

**MALTHOUSE**

**EDUCATION**



# **2024 INFORMATION PACK**



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## INTRODUCTION

The Suitcase Series is Malthouse Theatre's award-winning education programme that has been inspiring Victorian students since 2010. Combining classroom activity with in-theatre and online performance, this innovative participatory program is an opportunity for Year 9 and 10 students to develop and expand their theatre-making skills and share work with peers.

Starting with a blank page or stage, a newly commissioned Malthouse script as provocation, and the topic—**Climate Change**—the piece is created by students from the needs or interests of the group. There is also infinite space for the young participants to bring their own ideas, issues, or events, pictures, songs, plays, poems, or any other stimulus.

The Suitcase Series provides a well-rounded method of collaborative creation in which all students take on the roles of writers, actors, dramaturgs, directors and production crew, and negotiate the creation of their unique 20-minute piece.

While the resulting performance will undoubtedly be a source of pride for the students and the school, ultimately it is the *process* of devising work for the Suitcase Series that is as—if not *more*—important than the finished product.

The program is designed to run throughout Terms 3 and 4, providing a valuable and innovative opportunity to structure the drama curriculum across an entire semester.

This document shows how a responsive theatre-making or playbuilding program like Malthouse's Suitcase Series can greatly boost young participants' academic and personal capabilities.

Please get in touch if you have any questions, and I hope to see you in the theatre—or onstage—soon!

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# HOW IT WORKS



## IN-THEATRE PARTICIPATION





-  Year 9 and 10 students are given a newly commissioned script with a focus on climate change—this year is the second and final year of acclaimed *Who No Kno Go No* by Kuda Mapeza.
-  Students work together to develop a 20-minute piece of theatre in response.
  - This could feature a specific excerpt from the script,
  - Or may be completely original, using the script and/or its source material as a stimulus.
  - You will be supported by *Who No Kno Go No* teachers' notes and other resources, accessed on our Suitcase Series online portal.
-  They can act, compose, write, design, dance, direct, choreograph or sing.
-  All costumes, props and set pieces must fit inside one suitcase—hence the name of the program!
-  They then go to The Malthouse for an in-theatre day to present their work.
  - Students from a range of schools come together in the Beckett Theatre to share and respond to each other's performances.
  - The in-theatre day is facilitated by the Malthouse Education Coordinator and one of the cast.
  - In the afternoon, students watch the professional Malthouse production of *Who No Kno Go No*.
  - The audience members will then engage in a post-show Q&A with the full cast.

*The great thing about The Suitcase Series is that our students are exposed to multiple ways of seeing. They get to witness the work of students from across the state and see how professional actors/directors have interpreted the same text that they have been working with. They get to share insights about their process of theatre making and learn about the process of other students and professionals. Performing on a professional stage elevates the status of their work and helps them to develop as young artists.*

**Teacher**



## DIGITAL PARTICIPATION

-  Year 9 and 10 students are given the same commissioned script as all other schools—the inspiring and poetic *Who No Kno Go No* by Kuda Mapeza.
-  Students work together to develop a 20-minute digital performance work in response.
  - This could feature a specific excerpt from the script,
  - Or may be completely original, using the script and/or its source material as a stimulus.
  - You will be supported by *Who No Kno Go No* teachers' notes and other resources, accessed on our Suitcase Series online portal.
-  They can act, compose, write, design, dance, direct, choreograph and sing. They may employ as much or as little digital technology as they wish in pursuit of their storytelling and presentation goals—or they can keep it as simple as they like!
-  During the season of *Who No Kno Go No* and the in-theatre days, the group will upload their completed digital work to the Suitcase Series website to share with other participating schools.
  - Students from a range of schools can view and give feedback on each others' works.
  - They will also get digital access to watch the professional Malthouse production of *Who No Kno Go No*.



*This was unlike any project I've ever done, for drama or outside of it. The requirements of having to be inspired by the "Who No Kno Go No script and the ability to take lines from it and make it into our own play, completely up to our own imagination and decisions made this so interesting, at times challenging. I thoroughly enjoyed watching the shows done by other schoolkids as well as the professionals watching our performance and getting to hear what they thought about our work; it was all very special.*

**Student**

## **SUPPORT & RESOURCES**

Designed and launched in 2020 in response to lockdowns and the pivot to digital engagement, our Suitcase Series web portal became the perfect post-Covid platform to house our living resource hub—for communication, sharing, and access to materials to assist both teachers and students throughout your entire performance-devising journey.

**For teachers**, we have the *Who No Kno Go No* script, notes, class plans and workshop 'liftouts' ready to go. Every month we also hold an online check-in session for questions and sharing (these are then added to the hub) and closer to the performance day we will provide detailed theatre tech specs so you're ready to seamlessly transition your classroom work onto the Beckett stage.

**For students**, there is an interactive inspiration board of images—a fistful of threads for them to pull—leveraging the text, the different themes, the characters, and the issues. Some are merely images, some link to articles or videos. These are kept up to date by us, and we encourage teachers to share their own stimulus materials they've found.

**For the whole class**, we will provide behind-the-scenes updates on our own production of *Who No Kno Go No*—including video interviews with the performers, director, designers and playwright—and a platform for all schools to share their final performances, whether digital or recorded live by Malthouse.

*Wow! My kids really enjoyed responding to the script and terrific resources and then creating their own work—and got such a kick out of watching the other schools' performances too! It really is such a great program.*

**Teacher**









## DATES

**23 October – 1 November 2024**

Malthouse Theatre, Southbank

## PRICES

<b>Metro schools</b>	\$38.00 per student
<b>Regional &amp; Low ICSEA</b>	\$35.00 per student
<b>Accompanying teachers</b>	FREE (up to 2 per group)
<b>Additional teachers</b>	\$38.00

*A non-refundable deposit equivalent to 10 student-price tickets is required to secure your place.*

*A booking fee of \$4 per school will also be applied on the final invoice.*

## BOOKINGS & INFORMATION

Book your school's spot by filling out the registration form here:

[form.typeform.com/to/MoB0yjLa](https://form.typeform.com/to/MoB0yjLa)

For any queries, please don't hesitate to contact Lyall Brooks, Malthouse Education Coordinator:

[lbrooks@malthousetheatre.com.au](mailto:lbrooks@malthousetheatre.com.au)

**0408 59 59 39**

## SUPPORTING PARTNERS

GIRGENSOHN  
FOUNDATION



*The Suitcase Series also receives generous support from individual Malthouse Muse donors.*





# CURRICULUM LINKS



## GENERAL LEARNING OUTCOMES

The playbuilding aspect of The Suitcase Series is inherently applicable to existing structures of class plans, semester designs, unit and project checkpoints, and state education curricula.

**The following general, project-long learning intention examples may be applied to the work undertaken:**

- Develop a broad and applied understanding of performing arts concepts and skills.
- Build further specialised knowledge through in-depth explorations.
- Make connections between the student's work and potential career pathways.
- Explore and analyse contemporary issues, and the student's relationship to these themes and ideas.
- Develop collaborative skills and abilities.
- Identify and cultivate a sense of empathy and understanding for different viewpoints (cultures/values/beliefs).
- Cultivate self-direction and assertiveness in the student's own learning, and develop a sense of empowerment and agency by generating content from their own ideas.

*Across the years of The Suitcase Series a strong social and personal learning is apparent, with the same terms used by teachers and students alike: collaboration, patience, confidence, risk taking, resilience, connectedness, leadership, careers, contribution, process, generation, product, reflection, and mentoring. Teachers also highlighted the critical discussion of each other's work and the transferable skills that enable young people to converse and interact with people outside their current social group.*

**Dr Meg Upton**

*The Suitcase Series: An Enduring Participatory Theatre Making Program in Even More Urgent Times*



**Other personal, creative and critical outcomes include but are not limited to:**

- social cohesion and teamwork;
- giving and accepting constructive criticism;
- taking on a position of responsibility;
- building confidence and self-esteem;
- identity development;
- physical and mental agility;
- emotional control;
- developing critical literacy and effective communication skills;
- sharing diverse perspectives;
- complex problem solving;
- perseverance, pride and a sense of satisfaction for both personal achievements and collective accomplishment; and
- catharsis for experienced events and issues.

*Having attended the program many times now I can honestly say that each and every year the program improves. This year was absolutely fantastic and a big part of that is due to the positive and inclusive environment that you cultivated on the day. I know my students had an absolute ball and enjoyed themselves so much that they are now begging for another performance opportunity (the Suitcase Series is normally their final performance for the year). This is a massive sign of the success of the program, in that it has ignited a passion for the Arts.*

*In my experience, there is honestly no program akin to the Suitcase Series which values students' voices and creativity, and also gives them an opportunity to perform in a professional theatre. I cannot praise and thank you the whole Malthouse team enough!*

**Teacher**

## SUBJECT LINKS

The Suitcase Series can essentially be applied to, or used as, an entire unit or elective semester of work. It integrates with and addresses the following Victorian Curriculum and Assessment Authority areas.

### DRAMA

The program allows the classroom to work through the three stages of the production process, with students getting a sense of: approaching a script; developing their responses; and performing. It encourages teachers to branch off when and however they want—they can take advantage of the program and resources to introduce students to non-naturalism, epic theatre, absurdism, Stanislavsky, and many more—and embed that learning back into the work they're creating.

Most if not all areas of the Victorian Curriculum for Drama in Years 7-10 will be addressed, across all major targeted learning areas:

- The elements of drama
- Viewpoints
- Forms
- Skills, techniques and processes
- Materials

Previously, teachers have identified the program's capacity to incorporate skills such as script writing, acting, design, direction, costume, makeup, sound, lighting, and ensemble making, and to encourage the writing-performing-revising-cycle that reflects that of professional theatre.

Teachers speak of the passion and excitement students had for theatre making after participating in the program, and recognise the program's capacity to illuminate students' understanding of ensemble work and a chance to engage with a variety of theatrical conventions, the meaning of collaborative process, and the capacity to develop diverse and essential performing arts skills in stagecraft, research, design and production—and working to deadlines!.

*At my new school, I was facing a culture within the Performing Arts that was quite negative and complacent—so I needed to use The Suitcase Series to engage my group of Year 10 Drama students . . . and it worked! The students were excited about performing!*

**Teacher**

## **ENGLISH**

### ***Language***

- Language variation and change
- Language for interaction
- Text structure and organisation
- Expressing and developing ideas
- Phonics and word knowledge

### ***Literature***

- Literature and context
- Creating literature

### ***Literacy***

- Texts in context
- Interacting with others
- Interpreting, analysing, evaluating
- Creating texts

## **THE CAPABILITIES**

### ***Ethical***

- Analyse and evaluate
- Recognise contestability
- Cultivate open-mindedness

### ***Personal and Social***

- Emotional expression recognition, understanding and evaluation
- Resilience and personal quality awareness
- Empathy development and diversity support for a cohesive community
- Respectful relationships and interpersonal skills
- Effective teamwork and challenging situation management

### ***Critical and Creative Thinking***

- Understanding and application of thinking processes
- Adventurous and flexible thinking
- Process evaluation across unfamiliar contexts

### ***Intercultural***

- Respect and awareness of community cultural diversity
- Intercultural influences on attitude, values and beliefs
- Acceptance and appreciation of diversity for a cohesive community



