

PINOCCHIO

An original play by Finegan Kruckemeyer with music by Bryony Marks

Created and performed by the Australian Chamber Orchestra

EDUCATION KIT



ABOUT THE PRODUCTION

There once was a boy who was made. And although his papa (who is also his sculptor) sees him as more than enough, he sees himself as less. Because he isn't a real live boy. But he does have a gift. In a world of half-truths and fake news, his nose... knows.

So when he sets off into the world, Pinocchio finds that he can smell a rat. And also ride in a whale. And act like an ass (when he gets turned into one). And outwit a cat and outfox a fox. And eventually... save his papa, Geppetto.

And in doing all these things, he proves himself real and gets out alive. He becomes a real live boy... or does he?

Performed by an actor alongside original music played live on stage by a string trio and percussionist, this reimagined tale is filled to the brim with joy, wonder and just a touch of real magic.

CREATIVE TEAM

Written by	Finegan Kruckemeyer
Original Music by	Bryony Marks
Directed by	Tim McGarry
Production Design by	Melanie Liertz
Movement Direction by	Nat Jobe
Lighting Design by	Véronique Bennett
Sound Design by	Jem Hoppe

UNIT OVERVIEW

UNIT TITLE	Pinocchio
UNIT OVERVIEW	
This Unit of Work is designed to introduce students to the story, characters, and themes of <i>The Adventures of Pinocchio</i> by Carlo Collodi, and to prepare for and extend their experience of the live production of <i>Pinocchio</i>. Teaching and learning activities address both English and Creative Arts syllabus outcomes. Some lessons are designed as preparation for the performance, and some are suggested follow up lessons but teachers should feel free to use and adapt these materials in any way they see fit. The production is suitable for students in Kindergarten / Prep – Year Four, and curriculum outcomes are given for each of these learning stages. Teachers will need to adapt the suggested activities to suit the ability of students.	
UNIT CONTENT	
English	Students will: • Learn about the features and structures of narratives and storytelling • Identify key themes such as truth, choices and consequences • Develop understanding of characters and emotions • Engage in imaginative thinking to come up with story ideas • Develop story ideas into simple narrative structures
Creative Arts	Students will: • Learn about string instruments, how they make sound, and how music can be used to tell a story • Respond to a live performance by reflecting on how music and drama was used to tell a story • Examine and communicate their response to a live theatrical production • Tell stories through movement and drama • Create visual artworks in response to a story

UNIT OUTCOMES

Australian Curriculum Content Descriptors

Foundation	Year 1	Year 2
AC9EFLA02 Explore different ways of using language to express preferences, likes and dislikes. AC9EFLA04 Understand conventions of print and screen, including how books and simple digital texts are usually organised. AC9EFLA07 Explore the contribution of images and words to meaning in stories and informative texts. AC9EFLE02 Respond to stories and share feelings and thoughts about their events and characters. AC9EFLE05 Retell and adapt familiar literary texts through play, performance, images or writing. AC9EFLY01 Identify some familiar texts, such as stories and informative texts, and their purpose. AC9EFLY02 Interact in informal and structured situations by listening while others speak and using features of voice including volume levels. AC9AMUFE01 Explore how and why the arts are important for people and communities. AC9AMUFD01 Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas. AC9AMUFC01 Create arts works that communicate ideas.	AC9E1LA02 Explore language to provide reasons for likes, dislikes and preferences. AC9E1LA09 Recognise the vocabulary of learning area topics. AC9E1LE02 Discuss literary texts and share responses by making connections with students' own experiences. AC9E1LE03 Discuss plot, character and setting, which are features of stories. AC9E1LY02 Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions. AC9AMU2E01 Explore where, why and how people across cultures, communities and/or other contexts experience music. AC9AMU2D01 Develop listening skills and skills for singing and playing instruments. AC9ADR2D01 Use the elements of drama and imagination in dramatic play and/or process drama.	AC9E2LA02 Explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA08 Understand that images add to or multiply the meanings of a text. AC9E2LE02 Identify features of literary texts, such as characters and settings, and give reasons for personal preferences. AC9E2LE03 Discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways. AC9E2LY02 Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions. AC9AMU2E01 Explore where, why and how people across cultures, communities and/or other contexts experience music. AC9AMU2D01 Develop listening skills and skills for singing and playing instruments. AC9ADR2D01 Use the elements of drama and imagination in dramatic play and/or process drama.

NSW Syllabus Outcomes

Early Stage 1	Stage 1	Stage 2
ENE-OLC-01 Communicates effectively by using interpersonal conventions and language with familiar peers and adults. ENE-VOCAB-01 Understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts. ENE-PRINT-01 Tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print. ENE-UARL-01 Understands and responds to literature read to them. CAE-MUS-01 Experiments with and identifies ways sound is organised in music through singing, moving, playing instruments and using listening skills. CAE-DRA-01 Experiments with and identifies ways feelings, ideas, roles and situations are embodied and enacted in drama.	EN1-OLC-01 Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions. EN1-VOCAB-01 Understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas. EN1-UARL-01 Understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose. CA1-MUS-01 Performs, uses listening skills and composes to communicate ideas through sound, and describes ways musical ideas are conveyed. CA1-DRA-01 Makes and performs drama to embody and enact characters, ideas and stories, and describes ways that drama communicates ideas.	EN2-OLC-01 Communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting. EN2-RECOM-01 Reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension. EN2-VOCAB-01 Builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words. EN2-UARL-01 Identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts. CA2-MUS-01 Performs, uses listening skills and composes to communicate musical ideas, and describes ways the elements of music are used to convey musical ideas. CA2-DRA-01 Makes and performs drama to embody and enact characters, ideas and stories for an audience, and describes ways the dramatic elements are used to convey meaning.

Victorian Syllabus Outcomes

Foundation	Level 1	Level 2
VC2EFLE02 Respond to stories and share feelings and thoughts about the events and characters depicted. VC2EFLE03 Recognise a range of literary texts and identify features including events, characters, and beginnings and endings. VC2EFLE05 Retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writing. VC2EFLY10 Identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are used. VC2EFLY12 Use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independently. VC2EFLY13 Create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge. VC2ADRFD01 Use play and imagination to discover possibilities and ideas for characters and situations. VC2ADRFP01 Share their drama stories with audiences. VC2AMUFD01 use play, imagination, music knowledge and processes to discover possibilities and develop ideas	VC2E1LE02 Discuss a range of literary texts and share responses by making connections with their own experiences. VC2E1LE03 Discuss plots, characters and settings through a range of literary texts. VC2E1LE05 Retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawing. VC2E1LY12 Use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meanings. VC2E1LY13 Create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion. VC2ADR2D01 Develop practices for creating and performing, using the elements of drama. VC2AMU2D01 Develop listening skills and skills for singing and playing instruments.	VC2E2LE02 Compare features of a range of literary texts, such as characters and settings, and share personal preferences. VC2E2LE03 Discuss the plots, characters and settings of a range of literary texts and identify how language is used to present these features in different ways. VC2E2LE05 Create texts by adapting structures and language features of previously encountered literary texts through writing, drawing and performance. VC2E2LY10 Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and begin to analyse texts by drawing on a growing knowledge of context and text structures to build literal and inferred meanings. VC2E2LY11 Create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriate. VC2ADR2D01 Develop practices for creating and performing, using the elements of drama. VC2ADR2P01 Present and share drama that communicates ideas to audiences in informal settings. VC2AMU2D01 Develop listening skills and skills for singing and playing instruments.

BEFORE THE PERFORMANCE

LESSON ONE

Introducing *Pinocchio*

YOU WILL NEED:

- A child-friendly book or digital version of '*Pinocchio*'. You could use this version [here](#).
- Optional: **Colouring Worksheet** and coloured pencils
- Optional: **Craft Worksheet**, coloured pencils or markers, scissors, split pins

Activity 1

Think – Pair – Share: What is a Story?

5 - 10 mins

Students will	Activate ideas and knowledge about stories
Activities	Ask students to think about what they know about different types of stories. Students should first think of their own responses, then discuss with a partner, then share their responses with the class. Encourage students to think about: - <i>What different types of stories are there? (E.g. fairytales, fables)</i> - <i>What makes a really good story?</i> - <i>Are stories fact, fiction, or can they be both?</i>

Activity 2

Meet Pinocchio

15 mins

Students will	Hear or read the story of Pinocchio
Activities	First, show your students the title of the book and activate prior knowledge: - <i>Have they heard or read this story before?</i> - <i>If not, what do they think might happen in this story?</i> Next, read the story aloud to the class. Finish with a class discussion about the story: - <i>Do you have any questions about the story?</i> - <i>Do you have any feelings about the story?</i> - <i>Pinocchio is a puppet - what is a puppet? How might a puppet move?</i> You might like to introduce the idea of a story with a lesson or 'moral' and discuss what they think the moral of this story is.

Optional Activity Colouring or Craft

10 – 20 mins

Students will	Participate in a craft or colouring activity in response to the story
Activities	Option 1. Students can colour and decorate the attached colouring worksheet Option 2. Create a Pinocchio split pin puppet using the attached craft worksheet

LESSON TWO

Truth & Lies

YOU WILL NEED:

- A book or digital version of the story of '*Pinocchio*'.
- Optional: 'truth' & 'lie' statements printed out on paper / cards.

Activity 1

Story Recollection

5 - 10 mins

Students will	Recollect and / or re-read <i>Pinocchio</i>
Activities	Ask students what they remember about the story of <i>Pinocchio</i> . You might like to read the book again to refresh students' memories of the story.

Activity 2

What is a Truth, What is a Lie?

10 mins

Students will	Examine and discuss: what is a truth and what is a lie?
Activities	Have a class discussion about the truths and lies in <i>Pinocchio</i>: - <i>What happened to Pinocchio when he told a lie?</i> - <i>Why do you think Pinocchio chose to lie?</i> - <i>How do you think Pinocchio felt after telling a lie?</i> - <i>How did other characters feel when Pinocchio lied?</i> - <i>Have you ever told a lie? How did you feel after you told the lie?</i> If appropriate, you could extend the discussion by exploring: - <i>Why people sometimes tell lies.</i> - <i>The difference between a mistake and a lie.</i> - <i>Whether a lie can hurt someone's feelings or trust.</i> - <i>How telling the truth helps us build friendships and trust.</i> - <i>Situations where it can feel difficult to tell the truth and what we can do instead of lying.</i>

Activity 3

Truth or Lie?

10 mins

Students will	Identify examples of truths and lies and explain their reasoning.
Activities	Read a series of simple statements aloud. Students decide whether each statement is a truth or a lie. Examples (or make up your own): - The sun comes out during the day (<i>Truth</i>) - Dogs can fly (<i>Lie</i>) - We need water to live (<i>Truth</i>) - People can breathe underwater without equipment (<i>Lie</i>) - Pinocchio was made of wood (<i>Truth</i>)

	Option 1. Movement Game When you read the statements, students should indicate as follows: True = stay still Lie = point to their nose. Option 2. Statement Cards For older students, provide each statement printed on a card, and have them work in pairs or small groups to sort them into “Truth” and “Lie” categories. If appropriate, discuss: - <i>What helped you decide?</i> - <i>Was there any statement that was difficult to classify?</i> - <i>Why is it important to check whether information is true before sharing it with others?</i>
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Extension Activity

Two Truths, One Lie

20 mins

Students will	Apply their understanding of truths and lies by creating and identifying statements.
Activities	Explain that students will think of three statements about themselves: - Two statements must be true - One statement must be a lie. Examples: - I have a pet dog (<i>True</i>) - My favourite colour is blue (<i>True</i>) - I have visited the moon (<i>Lie</i>) Students take turns sharing their three statements with a partner, small group, or the whole class. The other students try to guess which statement is the lie. For younger students, complete the activity as a whole class, with the teacher modelling examples first. After each turn, ask: - <i>What made you think that statement was the lie?</i> - <i>Were there any clues?</i> If appropriate, discuss: - <i>Was it easy or difficult to identify the lie?</i> - <i>Why is it sometimes hard to know if something is true?</i> - <i>How can asking questions help us find out the truth?</i>

LESSON THREE

Narratives & Narrative Structure

YOU WILL NEED:

- *Pinocchio* [Sequencing Cards](#)
- **Narrative Structure Worksheet** and pencils

Activity 1

Discussion: What is a Narrative?

5 - 10 mins

Students will	Activate knowledge of narratives and their structure
Activities	<i>Note: depending on your students' prior knowledge of narratives, you will need to structure this lesson appropriately.</i> Have a class discussion about 'what is a narrative?'. You could ask questions such as: - <i>What do you know about narratives?</i> - <i>What needs to happen in a narrative?</i> - <i>What is the structure of a narrative?</i> Discuss or revise the structure of a narrative: - <i>What happens in the Orientation?</i> - <i>What happens in the Complication?</i> - <i>What happens in the Resolution?</i>

Activity 2

Pinocchio as a Narrative

15 - 20 mins

Students will	Identify the structure and narrative features of <i>Pinocchio</i>
Activities	<i>Complete one or both of the following story sequencing activities.</i> Activity 1 In the first activity, students will be sequencing the story of <i>Pinocchio</i>. Print out these sequencing cards and mix up the order. Working together in either small groups or as a class, students put the cards back together in order of the story. Activity 2 In the second activity, students are to identify the narrative structure of <i>Pinocchio</i>. Using the attached narrative structure worksheet, students are to discuss and determine what is the orientation, complication and resolution in the story? Depending on level of ability this can be done as a class or individually.

LESSON FOUR

Introducing the Instruments

YOU WILL NEED:

- A screen or whiteboard to play videos
- **Percussion Instruments** handout, colouring pencils

Activity 1

Introducing String Instruments

15 mins

Students will	Learn about string instruments
Activities	Explain to students that the performance of <i>Pinocchio</i> will be performed by an actor, and four musicians playing violin, viola, cello, and percussion. Watch the following video which features musician and educator Sharon Roffman introducing the string family: https://youtu.be/ccrvriyubD8 Discuss what students have learnt about string instruments during the video. You could discuss: - <i>What are they made of?</i> - <i>How are they played / how do they make sound?</i> - <i>What is the difference between high and low sounds?</i>

Activity 2

Introducing Percussion Instruments

10 - 20 mins

Students will	Learn about percussion instruments
Activities	The ACO production of <i>Pinocchio</i> features a percussionist playing lots of different instruments. Explain to students that percussion instruments make a sound when they are struck, shaken, scraped, plucked, or rubbed. Hand out the attached percussion worksheet which shows some of the instruments students will see in the show, including a xylophone, glockenspiel, cowbell, cymbals, snare drum and tambourine. Students could simply colour in the instruments, or you could have them research each instrument online. Some questions to answer are: - <i>What is it made from?</i> - <i>How does it make sound?</i> Show students watch the following video which shows how percussionists can create soundscapes using different instruments: https://www.youtube.com/watch?v=VNttzx_z_QE

Optional

Instruments of the Orchestra

5 - 10 mins

Students will	Learn about the instruments of the symphony orchestra
Activities	If you would like to learn more about other instruments of the orchestra, you can watch 'George Meets the Orchestra': https://youtu.be/M0Jc4sP0BEE

AFTER THE PERFORMANCE

LESSON FIVE

Reflection on the Performance

YOU WILL NEED:

- Performance Review worksheet, pencils

Activity 1

Whole Class Reflection

10 – 15 mins

Students will	Reflect on the performance and verbally express their thoughts
Activities	Ask students to reflect on the performance of <i>Pinocchio</i>. Sit in a circle and ask the students one by one, going around the circle, to share their highlight of the performance. You could also discuss: - <i>Was the show the same or different to the story you know? What was the same, what was different?</i> - <i>What surprised you about the production?</i> - <i>How did the music help to tell the story?</i> - <i>How did they feel at the end of the performance?</i>

Activity 2

Individual Reflection

15 – 20 mins

Students will	Individually reflect on the show
Activities	Show students the performance review worksheet and read the questions aloud. Provide each student with a worksheet and ask them to complete the questions based on their personal reflections of the show.

LESSON SIX

Writing a Story

YOU WILL NEED:

- Story Elements Worksheet, pencils
- Storyboard Worksheet, pencils

Note for teachers: In this series of lessons, students will work either **individually or in small groups** to collaboratively **write their own narrative story**. You will need to break these activities up over separate days rather than treating them all as one lesson.

Activity 1

Creating a Character and Choice

20 mins

Students will	Develop a character, problem and moral for an original narrative
Activities	Revise the story of <i>Pinocchio</i>. Discuss: - <i>What choices did Pinocchio make?</i> - <i>Which choices were good choices?</i> - <i>Which choices caused problems?</i> - <i>What lesson did Pinocchio learn?</i> - <i>What do you think was the 'moral' of the story?</i> Using the story elements worksheet, students plan their story, including: - <i>Who are the main characters?</i> - <i>What is the setting?</i> - <i>What problem or difficult choice will they face and how will they overcome it?</i> - <i>What is the lesson or 'moral' of the story?</i>

Activity 2

Developing a Narrative Text

1 or 2 lessons

Students will	Create a narrative using orientation, complication and resolution.
Activities	Using the attached storyboard worksheet, students plan their own story. Students need to consider: - <i>Orientation: Who is the character? Where is the story set?</i> - <i>Complication: What choice or problem do they face?</i> - <i>Resolution: How is the problem solved? What do they learn?</i> Depending on ability, students may choose one of the following options: - <i>Draw each part of their story</i> - <i>Label each part of their story with key words and /or</i> - <i>Write simple sentences to explain each part of their story.</i> Extension Activity: older students could develop their story into a written text using full prose. They could either handwrite or type their story and add illustrations if they wish.

Students will	Perform their own stories using drama and / or puppetry
Activities	Using the ACO production of <i>Pinocchio</i> as inspiration, students will next prepare and perform their story for the class using dramatic forms. Option 1. Students rehearse and perform their story as a play. They might like to consider having a narrator, and other students playing different characters. Bonus points for adding costume elements and music or sound effects using instruments or found materials! Option 2. Students rehearse and perform their story using puppetry. Students will first need to create their own puppets – they could be drawings of characters attached to a craft stick, or like in the ACO production, they could create shadow puppets by creating outline of puppets, using a white sheet with a light source projected behind it. Bonus points for adding music or sound effects!

RESOURCES & WORKSHEETS

Lesson Resources

Digital Resources (links):

[Pinocchio Story.pdf](#)

[Pinocchio Story Sequencing.pdf](#)

Worksheets (attached):

1. *Pinocchio* colouring worksheet
2. *Pinocchio* split pin puppet craft activity
3. Percussion Instruments worksheet
4. *Pinocchio* Narrative Structure worksheet
5. *Pinocchio* Performance Review worksheet
6. Writing a Story: Story Elements worksheet
7. Writing a Story: Storyboard worksheet

Video Resources

Introducing the String Family (ACO video lesson): <https://youtu.be/ccrvriyubD8>

Karen Meets the Strings: <https://youtu.be/xznJAc2Cjk0>

Percussion Sound Scape: https://www.youtube.com/watch?v=VNttzx_z_QE

George Meets the Orchestra: <https://youtu.be/M0Jc4sP0BEE>

About The Production

About the production:

<https://www.aco.com.au/whats-on/2026/pinocchio>

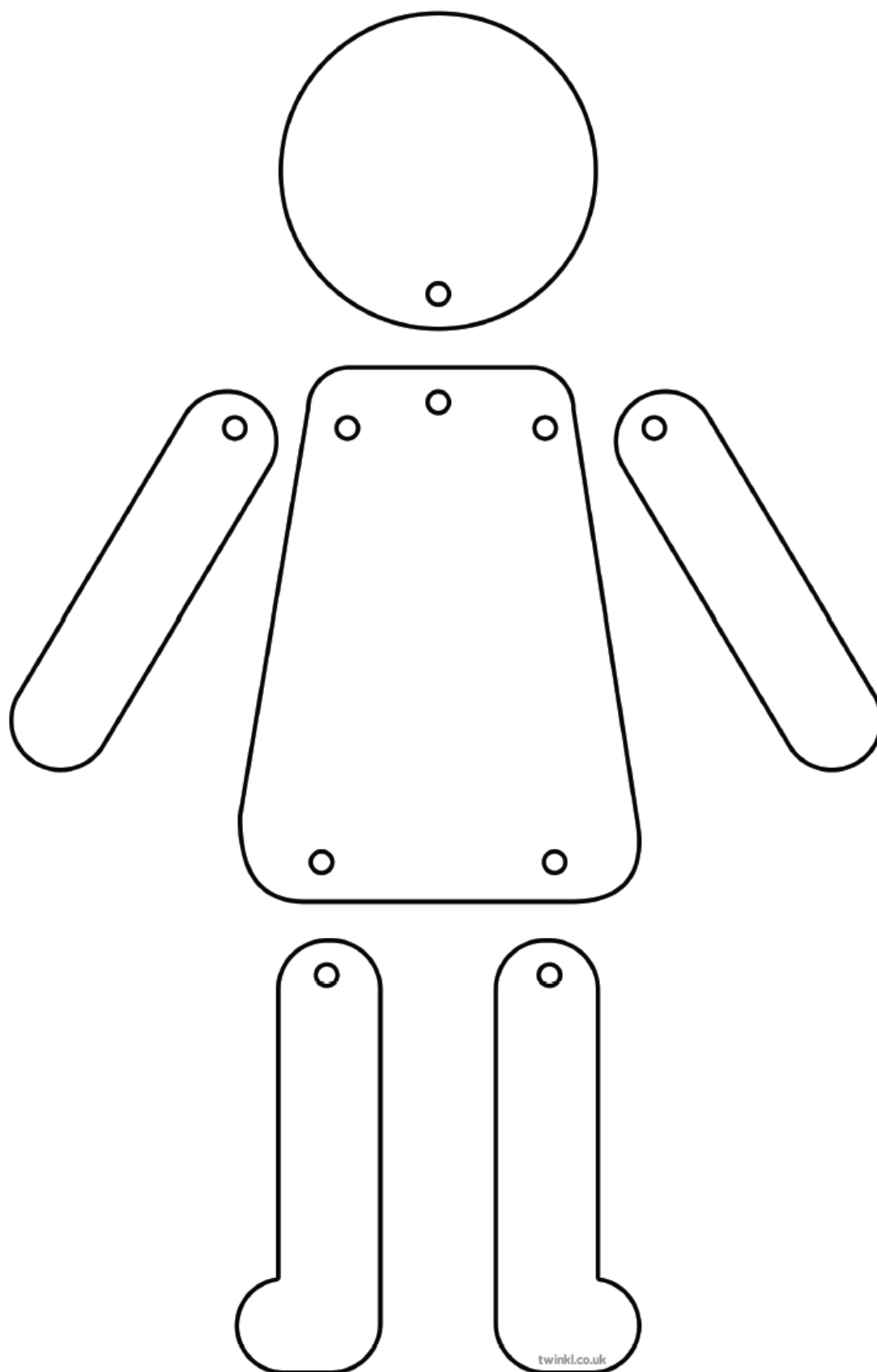
About the adaptation process (by the Playwright and Composer):

<https://www.aco.com.au/news/2026-march/bringing-pinocchio-to-life>

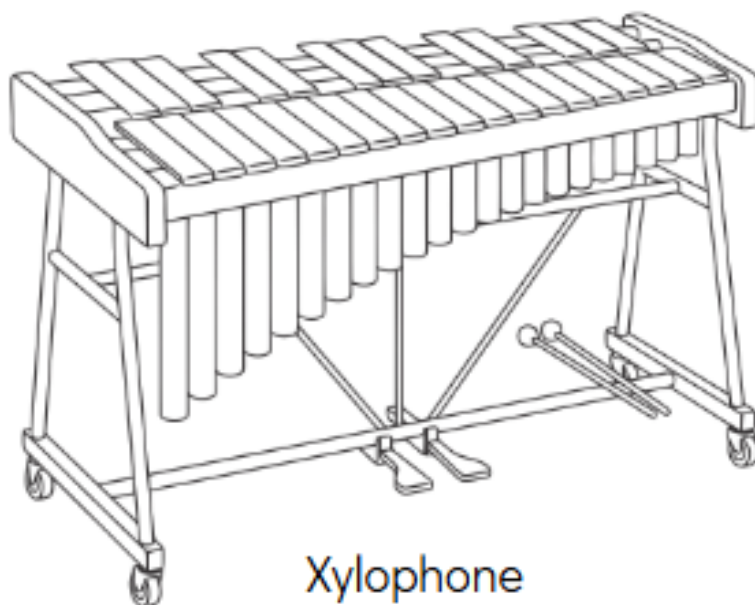
PINOCCHIO: COLOURING SHEET



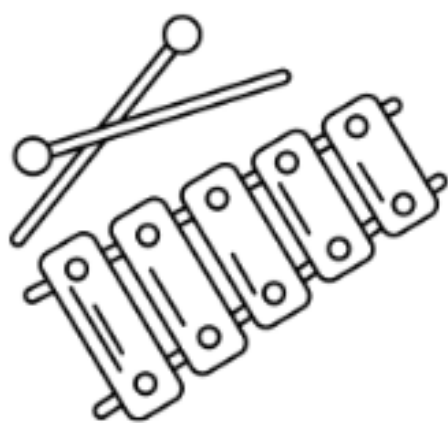
PINOCCHIO: PUPPET CRAFT ACTIVITY



PERCUSSION INSTRUMENTS



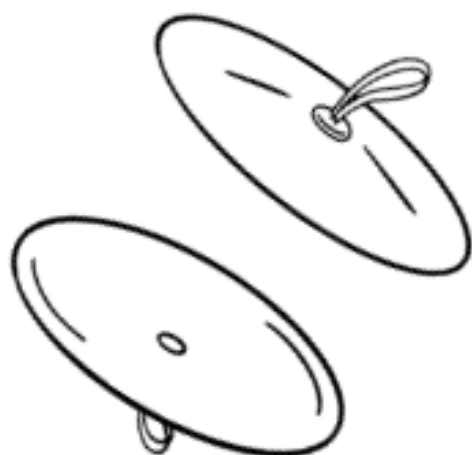
Xylophone



Glockenspiel



Snare Drum



Cymbals



Cowbell



Tambourine

Student Name: _____

PINOCCHIO: NARRATIVE STRUCTURE

Orientation

How does *Pinocchio* begin? Who are the main characters, where are they, and what is happening?

Complication

What is the complication in *Pinocchio*? What is the problem or obstacle that the characters face?

Resolution

What is the resolution at the end of *Pinocchio*? How is the problem overcome?

Student Name: _____

PINOCCHIO: PERFORMANCE REVIEW

My favourite part of the show was: _____

I was surprised when: _____

I laughed when: _____

My favourite instrument was: _____

The music made me feel: _____

What would you tell your friends or family about the show? _____

I rate the performance (colour in your star rating):



Student Name: _____

WRITING A STORY: STORY ELEMENTS

Characters

Who will be the characters in your story?

Setting

Where will your story be set?

Complication & Consequence

What will be the problem or challenge the characters must face? What are the consequences of their actions?

Lesson or Moral

What will be the lesson or 'moral' of your story?

Student Name: _____

WRITING A STORY: STORYBOARD