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS 4.4 Children resource their own learning through connecting with other people / materials <i>Educators provide sensory and exploratory experiences with natural and processed materials</i>
5. CHILDREN ARE EFFECTIVE COMMUNICATORS 5.1 Children interact verbally and non-verbally with others for a range of purposes <i>Educators model language and encourage children to express themselves through language in a range of contexts and for a range of purposes</i> 5.2 Children engage with a range of texts and gain meaning from these texts <i>Educators engage children in play with words and sounds/sing and chant rhymes, jingles and songs</i>

MAGIC, MUSIC & MAYHEM

N 1-2. Mic Conway

Mic Conway

Mic Conway is a very experienced and amazingly multi-talented children's performer whose shows have delighted Australians of all ages for many years.

N1. The Shape of Things to Count

Magic Mic uses original music, juggling, illusions and plenty of humour to present an ever-changing parade of counting, colourful shapes and number problems that will stretch the imagination and test the memories of the children!

N2. Rubbish

Come and join in the fun and learn about the 3 R's – Reduce, Re-use, and Recycle. Children are amazed by all the useful kinds of things Mic can make out of throw away items: Musical instruments, puppets, and even magic! Mic gets the recycling message across with a circus of comedy, music and song.

O. Big Tops and Tiny Tots – Luth Wolff

Run away to the circus with this fun, interactive show by youth circus coach Luth Wolff! Luth performs fantastic circus tricks including hula hoops, unicycle, juggling and magic. With plenty of audience participation, Luth invites kids to get up and join the fun as they create their own circus world. With many years of

experience teaching circus skills at a children's circus in Melbourne, she has spent the last few years performing circus shows in schools around the country. This show incorporates elements of the EYLF, and encourages participation and understanding of healthy practices in a fun, circus setting.

P. The Big Bag Show – Dennis Clare

Dennis asks for ideas from the audience and places each suggestion into the Big Bag. Using creative mime Dennis will enact these ideas culminating into a sing-along. Watch the Big Bag come alive with endless possibilities and discover the magic of imagination!

EYLF OUTCOMES:
<p>2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD 2.4 Children become socially responsible and show respect for the environment <i>Educators provide children with access to resources about the environment and the impact of human activities on environments</i></p>
<p>3: CHILDREN HAVE A STRONG SENSE OF WELL BEING 3.2 Children take increasing responsibility for their own health and physical well being <i>Educators plan for energetic physical activity with children, including dance, drama, movement and games</i></p>
<p>4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS 4.1 Children develop dispositions for learning such as curiosity and creativity <i>Educators model inquiry processes, including wonder, curiosity and imagination, try new ideas and take on challenges</i> 4.2 Children resource their own learning through connecting with other people / materials <i>Educators provide experiences that encourage children to investigate and solve problems</i> 4.4 Children resource their own learning through connecting with other people / materials <i>Educators provide sensory and exploratory experiences with natural and processed materials</i></p>
<p>5. CHILDREN ARE EFFECTIVE COMMUNICATORS 5.2 Children engage with a range of texts and gain meaning from these texts <i>Educators engage children in play with words and sounds/sing and chant rhymes, jingles and songs</i> 5.3 Children express ideas and make meaning using a range of media <i>Educators provide a range of resources that enable children to express meaning using visual arts, dance, drama and music</i></p>