

Malpa Performing Arts Program



The Malpa Performing Arts program resonates with Indigenous students because it represents their personal expression in performance as they engage in the arts in their schools. Students draw upon their ancient cultural traditions and their contemporary learning and experiences through a 'best of both worlds' engagement in the arts.

The program has three parts:



Musical Theatre

Musical theatre provides an opportunity for students to improve self-confidence and to participate in music education, while engaging the entire school community in a shared creative endeavour.

E = mc² - The Musical is the family engagement component of Good to Great Schools Australia's Oz-e-science Physics curriculum. Incorporating music, acted scenes, dance and science experiments, it is delivered as a schoolwide performance involving every student. Students and their families are also involved in pre-production activities such as making costumes and props.

The musical expands students' understanding and appreciation of physics and provides engaging opportunities for scientific learning. Delivered at Cape York Aboriginal Australian Academy for the first time in 2020, the musical helps to strengthen learning and education bonds for students and their families.

Slam Poetry

Slam poetry is a component of GGSA's Oz-e-writing curriculum. A form of performance poetry, slam poetry combines the elements of performance, writing, competition, improvisation and audience participation.

It is performed at events called poetry slams, or simply, slams. The name 'slam' derives from the audience's power to praise or critique a poem in the real-time presence of the poet, and from its signature high-energy performance style.

The Malpa Performing Arts Program and Oz-e-writing each include a curriculum framework based on traditional and contemporary poetry styles and a program for the teaching and performance of poetry.



Music for Learning

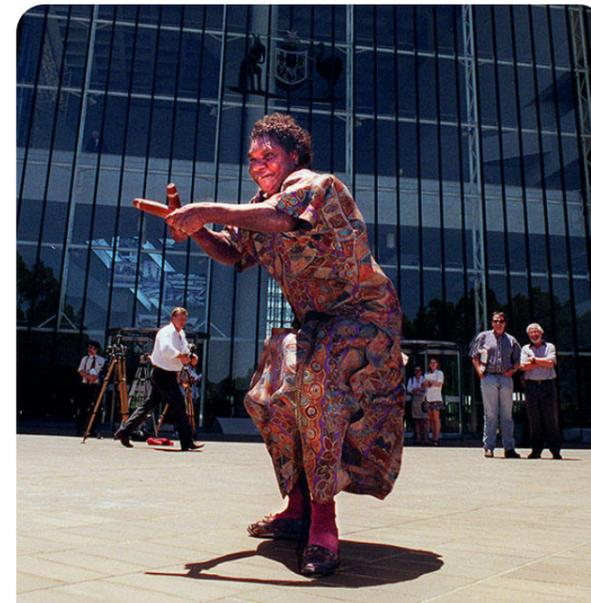
Music for Learning is a comprehensive program encompassing music theory, history, singing and instrumental music for students from Foundation to Year 6. Students acquire practical skills through learning a musical instrument, singing in a choir and playing in a concert band. Talent is cultivated through routine practice and performance, so that students are well-prepared to progress with music into high school.

Partnerships are fundamental to the program, with organisations such as the Queensland Symphony Orchestra, Queensland Music Festival and the National Music Teacher Mentoring Program providing professional support to music teachers new performance and enrichment opportunities for students. In recent years, Music for Learning students have performed at the Sydney Opera House and trained with artists including jazz legend James Morrison AM and Yothu Yindi's Ben Hakkalitz.



Our curriculum

GGSA's Oz-e-science and Oz-e-writing curriculum use a specially designed Australian Curriculum that applies a combination of explicit instruction and Direct Instruction pedagogy.



Malpa

When the High Court handed down its Wik decision in 1996, Wik woman Gladys Tybingoompa (pictured above) was featured prominently in the media, exultantly dancing her people's *malpa* outside the High Court.

For the Wik Mungkan people of Cape York, *malpa* is a secular entertaining traditional performance that interweaves story, music, dance. *Malpa* describes the joyous act of artistic expression through performance.

Need

Indigenous children, especially those in remote schools, commonly experience limited access to artistic development compared to non-Indigenous students in major centres. When engagement is offered, it tends to be through ad hoc activities that offer little long term impact. There are few opportunities for remote and regional communities to engage with the arts unless they travel long distances. The Music for Learning program provides a platform to redress this imbalance.

Benefits

- Self-confidence and presentation skills
- A medium for self-expression
- Empathy and compassion
- Cultural awareness and appreciation
- Physical and personal development
- Improved academic outcomes and engagement in school
- Strengthened culture
- Greater resilience and adaptability



Help us achieve our vision

We want all children in disadvantaged schools to have access to a quality arts education via our Malpa Performing Arts program. We've developed a tried and tested model in one of the most challenging educational environments, and now **we need your help.**

You can work with us to promote, package and deliver our program throughout Australia's most disadvantaged schools, because access to the arts is **every child's right.**

Talk to us now about how your organisation can help - info@goodtogreatschools.org.au.

Projects in development

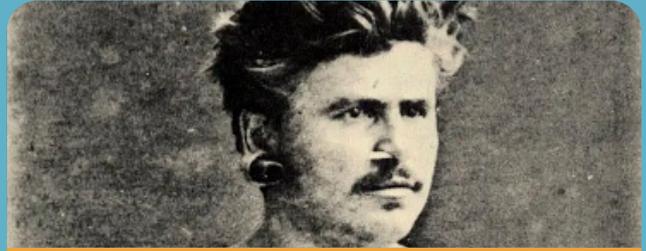


The Epic Story of the Guugu Yimithirr Peoples

The Epic Story of the Guugu Yimithirr Peoples is a live theatrical performance bringing together students of Hope Vale with their teachers, families, Elders, language experts, musicians and professional theatre artists in an intergenerational act of celebration. It will be presented on country in Hope Vale before playing to festival audiences around Australia.

Using poetry, dance, theatre and song, in English and Guugu Yimithirr, the show explores the rich history of the Guugu Yimithirr peoples, exploring the key questions: 'Who we are; Where we came from and Where we are going.' The greater aim of this work is to preserve, maintain and evolve the Guugu Yimithirr language and culture for future generations.

The project has received support from the Australia Council for the Arts and is set to have its world premiere in 2023.



The Pelletier Project

The Pelletier Project is a new theatre in education show, exploring themes of intercultural tolerance, resilience and belonging. The play recounts the extraordinary true story of Narcisse Pelletier, a French sailor who was abandoned as a 14 year old on a Cape York Peninsula beach in 1858. Critically ill and left to die, he was taken in and nursed back to health by a family of local Kawadji people. Pelletier lived happily with the local people for seventeen years, marrying and fathering three children. In 1875, he was found by European pearlers, and taken back to Europe against his will.

This show is being developed in conjunction with the students of Coen, with the intention to tour to other schools and communities.

For more information, contact



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