



**Sydney Opera House**  
Teacher Resources

# Places and Spaces of Sydney Opera House

**Early Stage 1  
& Stage 1**



# Places and Spaces of Sydney Opera House

DIGITAL EXCURSION FOR STAGES ES1 & 1

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**Subject Links:**

English/Science & Technology/History

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**Teacher's References:**

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1. Blackline Masters
2. Research Task: Marking Rubric
3. Research Task: Student Contract
4. Student Self-Evaluation Sheet

# Stage ES1 & 1 Outcomes

English	
Outcomes – Early Stage 1	
ENe-1A	Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction
Outcomes – Stage 1	
EN1-1A	Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations
History	
Outcomes – Early Stage 1	
HTe-1	Communicates stories of their own family heritage and the heritage of others
HTe-2	Demonstrates developing skills of historical inquiry and communication
Outcomes – Stage 1	
HT1-2	Identifies and describes significant people, events, places and sites in the local community over time
HT1-3	Describes the effects of changing technology on people’s lives over time
HT1-4	Demonstrates skills of historical inquiry and communication
Geography	
Outcomes – Early Stage 1	
GEe-1	Identifies places and develops an understanding of the importance of places to people
Outcomes – Stage 1	
GE1-1	Describes features of places and the connections people have with places
Science and Technology	
Outcomes – Early Stage 1	
STe-4MW-ST	Identifies that objects are made of materials that have observable properties
STe-6ES-S	Identifies how daily and seasonal changes in the environment affect humans and other living things
Outcomes – Stage 1	
ST1-7MW-T	Describes how the properties of materials determine their use

Lesson	Content and Teaching/Learning Activities	Resources
1	<p><b>Pre-test: Think/Pair/Share</b></p> <ul style="list-style-type: none"> <li>Give each child a piece of A3 paper and coloured pencils/textas. Using one colour only, and working alone, students write or draw everything that they know about, and associate with, the Sydney OperaHouse. (5mins)</li> <li>Students find a partner to discuss their answers with. If they want to add any information, they can do so using a different colour. (5 mins)</li> <li>As a whole class, discuss answers. Any additional information can be added to the paper in a third colour. (5 mins)</li> </ul> <p><b>DISCUSSION AND REFLECTION</b></p> <ul style="list-style-type: none"> <li>Ask the students: How do you feel you went with that activity? Do you feel that you know a lot or a little about the Sydney Opera House? What would you like to learn more about? What questions do you have about the Sydney Opera House?</li> <li>Record answers to the final question and display in the classroom. These questions can form the basis of further inquiry throughout the unit of work as well as prompts during the digital excursion.</li> </ul>	<p>A3 Paper Coloured pencils Textas</p> <p>Cardboard strips for writing questions</p>
2	<p><b>ARTACTIVITY: JOINTLY CONSTRUCTED SYDNEY OPERA HOUSE</b></p> <ul style="list-style-type: none"> <li>Cut up Sydney Opera House BLM and give one numbered piece to each student along with a piece of A4 paper.</li> <li>Students need to firstly write the number of their section onto the top left hand corner of their paper. Work in portrait.</li> <li>Next, carefully copy their portion onto the A4 paper to scale in pencil.</li> <li>Check as a whole class that the overall shape of the Sydney Opera House is correct before colouring.</li> <li>Using oil pastels or similar, students colour their work. Black for the Sydney Opera House and any other colourful patterns, sunsets, backgrounds they like for the rest of their work.</li> <li>When they are complete collate work and display. If possible, laminate each piece before collating to preserve the work. You should have a big black Sydney Opera House with a multi-coloured background.</li> </ul>	<p>Sydney Opera House outline BLMs</p> <p>Pencil Rubber Oil Pastels</p>

3

**PREPARATION FOR INTERACTION WITH DISCOVER THE HOUSE DIGITAL EXCURSION**

- Before the day of the excursion have a discussion with your class about interacting with digital excursions. Topics you might like to cover include:
- What is a digital excursion? It is the ability to experience something first hand without leaving the comfort of your classroom. Digital excursions also give you the ability to go places that you couldn't normally, eg behind the scenes or under the sea.
- Being aware that the tour guide can hear and see everyone at all times, just like with any excursion and they are happy to answer questions throughout the experience.
- Appropriate behaviour towards the tour guide and the other schools that will be present on the digital excursion. Turn taking, speaking clearly etc.
- Throughout the digital excursion there will be breaks to use the interactive whiteboard and complete some of the IWB activities. These activities will also be available after the excursion so that students can take their time with them.
- Have fun and don't be shy!

4	<p><b>RESEARCH ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Using the Research Contract, students choose one area to focus on an in-depth inquiry. This can be treated as an in class or take home project. Students can work either individually or in pairs.</li> <li>Areas that they might like to focus on could include: <ul style="list-style-type: none"> <li>Jørn Utzon</li> <li>Bennelong Point</li> <li>Opera Australia</li> <li>Bangarra Dance Theatre</li> <li>Bell Shakespeare</li> <li>The Australian Ballet</li> <li>Sydney Theatre Company</li> <li>The Australian Chamber Orchestra</li> <li>The history and politics of establishing an Opera House in Sydney or any other aspect of Sydney Opera House that takes their interest</li> </ul> </li> <li>Students present their work as they finish each activity. The marking rubric can help teachers to use this activity as the summative assessment for the Unit of Work as well as a portfolio sample of needed.</li> </ul>	<p>Discover the House Research Contract</p> <p>Access to computers and Microsoft PowerPoint or similar</p> <p>Marking Rubric</p>
5	<p><b>REFLECTION AND EVALUATION</b></p> <ul style="list-style-type: none"> <li>Revisit the brainstorming sheets from Lesson One. In a new colour, students add information that they have learned throughout the Unit of Work, individually first and then as a whole class.</li> <li>Revisit the questions that were asked during Lesson One. Can students answer all of them now? If there are any outstanding questions answer them for the students. A student can write the answer to the question on a sticky note and stick it on top of the question.</li> <li>Written Reflection: In journal entry style, students write or draw about their experiences throughout the unit of work. What did they enjoy? What did they learn? What would they like to do differently next time? Students can read out their work to a partner or to the class.</li> </ul>	<p>A3</p> <p>brainstorming worksheets from Lesson One</p> <p>Questions from Lesson One</p> <p>Journals or lined paper</p> <p>Pencils/pens</p>

## Teacher's Overview and Unit Evaluation

# Significant Australian Places: Sydney Opera House

.....  
 year: .....  
 Term: .....  
 Student: .....  
 mark: ..... /40  
 Percentage: .....

## RESEARCH TASK MARKING RUBRIC

.....

Insert or glue sample of students contract work here or photo of them completing an activity from the Research Contract. Highlight the appropriate face below corresponding to students progress for each criteria.

😊 =5      😐 =3      ☹ =1

Student gives reasons why particular activities may be associated with particular natural, built and heritage features and places, eg states why the Opera House is where it is.	😊	😐	☹
Student identifies diverse customs, practices and symbols shared by their local community and all communities within Australia.	😊	😐	☹
Student compares ways in which members of the community use features of the local area to meet their needs.	😊	😐	☹
Student describes how people can construct and modify environments in a manner that reflects ideas, culture, needs and wants, eg design of Sydney Opera House.	😊	😐	☹
Student can explain how environments are sometimes modified to fulfil new and different requirements.	😊	😐	☹
Student recognises that people create specialised environments to meet specific needs.	😊	😐	☹
Student responds appropriately to different viewpoints in a discussion.	😊	😐	☹

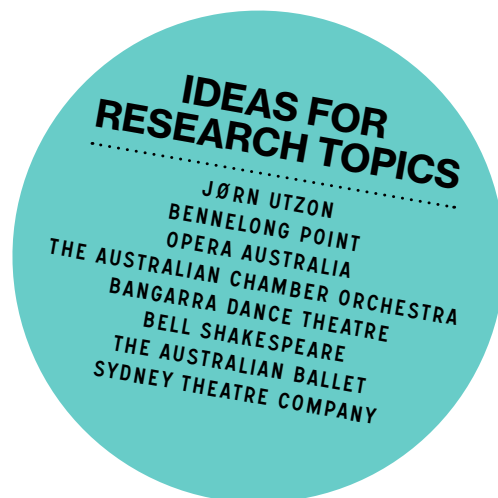
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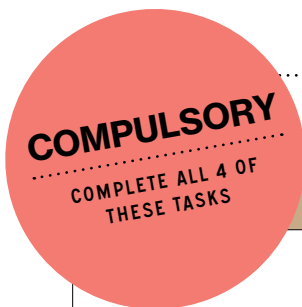
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## STAGE 3: RESEARCH CONTRACT

Complete the 4 compulsory tasks, and then choose at least 3 other tasks from the optional list. Each task can be negotiated with your Teacher or group and written in your HSIE book using a new heading for each task. It is helpful to present each task to the teacher before starting another.



## MY CHOSEN TOPIC



<b>TITLE PAGE</b>	tick when completeD <input type="checkbox"/>
Create a title page in your book.	
<b>FINDINGS</b>	tick when completeD <input type="checkbox"/>
On the page after the title page write your research findings. Make sure you answer Who, What, Where and When about your topic.	
<b>NEW VOCABULARY</b>	tick when completeD <input type="checkbox"/>
List the new words you come across whilst researching your topic.	
<b>PERSONAL RESPONSE</b>	tick when completeD <input type="checkbox"/>
At the end of your research task write a personal response. Consider all that you have learned. What did you enjoy and what further research would you like to do?	



**optional**  
 CHOOSE AT LEAST 2 OF  
 THESE TASKS

<b>DRAW</b>	tick if completed <input type="checkbox"/>
A picture which displays some of your research findings.	
<b>DEVELOP</b>	tick if completed <input type="checkbox"/>
15 questions in the style off 'Who wants to be a Millionaire' based on your topic.	
<b>POSTCARD</b>	tick if completed <input type="checkbox"/>
On the front of a postcard-sized piece of cardboard, draw your interpretation of Sydney Opera House. You can use any form of media to decorate your card. On the other side of the postcard, write to someone telling them about the place you are visiting and the people you met while you were there.	
<b>SLIDE SHOW</b>	tick if completed <input type="checkbox"/>
Create a short slide show based on your research topic. You might like to include the following in your slides; pictures of Sydney Opera House, the group or person that you have been researching along with some text with important information.	
<b>CROSSWORD</b>	tick if completed <input type="checkbox"/>
Create a crossword (or find-a-word) using key words from your research topic. Don't forget to make an answer sheet as well!	
<b>COMIC CAPERS</b>	tick if completed <input type="checkbox"/>
Write down all the important things that happen in a day in the life of the group or person that you are researching. Using a piece of A3 paper folded into 6 sections draw these things in order. Make sure you add important events like rehearsing and performing.	
<b>ON THE SCENE REPORTER</b>	tick if completed <input type="checkbox"/>
Here is your chance to be a TV reporter! The subject of your report will be the group or person you have been researching. You might like to interview the principal performers or have them give a short performance while you describe it. You need to write a script and present it to the class.	
<b>SOUNDS LIKE...</b>	tick if completed <input type="checkbox"/>
Make a soundtrack that represents the group or person you were researching. Draw a CD cover to go with it, and a list of tracks on the back listing the songs you chose and why you chose them.	
<b>COMPARE</b>	tick if completed <input type="checkbox"/>
If you have time choose another research topic from the list above. After answering the 'Who, What, When and Where' questions think about what is the same and what is different between the two topics. You may like to preset this as a Venn Diagram.	

# Significant Australian Places: Sydney Opera House

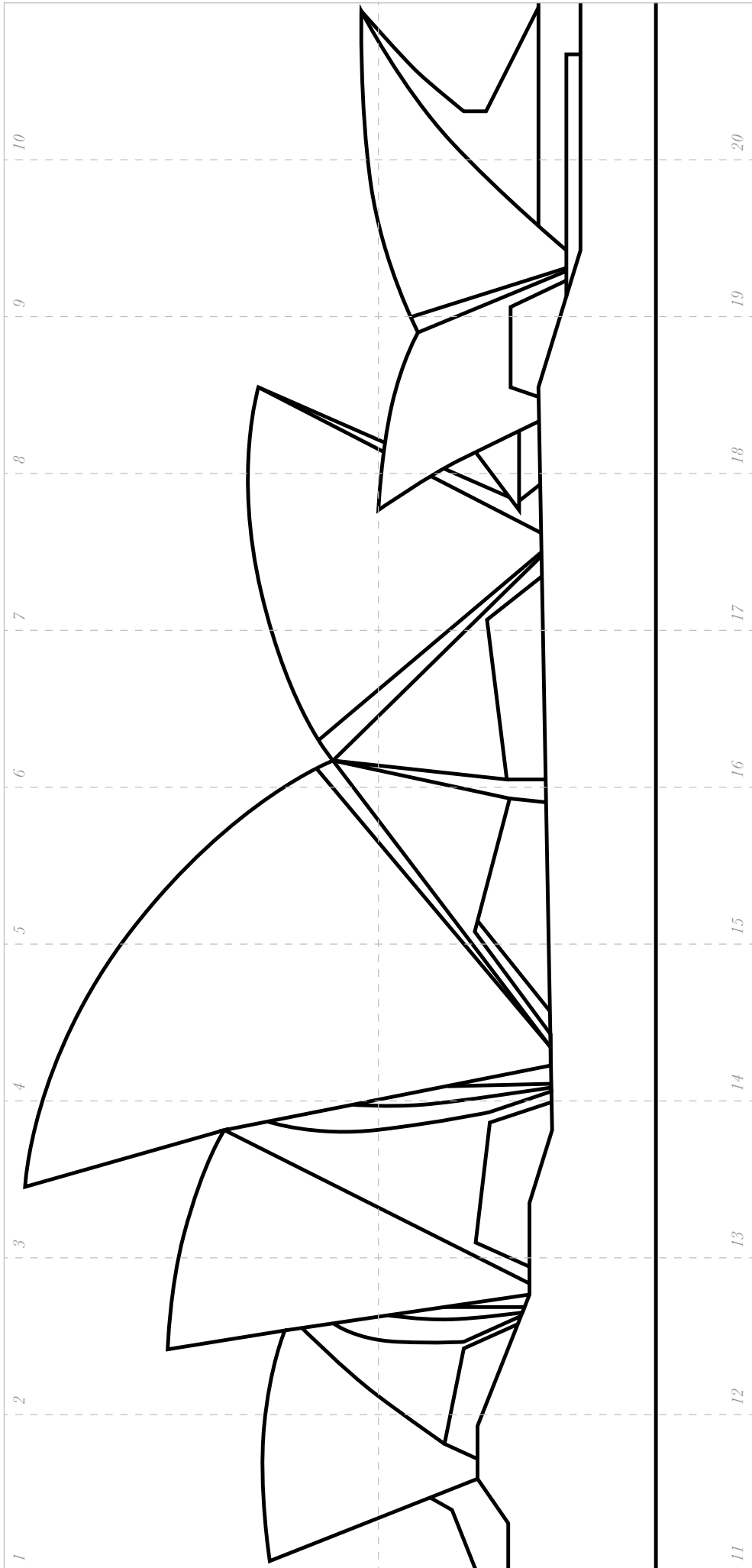
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DATE: .....

## STAGE 3: RESEARCH TASK student self-evaluation .....

Answer the following questions by circling the appropriate number. 1 being the lowest and 5 being the highest.

Were you well prepared and organised for all of your activities?
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
How well did you present your information overall?
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Did you use the allocated time effectively?
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
How well did you research your area of interest?
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
How well did you work in a group while completing the research contract?
<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

Comments: .....  
.....  
.....



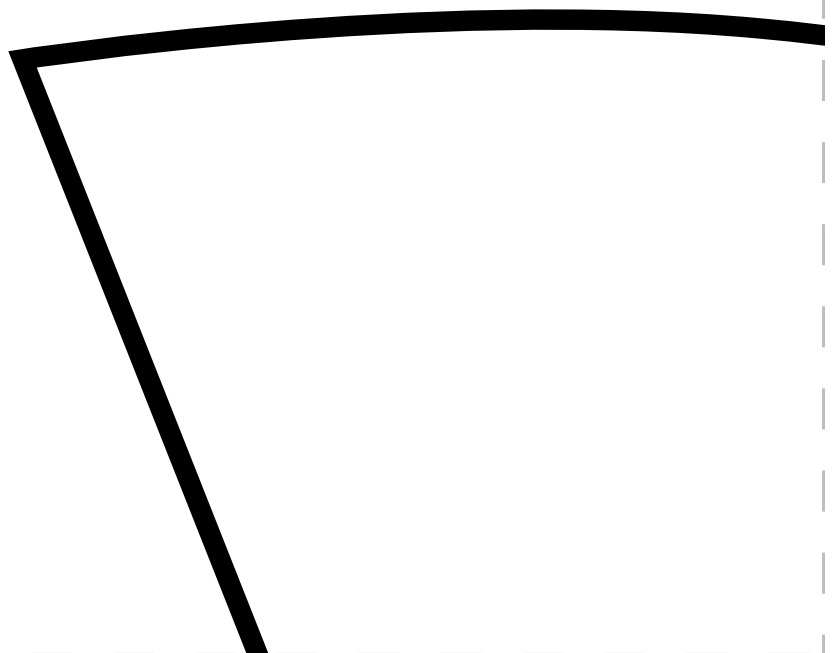
## ACTIVITY

CUT OUT YOUR  
RECTANGLE AND THEN  
BUILD THE SYDNEY  
OPERA HOUSE WITH  
YOUR CLASS MATES

Colour anything inside the outline  
BLACK and anything outside  
(blank space) in COLOURS.

Ideas for the background include:  
fireworks, blue sky and clouds,  
sunset colours, water underneath  
the Opera House etc. The choice  
is yours, but decide with your  
classmates first!

1



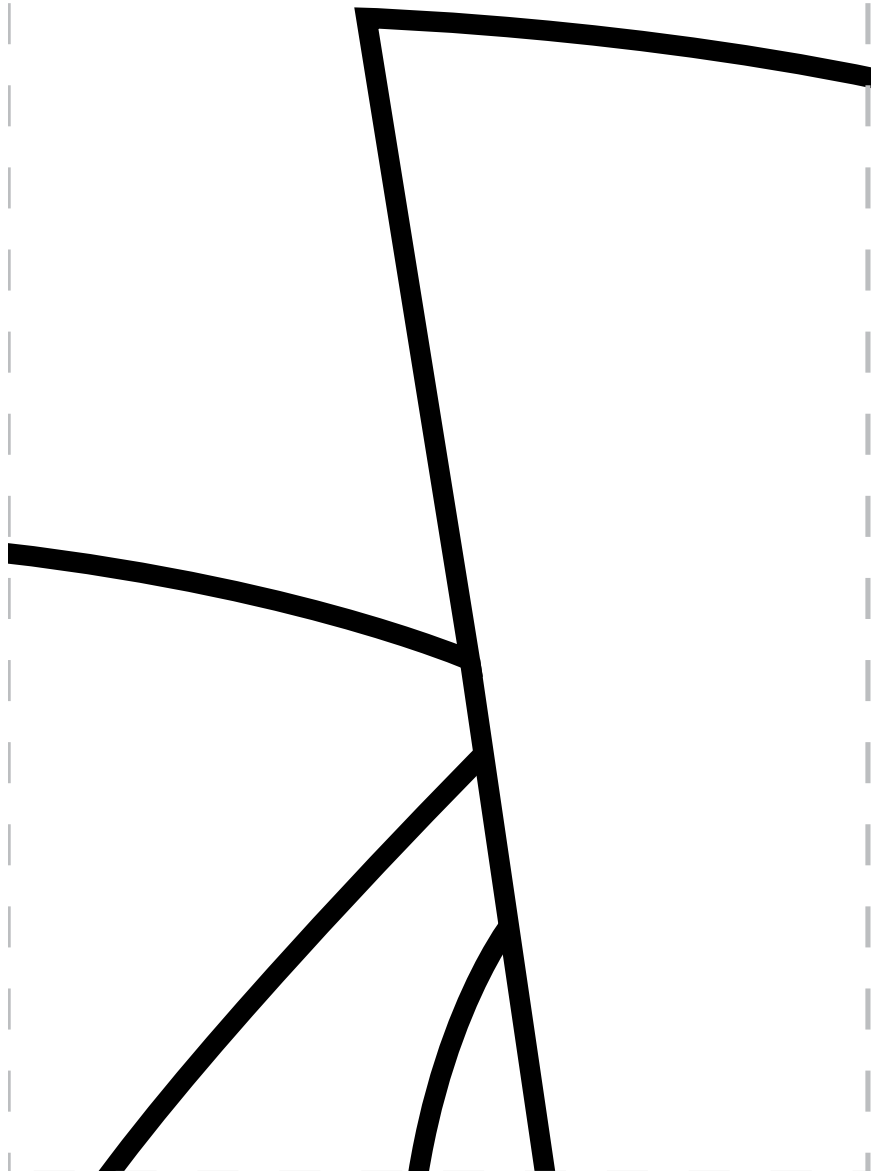
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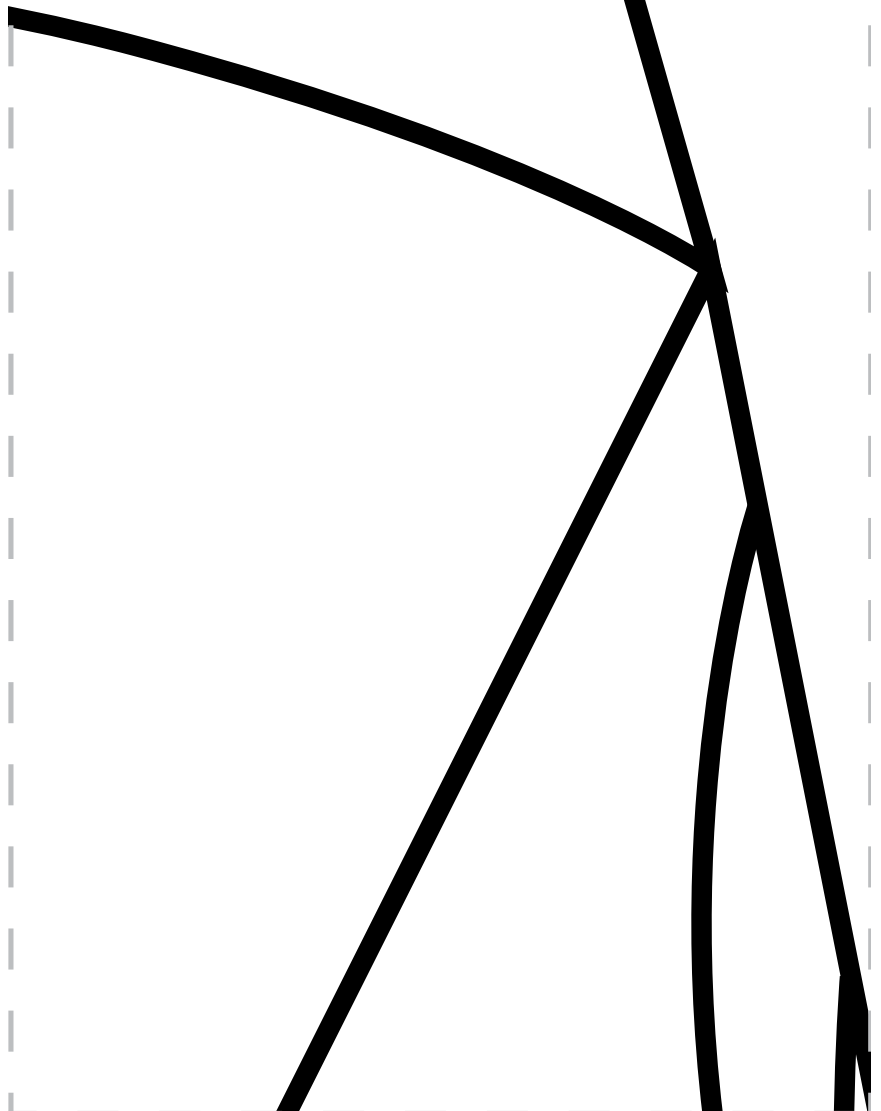
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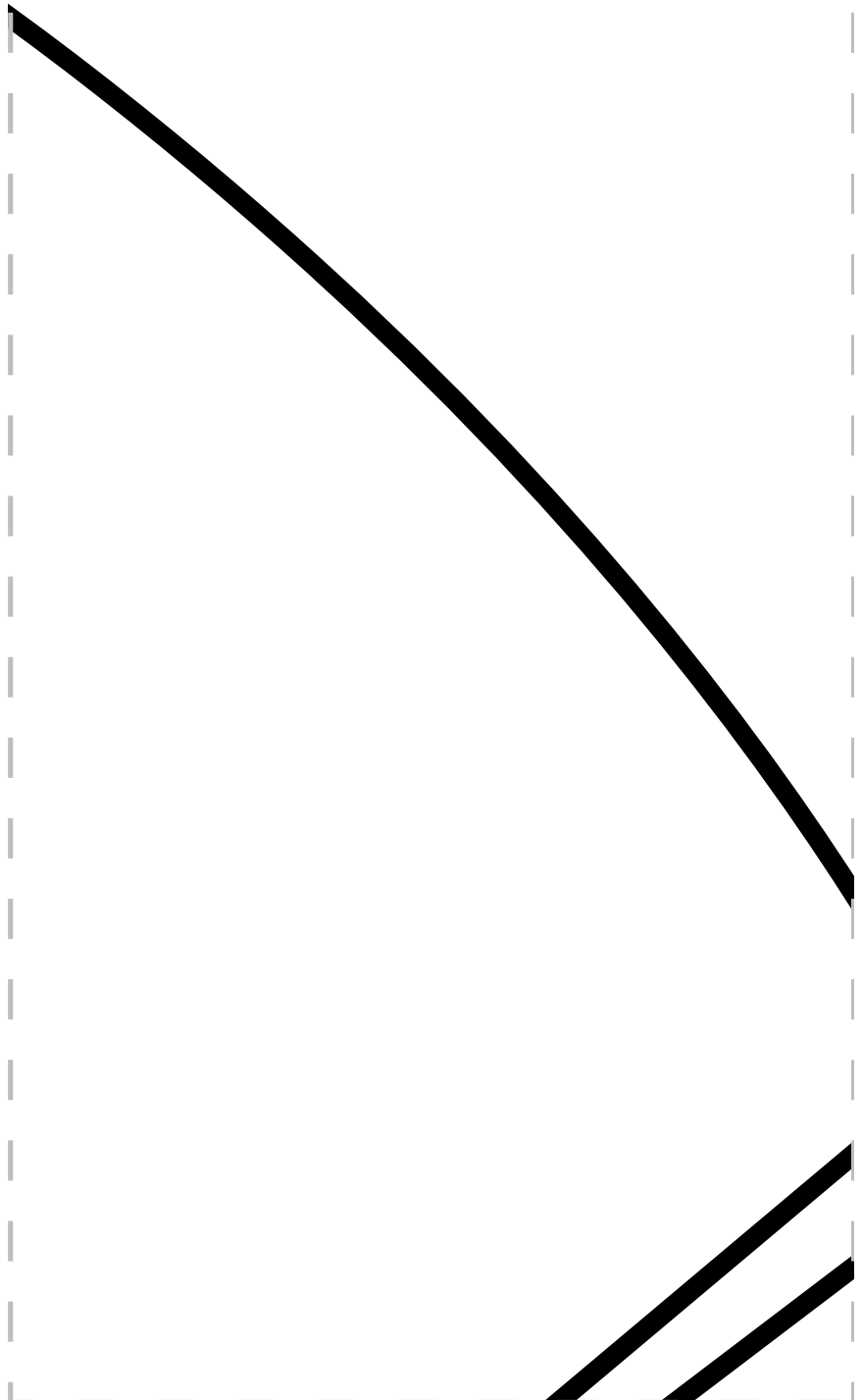
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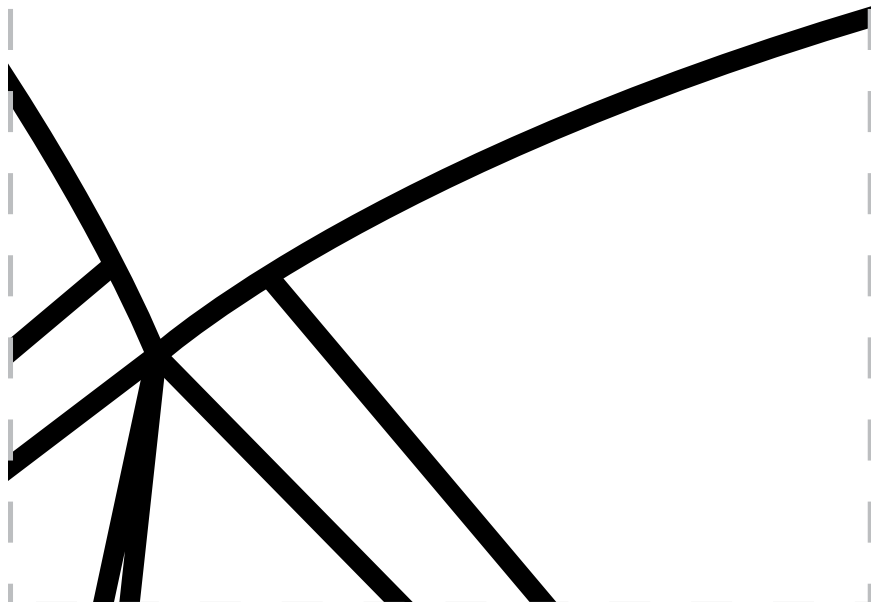
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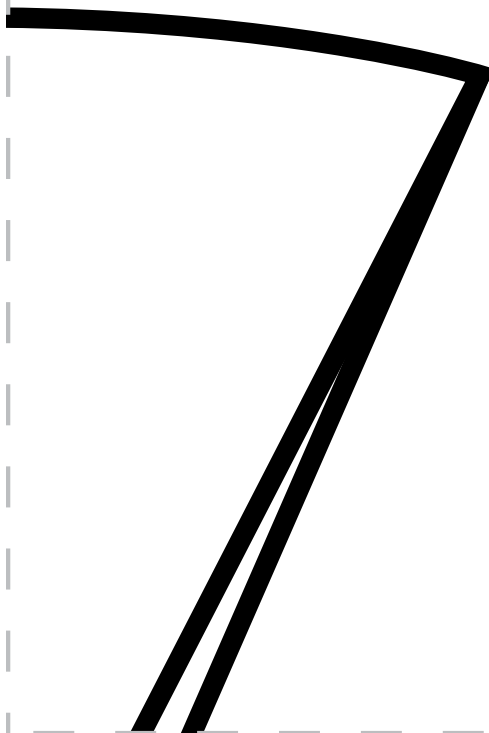
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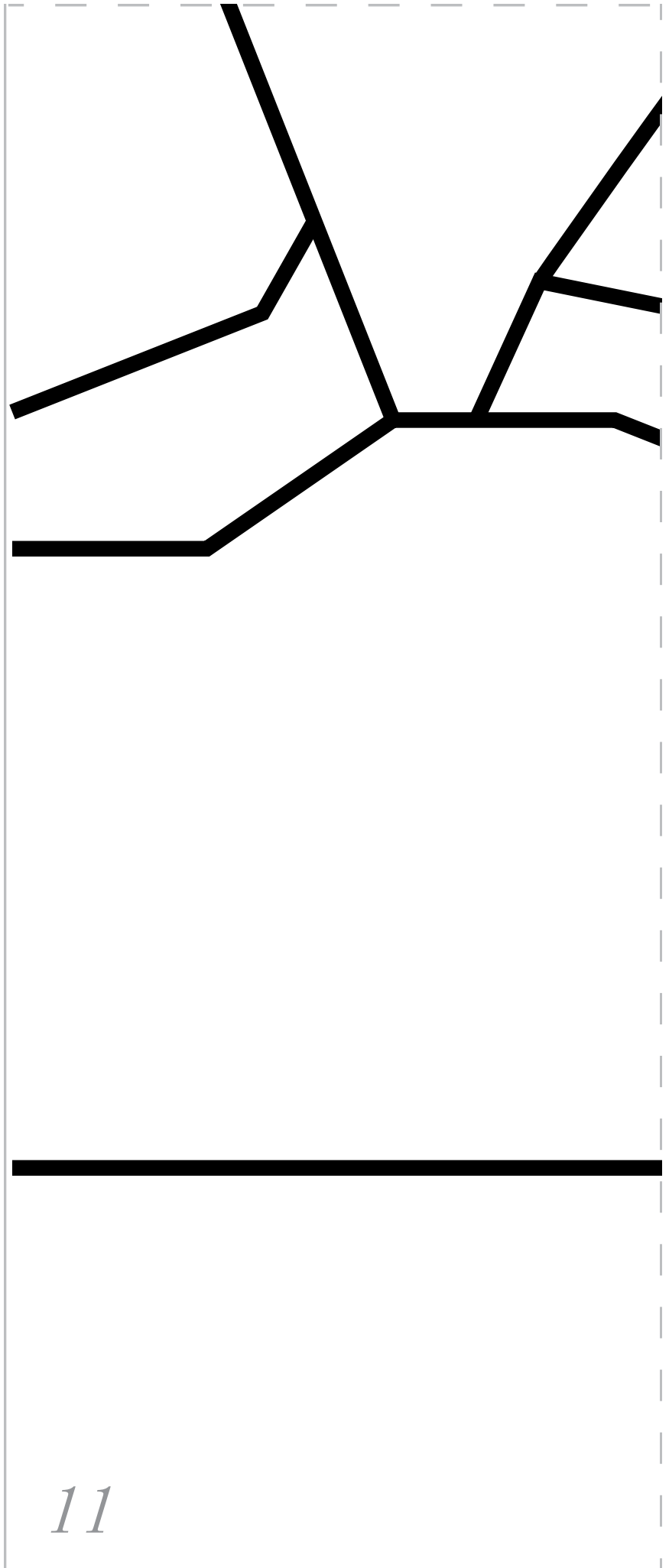


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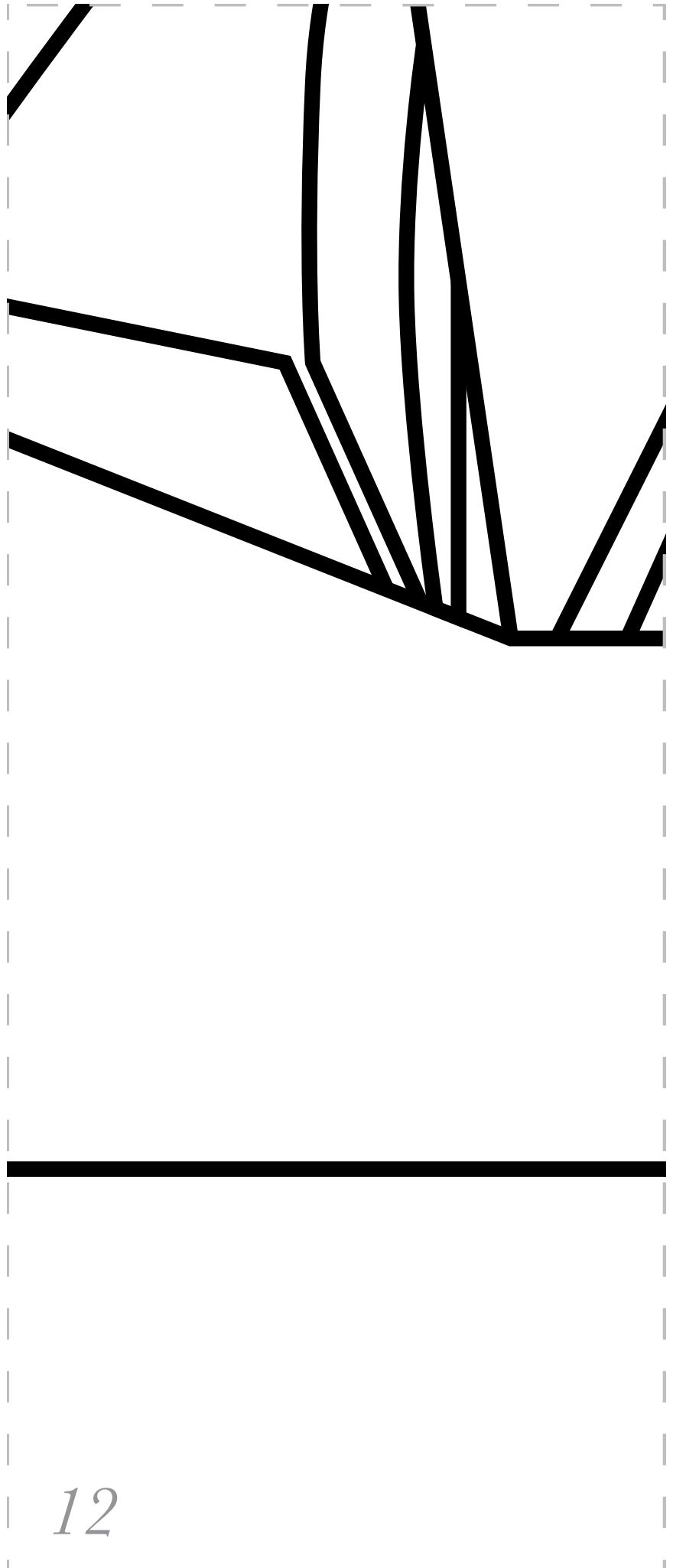


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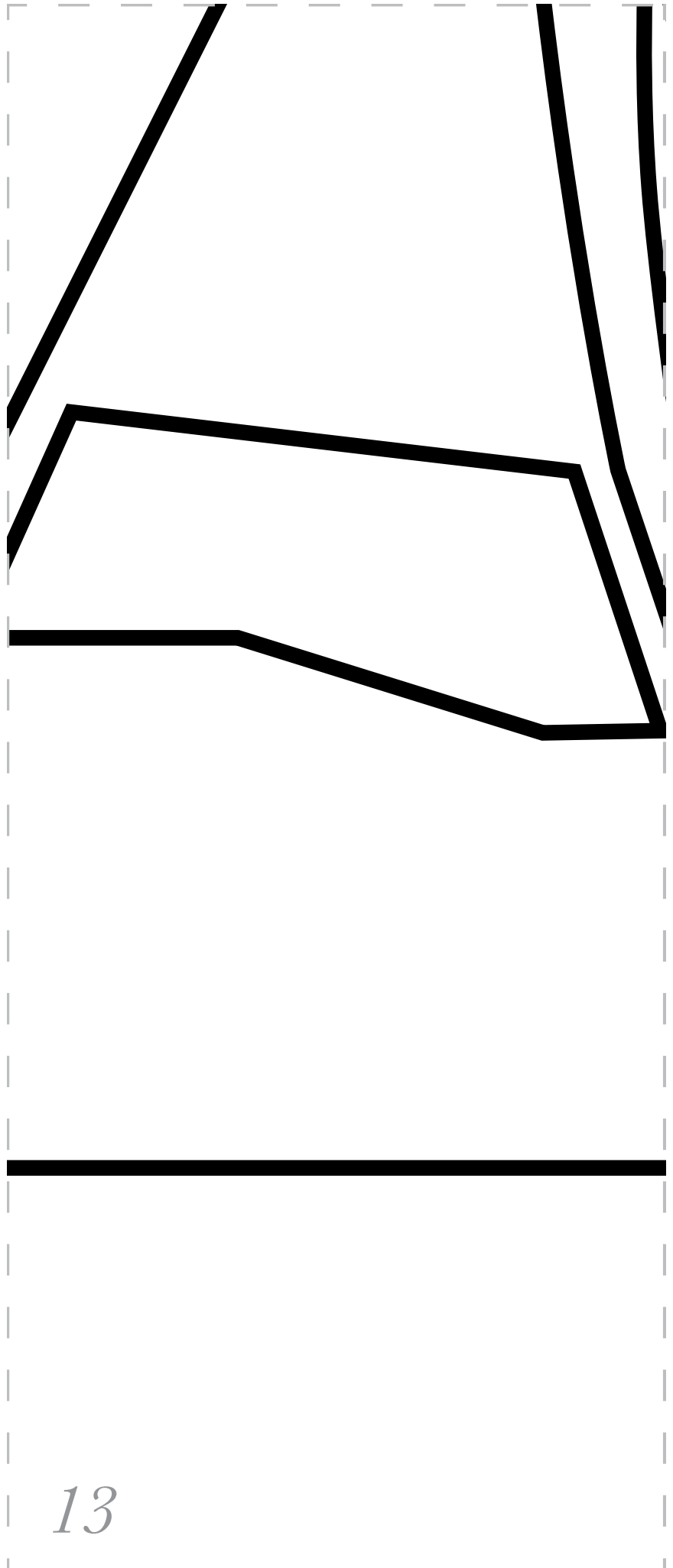


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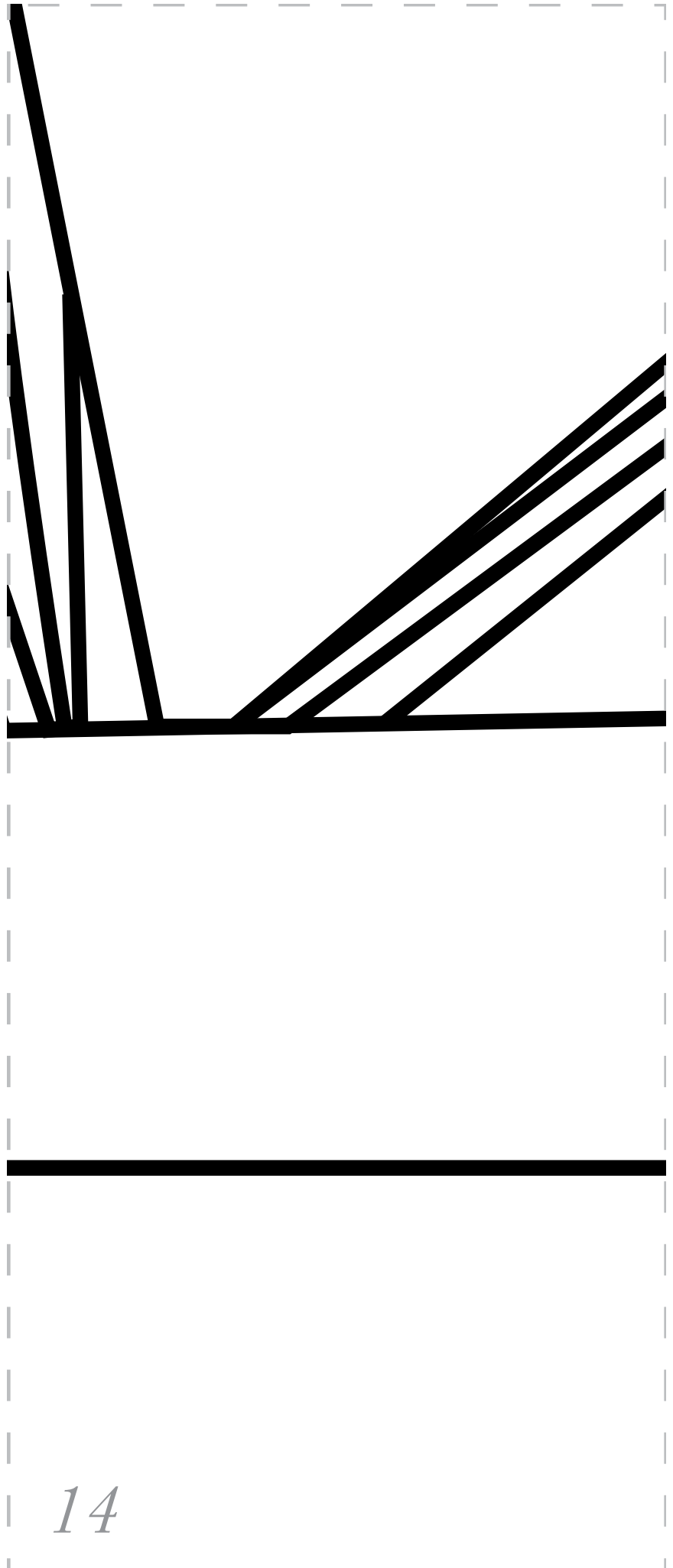


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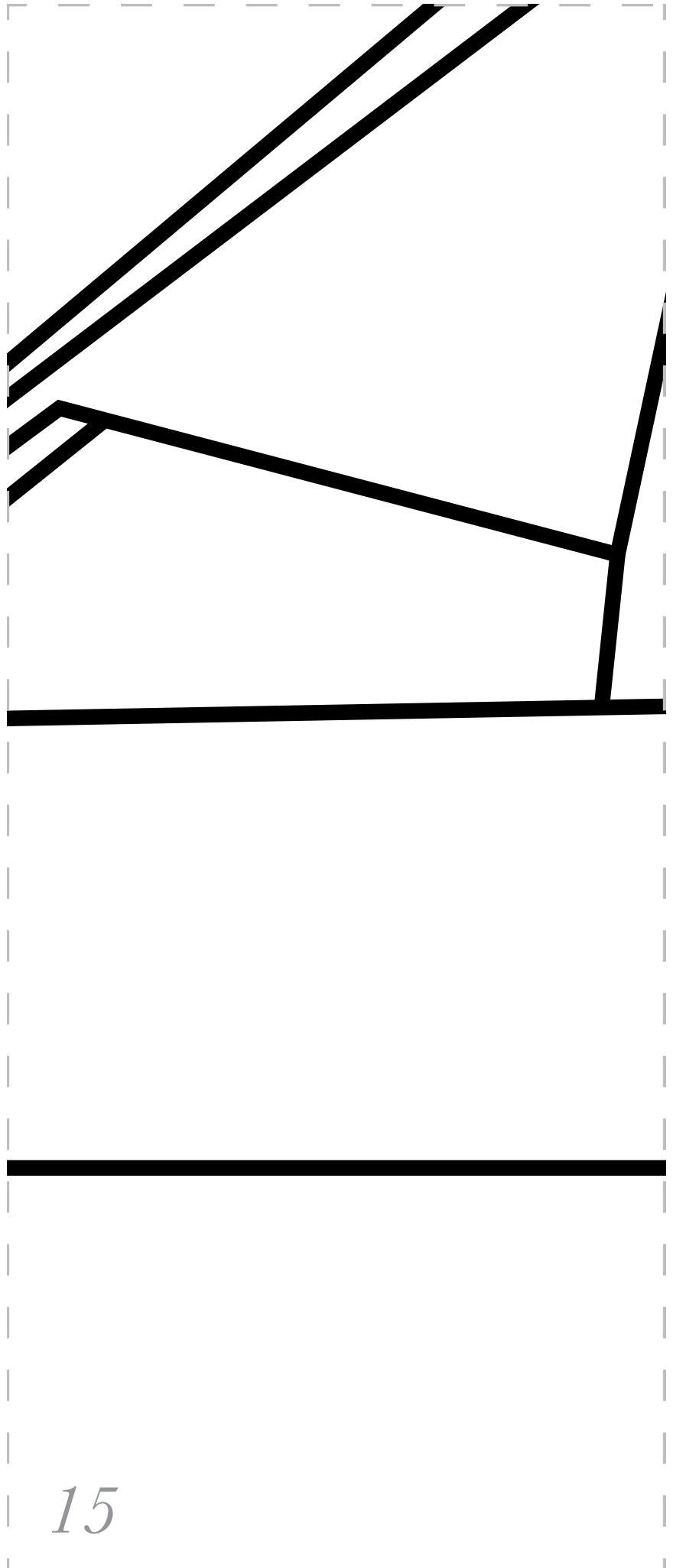


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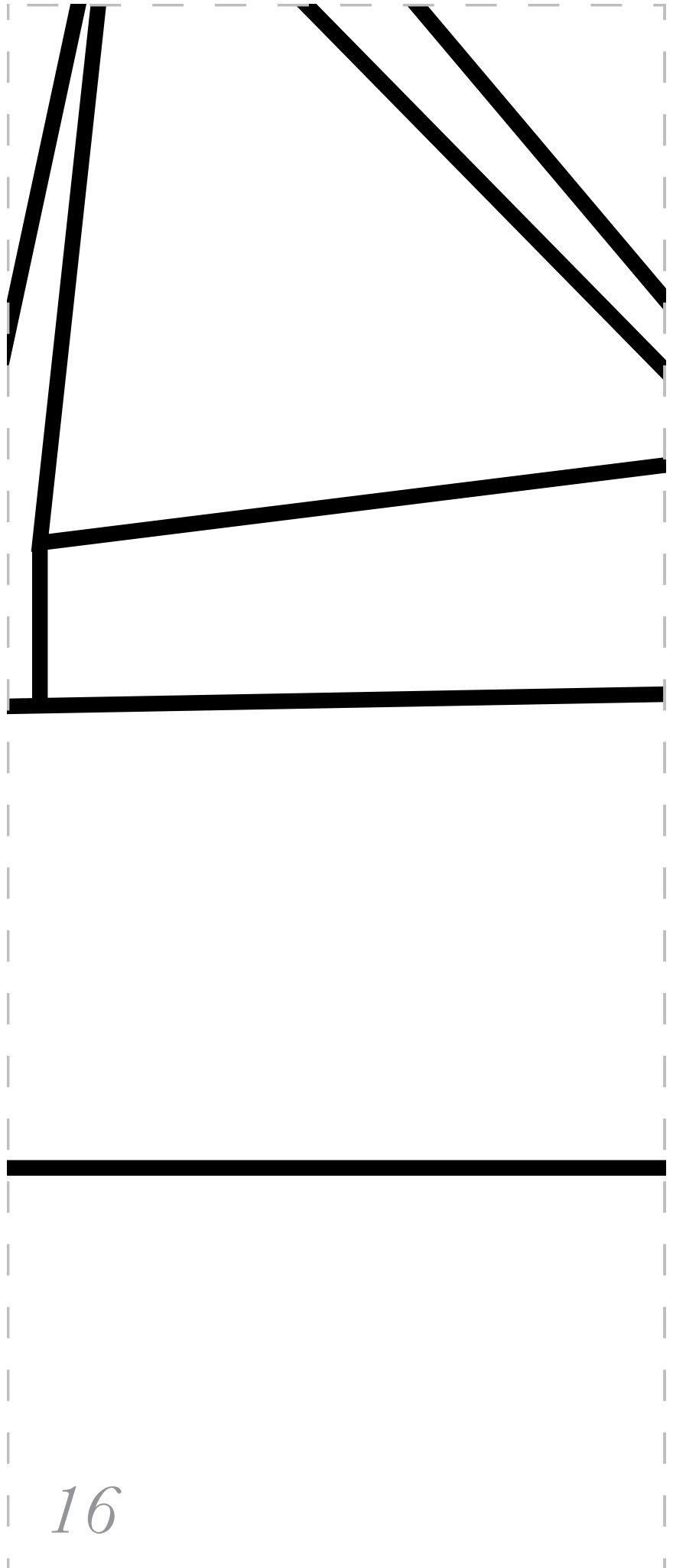


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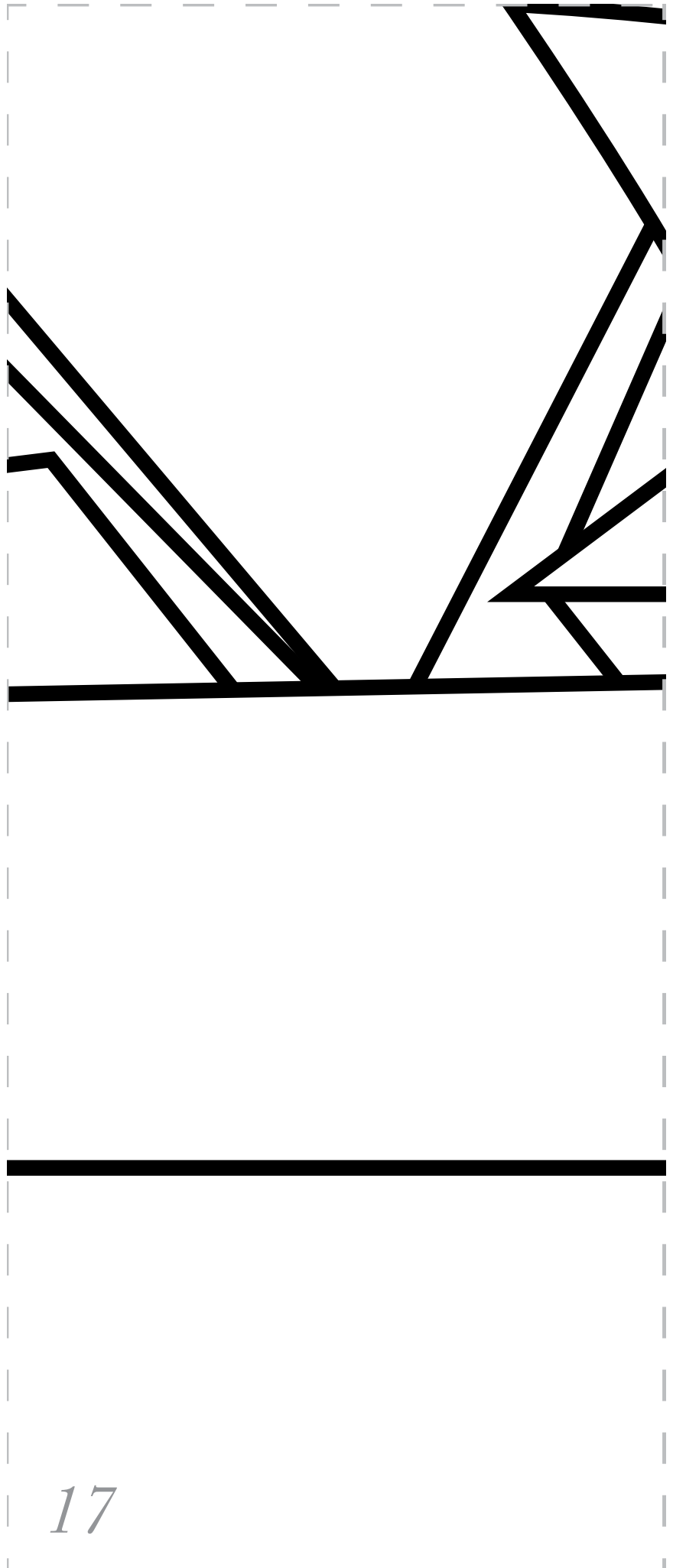


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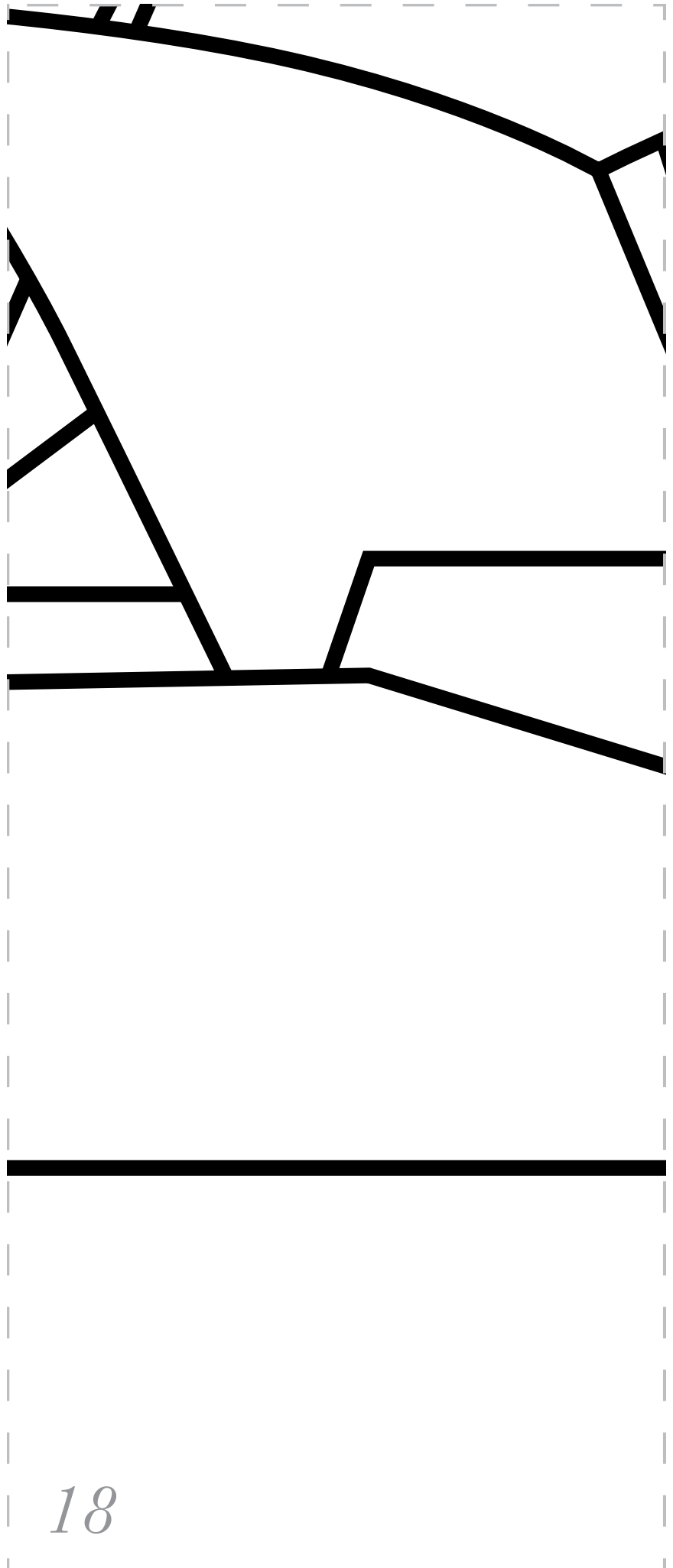


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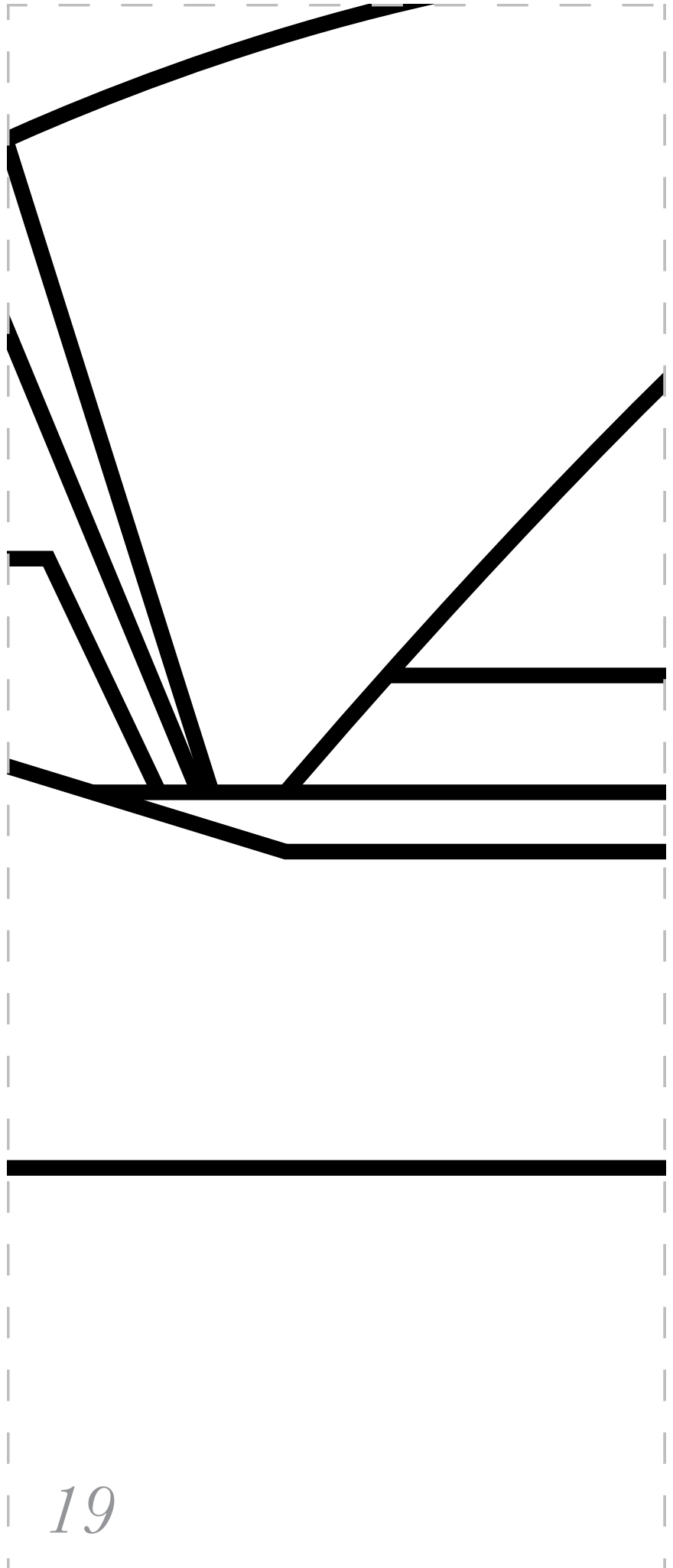


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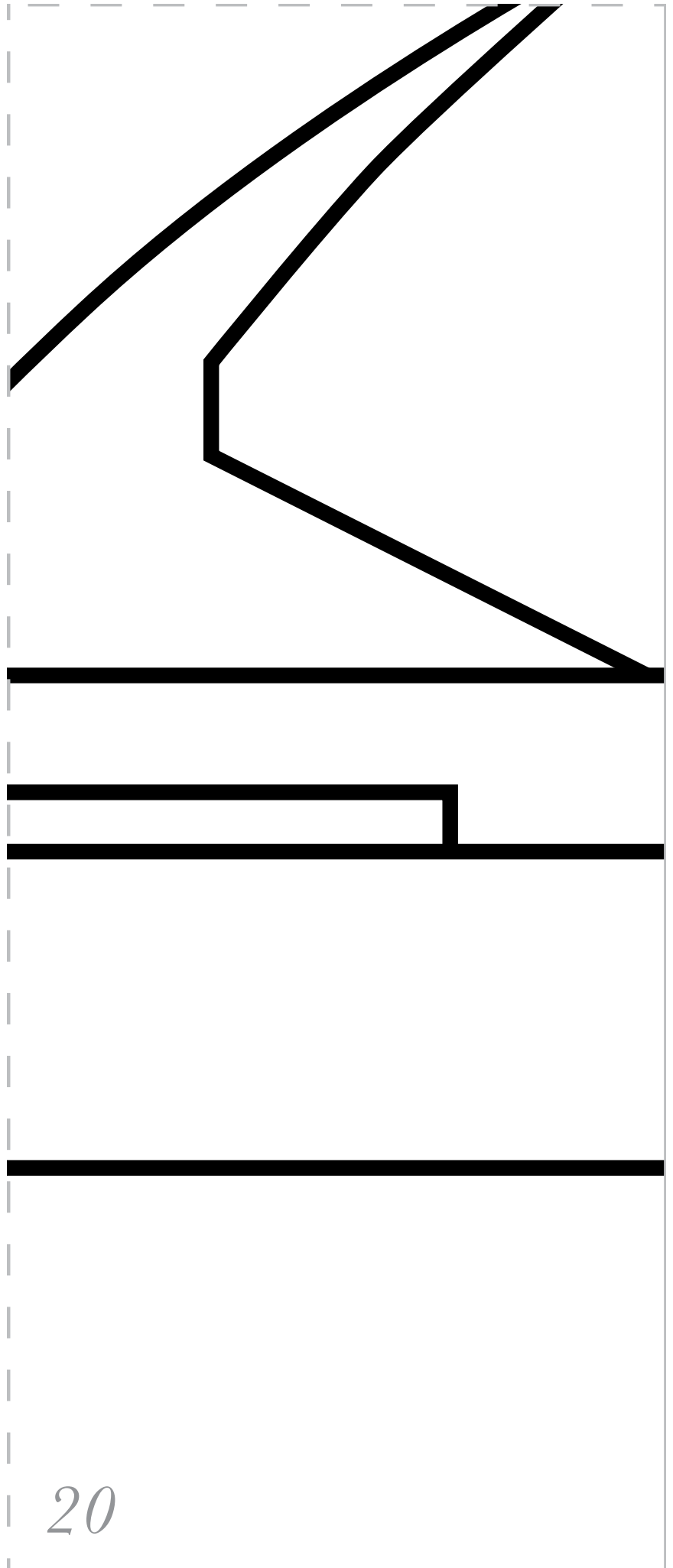


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## Let's keep in touch

Sydney Opera House  
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Bennelong Point  
Sydney NSW 2000  
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or email [creativelearning@sydneyoperahouse.com](mailto:creativelearning@sydneyoperahouse.com)

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