



## Wau Bulan Floor Performers

Arts lessons for years 3 to 6  
Classroom or Specialists Arts



These lessons are a collection of the required resources and a suggestion of how to proceed. Feel free to adapt to your teaching style, online or face to face, and the needs of your students. What must remain consistent is the choreography, stage entrance, and stage exit, if your group wish to perform at the Festival of Music Adelaide concert series.

### What do I want my students to learn?

To understand and accurately perform a series of movements in an Asian context.

#### Learning Area (The Arts) Achievement Standard: Year 5 and 6

*Students structure elements and processes of arts subjects to make artworks that communicate meaning. They work collaboratively to share artworks for audiences, demonstrating skills and techniques.*

#### Learning Area (The Arts) Achievement Standard: Year 3 and 4

*Students describe and discuss similarities and differences between artworks they make and those to which they respond. They discuss how they and others organise the elements and processes in artworks. Students collaborate to plan and make artworks that communicate ideas.*

#### PERSONAL AND SOCIAL CAPABILITY:

- Work within a team to produce a performance for others
- Reflect on growth in learning
- Become confident, resilient and adaptable

#### MUSIC:

- accurate and consistent sense of beat
- accurate rhythm
- understanding of Malaysian cultural expression through art, dance and music
- singing in pitch

#### DANCE:

- accurate performance of choreographed movements across the body

#### DRAMA:

- facial expression and posture
- stage craft; (backstage and sidestage behaviour, entering and exiting the stage)
- remaining in character

#### MEDIA:

- use of film to assess progress and growth
- working to a deadline (audition date)

#### VISUAL ARTS:

- make and decorate a Wau Bulan kite

### How will I know that they have learnt?

- My students will perform the Floor Performer moves for Wau Bulan.
- They will create their own Wau Bulan (Malaysian Kite).

### What assessment criteria can I use?

A = Perform onstage at the Festival of Music

B = Selected and attend an audition for the Festival of Music

C = Perform to others at school. (online video, junior class, assembly, school concert)

D = Growth in some skills in the Success Criteria/Learning Matrix/Assessment Rubric

E = No movement on the Success Criteria/Learning Matrix/Assessment Rubric

## Resources you will need

- Lesson plans.
- Festival of Music App which has the song. (*The choreography here is for the Choir only*)
- 2022 Festival of Music Songbook which has the song. (*The choreography here is for the Choir only*)
- A great performance of Wau Bulan at iSing in Silicon Valley to inspire your students. Our choreography is simpler. Can your students discuss the differences? Students can find and use the QR code in the Songbook on page 74.  
<https://www.youtube.com/watch?v=PKFAlMFxr1Y> or
- Teaching videos of each section of the song. These are perfect to put online in the first weeks for students to learn at home.  
**Introduction:** <https://youtu.be/p7GcNQcAsJE>  
**Verse 1:** [https://youtu.be/vb5AT41X\\_ug](https://youtu.be/vb5AT41X_ug)  
**Chorus:** <https://youtu.be/ShZs2GBreHc>  
**The End:** (from 1:40 in this film) <https://youtu.be/7hj9KJ9VlJs>
- A suggested Student Success Criteria/Learning Matrix/Assessment Rubric. Select whichever descriptor applies to your school. You can find this at the end of this document.
- Film about Wau Bulan (Malaysian kite).  
<https://www.youtube.com/watch?v=ea749wWj6tI>
- Wau Bulan outline from OZ Asia.  
[https://www.abc.net.au/reslib/201308/r1153355\\_14472980.pdf](https://www.abc.net.au/reslib/201308/r1153355_14472980.pdf)
- Wau Bulan origami.  
<https://youtu.be/Gw-96xcbgDU>

## Lesson Plans

### Lesson One: The hook

- View and discuss the film of students performing at iSing Silicon Valley.
- Talk about an amazing opportunity to perform a version of this at the Festival Theatre in September. It would be like representing your school at SAPSSASA sporting events. Are you up for the challenge? It could be your whole class or the best students selected from all your classes. They do not have to be in your choir.
- Get onto the Festival of Music App or website and listen to the song.
- Look at the information that is in the grey box in the Songbook. Use the QR codes.

### Lesson Two: What can I do now?

- In pairs or small groups film each other's first attempt at the movements while watching the teaching videos for the Intro, Verse 1 and the Chorus. Encourage hilarity. This becomes their baseline data.
- Students self-assess their base line ability, using the teaching videos and the Success Criteria/Learning Matrix/Assessment Rubric (pre learning data).

### Lesson Three: Explicit teaching Intro (Rehearsal marks A and B on the score)



- Use the intro teaching video to teach how to sit down very, very accurately. <https://youtu.be/p7GcNQcAsJE>
- Give your students a Mathematics task to mark out the rehearsal space. The stage area at the Festival Theatre is 10 metres X 3 metres.
- Organise your class into one or two, lines, whatever looks best for your team. Use window spacing like this.



- Teach, how to always wait silently side stage, getting into character, right from this first lesson. Walk on confidently and into standing position on the stage. Imagine a curtain rising in front of you. As the music begins, sit down as per the video. Sit perfectly still in prayer position, ready for when the Verse starts.
- Explain the value of repetition and resilience as a learning tool for excellence.
- Ask the students if they have moved on their Success Criteria/Learning Matrix/Assessment Rubric.
- After the lesson put a link to the teaching videos up on whatever platforms you use, Skoolbag, Seesaw, iPads etc so students can take responsibility for their own learning.

### Lesson Four: Explicit teaching Verse (Rehearsal mark C)

- Revise stage entrance and Intro. Rehearsal marks A and B. Use the Verse 1 teaching video to teach the Verse. <https://youtu.be/vb5AT41X ug>  
This is where the music speeds up. The choir will have simplified moves. As Floor Performers you have more room and get to have bigger moves.
- Take time to get the correct pull and push the air movement with **both** hands. Talk about why one hand may be harder to get accurate than the other.
- Use the slow down function on the app to rehearse section C slowly and accurately.
- Rehearse from the beginning to the Chorus at Rehearsal mark D.
- For a break maybe introduce some of the Wau Bulan Kite ideas.
- Rehearsal mark F is the verse again so you now know this too.

### Lesson Five: Explicit teaching Chorus (Rehearsal mark D)

- Revise stage entrance Intro and Verse. Rehearsal marks A to C.
- Check in with the learning matrix. How are they travelling?
- Use the Chorus teaching video to teach the Chorus at section D. <https://youtu.be/ShZs2GBreHc>
- Check in with the students where to next? Complete the song or work on some Art activities with the Wau Bulan.
- After the lesson make a decision about who and how your students will audition for the Festival, as a class or as students selected by you from many classes. They don't have to be anywhere near perfect at this stage. Enthusiasm counts for so much at this point.

**Audition applications open from March 9** (Week 6 Term 1) on the Festival of Music website and are due by May 5 (Week 1 term 2).

### Lesson Six: Explicit teaching of the ending

- Use the teaching video from 1:40 to learn the last line of the song and the final tableau (freeze). <https://youtu.be/7hj9KJ9VlJs>
- At rehearsal Mark F the verse moves are those you already know. Join this to the ending you have just learnt.
- Add in Rehearsal Mark E. Three groups of 8 circle claps. We may add extra moves to this later on, but for the audition we need very secure clapping on the beat and in tempo.
- Teach how to stand, bow, and move off stage, remaining in character. This is vital to complete the performance. Bowing correctly is important. Hands and arms by your sides, bend from the waist until your torso is perpendicular to your legs, look at your shoes for just over a second then rise. At my school we all think the word *hippopotamus* while looking at our shoes.

### Lesson Seven: Rehearsal for Assessment

- Students manage their rehearsal time in preparation for filming their performance.
- You can add more lessons here if you have time.
- Use the Success Criteria/Learning Matrix/Assessment Rubric to guide rehearsal.

### Lesson Eight:

- Students film each other or the whole group now that they have learned and rehearsed. Ensure that the films are useful footage for all to use in assessment. Include walking onstage, the tableau at end, bowing and walking offstage.
- Students assess themselves and or each other using the Success Criteria/Learning Matrix/Assessment Rubric.
- Organise as many performances as possible for your students at school with your choir.
- Select B grade and potential A grade students to form your team to attend the audition for the Festival.



## Wau Bulan Success Criteria/Learning Matrix/Assessment Rubric. Name..... class.....

(Adapt this to your requirements)

A High Achievement	B Good Achievement	C Satisfactory Achievement	D Working Towards	E No Growth
<b>Aim for a Festival Theatre Performance</b>	<b>Aim for a Festival of Music Audition</b>	<b>Aim for a School Performance</b>	<b>Aim for Growth in the Class Films</b>	<b>Learn from the Class Films what to aim for next time</b>
I can perform all the choreography accurately on the beat	I can perform all the choreography	I can perform all the choreography with just a few tiny errors	I can perform some of the choreography with support from others	I cannot perform the choreography
My movements are powerful, extended and confident	My movements are confident and extended	My movements are confident	My movements are not confident	I am not confident
I walk on and off stage silently and confidently with expressive posture	I walk on and off stage silently, maintaining my posture	I walk on and off stage silently	I talk or fiddle while walking on and off stage	I stop others from walking on and off stage the best they can.
I am always a team player striving for the best performance from everyone	I support the team to be the best it can be	I strive to be a team player	I sometimes stop the team being the best they can be	I often stop the team being the best they can be
My film work of all parts of the song was easy for my classmates to use in assessments	My film work was easy for my classmates to use in assessments	My classmates were able to use most of my film work in assessments	My classmates found it hard to use most of my film work in assessments	My classmates could not use my film work in assessments
I used my knowledge of Malaysian culture to make my performance better	I showed my knowledge of Malaysian culture to others	I have new knowledge of Malaysian culture	I don't know much about Malaysian culture	I know nothing about Malaysian culture
I can sing Wau Bulan confidently while performing the moves with correct pitch and rhythm	I can sing Wau Bulan while performing the moves	I can sing Wau Bulan	I can sing some of Wau Bulan	I can't sing Wau Bulan
<i>Add your Visual Art task here</i>				

