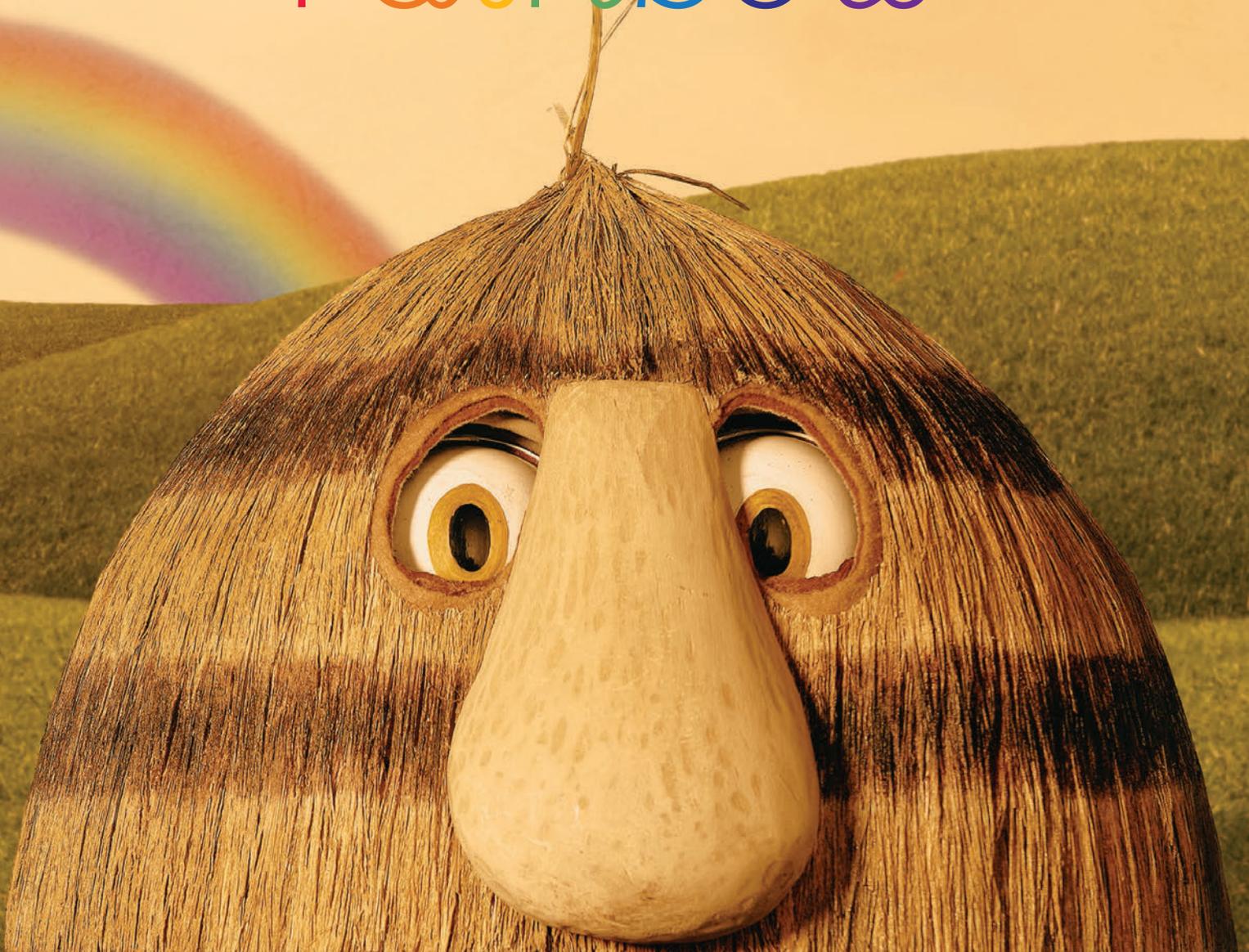


Grug

and the
rainbow



STUDY GUIDE

AUSTRALIAN CURRICULUM
YEARS F-2

EARLY YEARS LEARNING
FRAMEWORK

 WINDMILL
THEATRE CO





study guide contents

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hello and welcome

Hello and welcome!

We are excited to share our production *Grug and the Rainbow* with you and your students. To assist you in making the most of the performance we have prepared this study guide with links to the Early Years Learning Framework and Australian Curriculum F-2. This document has a range of suggested pre and post show activities, as well as analysis to help you prepare your students to get the most out of the production.

At Windmill we believe that learning through the arts provides a means by which children can better explain, reflect, understand and critique their world. By engaging in arts activities children become active and creative problem solvers. We understand how important first performance experiences are to a lifelong appreciation of the arts and this performance of *Grug and the Rainbow* has been designed to playfully bring children into the gentle world of Grug and his friends. Ultimately we hope *Grug and the Rainbow* will be the first step towards a lifetime of enriching arts experiences.

Windmill is committed to helping you to get the most out of your *Grug and the Rainbow* experience. If you have any questions relating to this document or the show, please do not hesitate to contact me.

Ross McHenry

Associate Producer

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how to use this guide

This resource provides teachers with information to help prepare students before attending the performance, as well as structured learning activities for the classroom after viewing the performance.

About this Study Guide

This education resource has been developed by Windmill Theatre Co for the production *Grug and the Rainbow* with links to the Australian Curriculum F-2 and the Early Years Learning Framework.

Activities have been created to suit each of the achievement standards from Years F to 2 and content descriptions within each learning area as well as the general capabilities.

General capabilities

The general capabilities are embedded within specific learning activities in this Study Guide and can be identified with the following icons:



LITERACY



NUMERACY



ICT CAPABILITY



CRITICAL AND CREATIVE THINKING



PERSONAL AND SOCIAL CAPABILITY



ETHICAL UNDERSTANDING



INTERCULTURAL UNDERSTANDING

coming to the show

Theatre etiquette for first time theatre goers

Given this may be many students' first performance experience, it is important to talk about the protocols of attending the theatre.

Before the show you can:

- Ask about their experience of attending previous live performances (e.g. watching older siblings in a school concert, going to a concert, the Wiggles, etc.).
- Share the journey with them; talk about their thoughts and feelings relating to the production.
- Talk about going into a special theatre space.
- Talk about being an audience member. Explain that they are an important part of the performance. The actors need them.
- Explain that a performance usually finishes with clapping.
- Ask questions such as: what is the role of an audience?
- Explain that they will have to look and listen (for this performance they will be asked to join in with specific movements and to help find various colours within the narrative).
- What do they think will happen? They will be watching actors telling the story with puppets, movement and music.



Before the performance

Some activities may be provided by the venue or presenter.

During the performance

There will be points in the performance where the audience will be invited to actively participate. The performers will model specific movements for the audience and those who wish to join in will be invited to do so. The production has been created to accommodate young children's natural responses. Windmill understands that young audiences experience and respond to theatrical performances in different ways to older audiences.

After the performance

Following the performance, the actors will invite the audience to briefly meet Grug. In some cases where time allows the audience will have an opportunity for a guided interaction with some of the props. Allow approximately 10-15 minutes for this interaction. This is when you can take photographs. To find out the nature of the post show interaction please speak to the presenter of the production in your area.



synopsis



***Grug and the Rainbow* is based on the much loved picture book character created by Australian author Ted Prior.**

Grug began his life in the late 1970s as the top of a Burrawang tree that fell to the ground. Resembling a small striped haystack with feet and a nose, Grug is fascinated by the world around him and solves everyday problems creatively and without fuss.

Grug loves dancing, soccer, baking and fishing, but most of all he loves to go on adventures. One day when Grug goes for a walk the sky suddenly turns dark and it starts to rain. When the rain stops Grug is surprised to see beautiful coloured stripes across the sky. He tries to chase them but they always remain just beyond his grasp. That night when Grug goes to bed tired and sad, all he wants is a rainbow of his own. Grug's journey to gather the colours of the rainbow takes him on all sorts of adventures - to the beach, playing a drum, encounters with bowerbirds, riding his bike, painting a house and even a trip to the snowfields.

His friends Cara the carpet snake and Snoot the echidna join him as he explores a world of colour to unravel the mystery of the rainbow.





early years learning framework



pre-performance activities

OUTCOME 1

Children have a strong sense of identity

-
- 1.1 Children feel safe, secure and supported
 - 1.3 Children develop knowledgeable and confident self-identities
 - 1.4 Children learn to interact in relation to others with care, empathy and respect
-

Activities

Play introductions and applause. Students take it in turns to stand up and tell the group their name. After each child has a turn, everyone gives them a huge round of applause. This builds confidence and can lead to discussions about how to be a supportive audience member. If they are confident enough, you can progress the game to include an action with their introduction or a sentence about what they like to do.

OUTCOME 2

Children are connected with and contribute to their world

-
- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
-

Activities

Have discussions about attending the theatre. What shows, if any, have they seen performed? What rules did they have to follow? What were their responsibilities? Create a good audience chart.

In your drama corner, set up a Grug house. Have children contribute to the set with drawings, Grug puppets and props to provide for creative play.



REFLECTIVE QUESTION

WHAT DO WE NEED TO MAKE OUR HOME COMFORTABLE?

OUTCOME 3

Children have a strong sense of wellbeing

-
- 3.1 Children become strong in their social and emotional wellbeing
 - 3.2 Children take increasing responsibility for their own health and physical wellbeing
-

Activities

Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity in dance, creative movement and drama.

Make puppets (finger and hand) or 3D versions of Grug which can be manipulated by adults and children. Use for a peek-a-boo game. Make mobiles or shadow puppets using cardboard (adult assisted).

Have discussions about how the author Ted Prior has conveyed movement and emotions for Grug, Cara and Snoot through his illustrations.

OUTCOME 4

Children are confident and involved learners

-
- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
 - 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
-

Activities

Rotate the Grug stories as the feature story of the week. Have a selection of the Grug books in the drama/reading/home corner and turn it into a lending library.

Guide children to make observations on how Grug solves problems; set up a drama role play focused on solving a problem, e.g. Grug is having a party but his food cupboard is empty. How/where can he find enough food for his friends?

OUTCOME 5

Children are effective communicators

-
- 5.1 Children interact verbally and non-verbally with others for a range of purposes
 - 5.2 Children engage with a range of texts and gain meaning from them
 - 5.3 Children express ideas and make meaning using a range of media
-

Activities

Have a range of the Grug books available for students to look through. Discuss the characters in some of the books, focusing particularly on Grug. In your craft/painting area, have string, paper and paints available in the colours of Grug so that students can have a go at creating their own version of him.

Have students explore the different facial expressions/body language that correlate with different emotions/reactions (e.g. happy, sad, angry etc.). You could use small hand held mirrors for this, or get the children to mirror each other in pairs, focusing on moving slowly and trying to copy the emotion their partner is portraying.



post-performance activities



OUTCOME 1

Children have a strong sense of identity

1.3 Children develop knowledgeable and confident self-identities

1.4 Children learn to interact in relation to others with care, empathy and respect

Activities

Take photographs of your students preparing for the visit to the theatre, in the foyer and at the end of the performance when the actors invite the audience to view the set.

Make the photos into a book or develop a slide show on a computer or screen in a central, accessible location. Provide opportunities for children/family members to view, interact with, and respond to the

OUTCOME 2

Children are connected with and contribute to their world

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Activities

During post-show discussions, give your students time and opportunities to listen to others' ideas and respect the different ways of being and doing.

OUTCOME 4

Children are confident and involved learners

4.3 Children transfer and adapt what they have learned from one context to another

Activities

Visual art

Experiment with mixing paint to make the colours of the rainbow.

Drama

Role-play aspects of the performance with Grug puppets.

Literacy

Jointly read the Grug series of books.

Science

Conduct an experiment with seven different cups of water, adding a few drops of food colouring to each one (one red, one orange, etc.) Place a white flower (rose, daisy or carnation) in each and observe the flowers each day to see how the dye changes the petals.

Sensory area

Create rainbow jelly and submerge plastic animals or characters in it for your students to play with.

OUTCOME 5

Children are effective communicators

5.1 Children interact verbally and non-verbally with others for a range of purposes

5.3 Children express ideas and make meaning using a range of media

Activities

Talk/draw/write about the performance of Grug. Use open ended questions. E.g. what did you enjoy about the performance? What do you remember? Did Grug have a colour that is your favourite? What colour did he paint the house, and why? What happened when he went to the beach/the snowfields? Who were his friends and how do we know that they were his friends?







australian
curriculum
f-2



pre-performance activities

DRAMA

Activities

After reading some of the Grug stories, tell your students to imagine that they could become Grug. Ask questions such as: How old do you think Grug is? Where did he come from? What is his favourite colour? What is his favourite food? Build on this by asking clarifying questions such as: How would Grug walk? How would he talk? Ask your students to demonstrate their responses.

Help students to explore movement and awareness by asking them to move like Cara the snake. Then ask them to pretend they have quills like Snoot. Ask them to move around the classroom without spiking each other.

Introduce theatre vocabulary: actor, stage, performance, audience, clapping, etc.

Talk about theatre performances. Consider the following questions: Why do people make theatre? What are the titles of people who make theatre and who work in theatre? (E.g. actor, director, front of house, usher, etc.)

Talk about other performances they may have seen (professional, sibling school concerts, etc.)

Learning Outcomes

Drama (F-2)

- Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)
- Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)



ENGLISH

Activities

Read some of the different Grug books with your class. Ask students to comment on the stories. Which are their favourites? Do they have a favourite character? Does Grug experience any problems that your students can relate to?

Using illustrations from one of the Grug books, ask your students to retell the story and put the illustrations in the correct order.

Learning Outcomes

Foundation Year

Literature and Context

- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

Interacting with others

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)

Examining literature

- Identify some features of texts including events and characters and retell events from a text (ACELT1578)

Year 1

Literature and Context

- Discuss how authors create characters using language and images (ACELT1581)

Interacting with others

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)

Examining literature

- Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

Year 2

Literature and Context

- Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

Interacting with others

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)

Examining literature

- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)





SCIENCE

Activity

Make a rainbow experiment

What you'll need

- A glass of water (about three quarters full)
- White paper
- A sunny day

Instructions

1. Take the glass of water and paper to a part of the room with sunlight (near a window is good).
2. Hold the glass of water above the paper and watch as sunlight passes through the glass of water, refracts (bends) and forms a rainbow of colours on your sheet of paper.
3. Try holding the glass of water at different heights and angles to see if it has a different effect. Take photos of your students conducting this experiment.

What's happening?

While you normally see a rainbow as an arc of colour in the sky, they can also form in other situations. You may have seen a rainbow in a water fountain or in the mist of a waterfall and you can even make your own, such as in this experiment. Rainbows form in the sky when sunlight refracts (bends) as it passes through raindrops, it acts in the same way when it passes through your glass of water. The sunlight refracts, separating it into the colours red, orange, yellow, green, blue, indigo and violet.



Learning Outcomes

Foundation Year

- Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034)
- Pose and respond to questions, and make predictions about familiar objects and events (AC SIS037)
- Participate in guided investigations to explore and answer questions (AC SIS038)
- Compare observations with those of others (AC SIS041)
- Represent and communicate observations and ideas in a variety of ways (AC SIS042)

Year 1

- Everyday materials can be physically changed in a variety of ways (ACSSU018)
- Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)
- Pose and respond to questions, and make predictions about familiar objects and events (AC SIS024)
- Participate in guided investigations to explore and answer questions (AC SIS025)
- Use informal measurements to collect and record observations, using digital technologies as appropriate (AC SIS026)
- Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (AC SIS027)
- Compare observations with those of others (AC SIS213)
- Represent and communicate observations and ideas in a variety of ways (AC SIS029)

Year 2

- Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034)
- Pose and respond to questions, and make predictions about familiar objects and events (AC SIS037)
- Participate in guided investigations to explore and answer questions (AC SIS038)
- Use informal measurements to collect and record observations, using digital technologies as appropriate (AC SIS039)
- Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (AC SIS040)
- Compare observations with those of others (AC SIS041)
- Represent and communicate observations and ideas in a variety of ways (AC SIS042)



post-performance activities



These cross-curricular activities have been developed to link with each of the different colours of the rainbow, and the story that accompanies them in the show. If you choose to carry out each activity with your class, they can colour in each section of the rainbow on the worksheet provided as they complete each task.

RED

Activity

Discuss the part of the performance when Grug goes to the snowfields. What things do we need to keep us warm and safe in a cold environment? What about a hot one? Role-play a few situations where a person is ill-equipped for the weather they are experiencing. How might you feel, for example, if you were in the snow without a jacket?

Ask your students to create a game based on keeping safe and healthy in a cold climate. It could be similar to tag but when a child is caught they have to freeze like an icicle. Or it could be a relay game where the item being passed is a warm winter jacket. Give them time to create and play their games, then choose one to play as a class. These games can be re-visited as warm-ups in your subsequent PE lessons.

Learning Outcomes

Health and Physical Education

Foundation Year

- Identify people and demonstrate protective behaviours and other actions that help keep them safe and healthy (ACPPS003)
- Identify and describe emotional responses people may experience in different situations (ACPPS005)
- Identify actions that promote health, safety and wellbeing (ACPPS006)

Years 1-2

- Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)
- Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)
- Create and participate in games with and without equipment (ACPMP027)



ORANGE

Activity

Remind your students about the part in the show where Grug goes to the beach. Discuss sun safety with them. What things do they have to do to stay safe in the sun, and why? Role-play situations where someone isn't doing the right thing (not wearing a hat, sunscreen etc.) and someone helps them to make a better choice.

Working either in small groups or as a whole class, ask your students to create a short play about sun safety. Brainstorm ideas for plot and lines with your students and record rough notes to create a written script at a later date. Spend time rehearsing and learning lines, before performing the play to an audience. Remind your students that they are communicating a very important message through their performance and discuss other performances they might have seen that have portrayed a message.

Learning Outcomes

Drama (F-2)

- Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)
- Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)
- Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)



YELLOW

Activity

Discuss the yellow part of the play – when Grug gets his first bicycle. What shapes come to mind when you think of a bicycle?

Get your students to name, classify and describe different 2D shapes. Ask them to create a crazy bike where the wheels are no longer circles, but a shape of their choice. Depending on ability, they could either draw or stick down pre-cut shapes to create their new vehicle.

Take a vote in class of your students' favourite 2D shapes. Using a simple Excel table, record the votes and teach your students how to create a graph from this data. They can experiment with what type of chart they wish to present their findings with.

Learning Outcomes

Mathematics

Foundation Year

- Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)

Year 1

- Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)

Year 2

- Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042)

Digital Technologies (F-2)

- Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)





GREEN

Activity

Remind the students of the part in the show when Grug goes to paint a house. Explain that they will be designing a house for one of the characters, taking into consideration any personal specifications (i.e. slopes rather than stairs for Cara the snake).

Using various craft material (cardboard, wood, sticky tape, hot glue guns etc.) allow the students to create their own home for their chosen character. It could be painted one block colour (their favourite, or one from the show) or they could incorporate a pattern design.

Learning Outcomes

Design and Technologies (F-2)

- Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)
- Explore needs or opportunities for designing and the technologies needed to realise designed solutions (ACTDEP005)
- Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)



BLUE

Activity

Have a discussion with your class about the blue part of the play. Remind them that there was a bird who had a blue feather in its nest. Discuss animal homes and list all the different types of homes your students can come up with (nests, burrows, dams, trees, etc.) Why do animals need these homes? Where do they raise their young?

Ask your students to research a different animal, using picture books, information from computers or printed articles, etc. They can then create their own report on that animal and its home. If they are confident enough, ask some students to present their report to the class.

Learning Outcomes

Science

Foundation Year

- Living things have basic needs, including food and water (ACSSU002)

Year 1

- Living things live in different places where their needs are met (ACSSU211)

Year 2

- Living things grow, change and have offspring similar to themselves (ACSSU030)



INDIGO

Activity

Discuss the interactive dance sequence the children took part in during the show. Explain that you will be creating your own piece of music using body percussion and then choreographing a short dance to go with it. Allow students to experiment with different ways of making noise with their bodies (clapping, slapping knees, stomping feet, banging tables, etc.) and create a repeated rhythm that is easy for all to sustain. Build on this by adding short movement sequences to the music, guiding your students towards matching the movements to the music (louder parts in the song could have larger movement, e.g. jumping, and softer parts could have smaller movements, low to the ground). You could have half the class dancing and half performing their body percussion song, or you could record their music and have the whole class dance together.

Learning Outcomes

Dance (F-2)

- Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)
- Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)

Music (F-2)

- Create compositions and perform music to communicate ideas to an audience (ACAMUM082)



VIOLET

Activity

Tell your students that they are going to write a party invitation to a friend (or to Grug if you prefer). Explicitly teach the layout of an invitation and model a class version before allowing students to create their own. You could use a computer program to include pictures. If you are completing the orange activity, you could have students create invitations to send to another class, inviting them to see your sun safety play.

Learning Outcomes

Literacy

Foundation Year

- Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example a book or a film) and that stories and informative texts have different purposes (ACELA1430)

Year 1

- Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)

Year 2

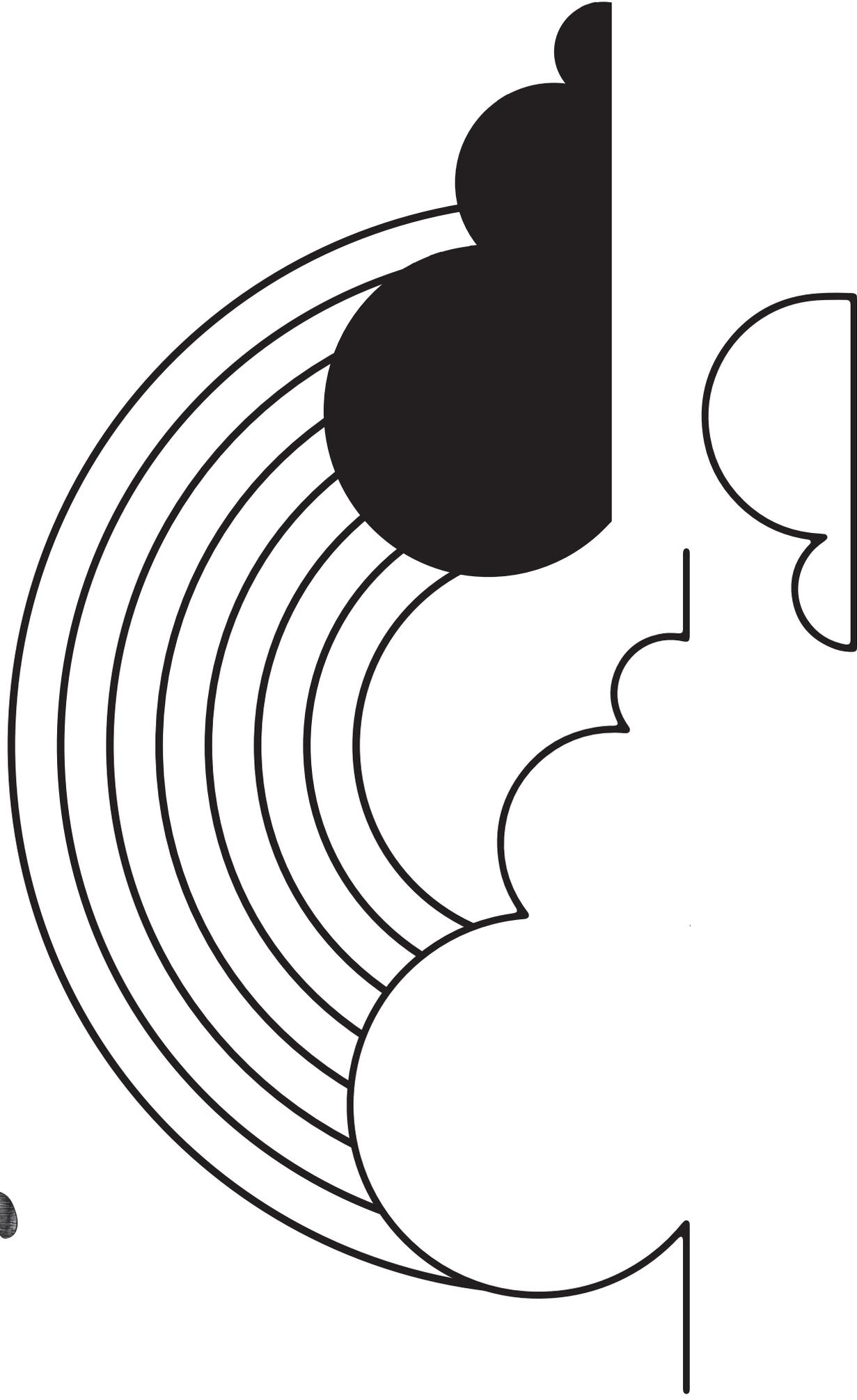
- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)





Grug

colour in the rainbow and draw your own Grug!



NAME:

about the creative team



Sam Haren
Director

Sam is a Creative Director of Sandpit, a company that creates immersive personal experiences that change the way people view the world around them. From 2002-2012 Sam was the Artistic Director of The Border Project, and directed/co-directed all of the company's work in this time. For Windmill he has directed *BEEP*, *Plop!*, *Grug* and *Grug and the Rainbow*, as well as the interactive experiences *My Room* and *Escape from Peligro Island*. Sam also co-directed *Skeleton* with Larissa McGowan (Adelaide Festival 2013 and Dance Massive/Malthouse) and directed and choreographed the theatrical trailer for *Alien 5* (ADT Ignition 2007 and 2008) and *The Game is Not Over* (ADT Ignition 2006).



Jonathon Oxlade
Designer

Jonathon studied illustration and sculpture at the Queensland College of Art. He has worked extensively in set and costume design for Windmill, Queensland Theatre, LaBoite Theatre, *is this yours?*, *Aphids*, *Circa*, Arena Theatre Company, *Polyglot*, *The Real TV Project*, *Polytoxic*, *Men of Steel*, *Lemony S Puppet Theatre*, *Terrapin Puppet Theatre*, *Vitalstatistix*, *Barking Gecko*, *Bell Shakespeare*, *The Border Project*, *State Theatre Company South Australia*, *Sydney Theatre Company*, *The Escapists*, *Sandpit* and *Belvoir St Theatre*. Jonathon worked as a designer for many venues and festivals including the *Sydney Opera House*, *Melbourne Festival*, *Asia TOPA*, *Adelaide Festival of the Arts*, *Adelaide Fringe Festival* and *Queensland Art Gallery*. Jonathon was the designer for the 2010 *Out of the Box Festival* and the 2015 *Brisbane Festival* hub *Arcadia*. Jonathon has illustrated picture books including *The Empty City* for Hachette Livre/Lothian and the *Edie Amelia* series by Sophie Lee. Jonathon is currently the Resident Designer at Windmill.



Chris Petridis
Lighting Designer

Chris is a lighting and video designer from Adelaide. Since completing his studies in technical production at the Adelaide Centre of the Arts, Chris has developed an impressive body of work spanning multiple art forms including theatre, dance and other live events, both within Australia and internationally. Chris has worked on Windmill's *Big Bad Wolf*, *Beep*, *Rumpelstiltskin* and *The Story Thieves*. Chris has completed designs for Slingsby Theatre Company's *The Mouse*, *The Bird and the Sausage*, Torque Show's *MALMÖ*, *The Border Project's Half Real*, *Ludwig's Fleck* and *Flecker*, *five.point.one's Muff* and a multimedia performance project for Country Arts SA called *If There Was A Colour Darker Than Black I'd Wear It*. Chris has also worked in association with Geoff Cobham on a number of projects including creating the visual aesthetic for Force Majeure's *Never Did Me Any Harm* using light and video.



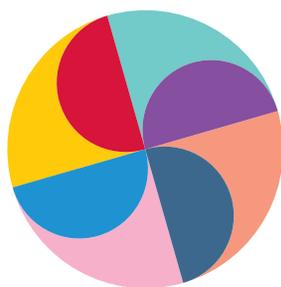
DJ TR!P

Composer

DJ TR!P is a multi-award winning producer, composer and performer of electronic music. Over a career spanning 20 years he has built an impressive repertoire of live compositions for his club sets and for a variety of high profile contemporary theatre, dance and film productions, as well as for festival openings, launches and major cultural events. DJ TR!P has collaborated with artists including The New Pollutants, Cooperblack, Echelon, Climbs and Brian Ritchie.







about windmill theatre co

Empowered by a vision to be a leading centre for the creation of incredible theatrical works, Windmill is an ambitious and innovative company based in Adelaide, South Australia. We create and present unique and contemporary theatrical work for children, teens and families.

Our artists are inspired by the vibrancy, sophistication and inventiveness of young people and the exhilarating challenges they pose to creating theatre of genuine relevance in this modern time. In meeting this challenge, Windmill positions theatre for children, young people and families in a dynamic national and international conversation that is defining the future of theatre practice.

Since our inception in 2002, our enduring purpose has been to continue to create incredible shows and tour them nationally and internationally. We will continue to inhabit new media spaces and participate in the development of innovative means to connect artists and audiences to tell, create and share stories.

With a philosophy that creative expression is fundamental to humanity and vital for navigating the contemporary world, Windmill's aim is to make theatre a dynamic meeting space between the imagination of the artists and the audience.

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