

DAUGHTER OF THE INNER STARS



LEARNING & ENGAGEMENT
TEACHING RESOURCE

DAUGHTER OF THE INNER STARS

Daughter of the Inner Stars is a captivating live orchestral concert for children. This unique experience blends a live narrator and brand new animation with a cinematic orchestral score, showcasing the profound power of musical storytelling with the help of a 65-piece orchestra. Over the course of the 60-minute concert, children will embark on a thrilling journey into a mystical realm filled with a courageous heroine, cosmic wonders, and an enchanting mystery.

Synopsis

In the midst of a space battle between two warring planets, a dashing pilot-doctor loses control of his ship. Just when it appears his fate is sealed to an eternity of drifting in space, his ship comes before a strange sight. Before he can turn around, his ship is swallowed up by the portal.

Far away on his home planet of Berynia, the daughter of the missing pilot, Fia, detects a message from a distant pocket of space. It is a message from her father. With no spacecraft or companions, Fia has little choice but to consult Berynia's ancestral nature spirits, for only these spirits have knowledge of long forgotten magic. And so, Fia embarks on a daring journey to rescue her father.

Learning & Engagement Teaching Resource

This teaching resource is designed to help you create a meaningful learning experience related to your concert attendance. It has been designed to be easily modified, so please feel free to use whatever resources you have available at the time of your lesson. The included lesson plans will assist you in planning and conducting your music or multi-media classes.

Please be aware that there is currently no live recording available for *Daughter of the Inner Stars* by Nicholas Buc. Instead, we invite you to explore other original compositions by the composer, such as:

KAZKA (ballet music) available on [Spotify](#) and [Apple Music](#)

Various recordings on nicholasbuc.com

Additionally, Nicholas Buc hosts a film music podcast:

Art of the Score which can be found on [Spotify](#), [Apple Podcasts](#), and their [website](#).

LESSON OVERVIEW

1

MEET THE CREATIVES

2

CREATING A CHARACTER

3

MUSICAL MOTIFS

4

SCORING A CHARACTER

5

DESIGNING A WORLD

By the end of these 5 lessons, students would have;

- Created a character/creature.
- Composed a musical motif.
- Designed a world or home for their character/creature.

LESSON 1 - MEET THE CREATIVES

Overview

- Discuss different creative roles.
- Introduce videos from the creatives.
- Reflect on what inspires the students.
- Which role excites them the most, and why.

Learning Intention

Students will explore the different roles of creative teams in film/TV shows or video games. They will learn about the creatives behind *Daughter of the Inner Stars* and the influences shaping their work processes.

Success Criteria

Students will:

- Demonstrate an understanding of the roles and responsibilities of different creatives.
- Identify and describe the roles involved in *Daughter of the Inner Stars*.
- Analyse the influences shaping the creative processes behind the project.
- Reflect on what inspires the students in their life, projects or behaviours.

Lesson Plan 1

1. Remind students they will soon be attending/have recently attended a performance given by the Sydney Symphony Orchestra called *Daughter of the Inner Stars*.
2. Assess prior knowledge by asking:

- *What kind of creatives work on concerts / films / TV shows or video games?*
- *How many can you name?*
- *Where do creatives get their ideas?*
- *What inspires them?*
- *Invite students to share things that might inspire creativity. E.g., places, colours, emotions, music.*

3. Introduce the creatives, starting with Nicholas Buc. Buc is an Australian composer from Melbourne.

Watch this video together: [Meet Nicholas Buc](#).

Nicholas Buc's Biography

Nicholas Buc is an award-winning composer, conductor and arranger. As the recipient of the prestigious Brian May Scholarship, he completed a Master's degree in Scoring for Film and Multimedia at New York University, receiving the Elmer Bernstein Award for Film Scoring.

*He recently completed work on the new Australian feature film *Slant*, which won Best Australian Feature at Monster Fest 2022. He also scored the Ukrainian documentary *Slava*, which won Best Short Film at Byron All Shorts Flickerfest 2023.*

*He has worked with Wynton Marsalis and the Jazz at Lincoln Center Orchestra, Nick Cave and Warren Ellis, Chris Botti, Amanda Palmer, Ben Folds and Australian pop sensation Tina Arena. He has written arrangements for *Birds of Tokyo*, *Missy Higgins*, *Vera Blue*, *Junior MasterChef*, *The Voice Australia* and the 2021 AFL Grand Final.*

*Nicholas is highly sought after as a conductor for live film concerts, having conducted the world premieres of *Star Wars: The Last Jedi*, *Close Encounters of the Third Kind*, *The Lion King (2019)*, *Beauty and the Beast (2017)*, *Shrek 2* and *Harry Potter and the Deathly Hallows Part 2*.*

4. Now introduce James Vinson. Vinson is an Australian writer and director who's currently living in Edinburgh, Scotland.

You can watch this video together: [Meet James Vinson](#).

James Vinson's Biography

James Vinson is an ADG-nominated writer director across film, stage, and books, whose recent television credits include Wentworth (Fremantle/Foxtel) and Glitch (Matchbox/ABC/Netflix).

In 2019, he directed the critically-acclaimed stage production of Kenneth Lonergan's Lobby Hero and in 2020, he wrote several episodes for the Audible thriller series, Wentworth: The Fall Girl, which received unanimously positive reviews.

In previous years, James' short films have screened at Palm Springs International Film Festival, the Cannes Short Film Corner, and FOXTEL's Comedy Channel as the winner of Australia's Funniest Shorts. His most recent short, Passage of Flick, received Best Film at the Lionshead Film Festival, Best Foreign Short at Joy House Film Festival, and Official Selection at the Burbank International Film Festival.

In 2023, James was nominated for Best Direction at the Australian Director's Guild Awards for his work on the feature film, Slant, starring Sigrid Thornton and Pia Miranda.

5. Now introduce Nathan Su. Su is an Australian 3D designer who's currently living in London, England.

You can watch this video together: [Meet Nathan Su](#).

Nathan Su's Biography

Nathan is a designer, technologist, researcher and founder of Inferstudio. With a background in architecture, he works through virtual worlds to both speculate on possible futures and reveal contemporary realities.

Nathan Su's Biography (cont.)

He has recently worked as an advanced researcher for Forensic Architecture, and has taught in architecture schools internationally, including at UCLA, the Architectural Association (AA), and Strelka Institute. He studied architecture at the University of Melbourne and at the AA, where he received Diploma Honours.

Inferstudio is a digital design studio offering services in worldbuilding, editing, videography, VFX, and data visualization. They work with artists, architects, researchers, NGOs, film-makers, musicians and technologists to design visual worlds that tell their stories. Inferstudio also produces independent projects - artworks, films and essays that focus on extended reality, personhood and identity, and Earth's fragile landscapes.

In August 2023, Nathan won a Film Cars Australia Title Design Award from the MGZAustralian Production Design Guild for his work on the feature film Slant.

6. Reflect on what students have experienced:

- *What did you notice about the different creatives?*
- *What kind of things inspired them to become creatives?*
- *Did they have similar reasons?*
- *What kind of things inspire you? How did they come to inspire you?*
- *Which role excites or interests you the most? And why?*

LESSON 2 - WRITING A STORY

Overview

- James Vinson's introduction to story writing.
- Play Music Example 1 theme.
- Make or draw a character or creature.

Learning Intention

Students will learn about how the writer begins and plans new writing projects. Additionally, they will create their own characters inspired by a supplied musical theme.

Success Criteria

Students will:

- Understand the initial steps the writer takes in starting and planning new writing projects.
- Reflect on the creative process and its connection to music.
- Develop an original character that reflect the mood and elements of the supplied musical theme.

Lesson Plan 2

1. Watch James' video where he shares what inspires him as a writer and how he approaches a new story.

[Writing a Story with James Vinson](#)

2. After watching the video together, ask the following questions:

- *Where does a great story come from?*
- *What are the 3 questions James asks himself about his character?*
- *What is conflict in a story?*

3. Listen to the following audio composed by Nicholas Buc.

Music Example 1

4. After listening to the audio, ask the following questions:

- *What kind of creature or character does it make you think of?*
- *What do you like about your creature or character?*
- *What don't you like about your creature or character?*
- *What is your creature or character's secret?*

5. Have each student draw or make the character or creature the music inspired them to imagine. Feel free to use any resources available to you to create this character, whether that be;

- Drawing it with pencils, crayons or paint.
- Making a model out of art and craft supplies.
- Using basic drawing software like *Microsoft Paint*, *Procreate* or *Sketchbook*.
- Using advanced design software like *Adobe Illustrator*.

Alternatively, students may wish to write about or describe their character or creature using a story or keywords.

LESSON 3 - MUSICAL MOTIFS

Overview

- Nicholas Buc explains motifs and their use.
- Play audio examples of a musical motif that is used in different ways.
- After each audio example, discuss how the music made the students feel.

Learning Intention

Students will learn what musical motifs are and how they can be manipulated to change the mood of a scene or character. Students will develop their own percussion rhythm to a motif supplied and explore how that changes the emotion.

Success Criteria

Students will:

- Understand the concept of musical motifs and their role in shaping the mood of scenes or characters.
- Learn techniques for manipulating musical motifs to evoke different emotions.
- Develop their own percussion rhythm inspired by a supplied motif.
- Explore the emotional impact of their created percussion rhythm on the motif through the exploration process.

Lesson Plan 3

1. Watch Nicholas' video where he explains what musical motifs are and how he's used them in *Daughter of the Inner Stars*.

[Musical Motifs with Nicholas Buc](#)

2. After the video, ask students:

- *What is a motif?*
- *Name at least 3 things that a motif can be assigned to?*
- *What kind of musical techniques can be used to change the way a motif sounds?*
- *What are some of the ways a musical motif can change the mood of a scene?*

3. Play the 3 audio examples below of the same motif performed in different ways. Invite the students to move and dance to the music, asking them to focus on how their body or emotions feel while listening and moving.

[Music Example 2](#)

[Music Example 3](#)

[Music Example 4](#)

4. After each audio ask the following questions about the music:

- *How did this music make you feel?*
- *Why do you think it made you feel that way?*
- *Was the music fast or slow? How does speed change the music?*
- *Can you name any instruments that you heard?*

Extension Task:

5. Divide students into groups.
6. From the audio examples provided above, have students create their own percussion rhythms to go along. See if they can try different instruments and ideas for different tempos. Feel free to use any resources available to you to create this musical theme, whether that be:
 - Body percussion.
 - Instruments you have in class.
 - Basic music software like [GarageBand](#), [Chrome Music Lab](#), [Bandlab](#) or [Soundtrap](#).

LESSON 4 - SCORING A CHARACTER

Overview

- Provide images of different characters.
- Have the students pick 1 character (individually or in groups).
- Create a theme to go with that character either through the use of classroom instruments or with software.

Learning Intention

Students will learn how the composer begins writing music and what processes they follow. They will then select a character from the images, discuss what is unique about that character, and finally, develop a musical interpretation of that character.

Success Criteria

Students will:

- Understand the initial steps the composer takes in starting and developing musical compositions.
- Learn about the processes involved in composing music.
- Select a character from the provided images and identify unique traits.
- Discuss the characteristics of the chosen character and their significance.
- Develop a musical interpretation that reflects the identified characteristic of the chosen character.

Lesson Plan 4

1. Watch Nicholas' video where he shares what inspires him as a writer and how he approaches a new story.

[Scoring a Character with Nicholas Buc](#)

2. After watching the video together ask the following questions:

- *Where did Nicholas begin when first composing for Daughter of the Inner Stars? Was it a place, a scene or a character?*
- *How does Nicholas choose to represent loneliness musically?*
- *What inspired Nicholas to become a composer?*

3. From the images provided at the end of this document, have students (individually or as a group) select a character.
4. Ask the students to think about or discuss the following about the character they chose;

- *What physical characteristics does this character or creature have?*
- *What do you think their personality would be like? Are they friendly, shy, outgoing, scary or angry?*
- *How would you represent these physical characteristics and/or personality traits as music?*

5. Have the students create their own musical theme. Feel free to use any resources available to you to create this musical theme, whether that be;
 - Body percussion.
 - Instruments you have in class.
 - Basic music software like GarageBand, Chrome Music Lab, Bandlab or Soundtrap.
5. Get the students to experiment how their music changes when they change the speed, tempo, or even instruments.
6. Ask them to reflect on how these musical changes altered the feeling of their theme?

Extension Task

7. Have students create a notated score or graphic score to represent their ideas. Encourage students to be as detailed as they can be and show what each instrument/band member is doing. Feel free to use any resources available to you to create this musical theme, whether that be;
 - Online music software like Flat and Noteflight
 - Advanced music software like Sibelius or MuseScore

LESSON 5 - DESIGNING A WORLD

Overview

- Nathan Su's introduction into 3D design.
- Play Musical Example 5.
- What kind of place does it make you think of?
- Can you draw or make your place?

Learning Intention

Students will learn about the initial steps taken by the 3D designer in creating a brand new world, as well as the processes and challenges inherent in designing a digital environment. Subsequently, they will listen to a provided musical theme, reflect on its significance to them, and use it as inspiration to design a place of their own.

Success Criteria

Students will:

- Gain insight into the initial steps involved in creating a new world by a 3D designer.
- Understand the processes and challenges associated with designing digital environments.
- Listen to a provided musical theme and reflect on its personal significance.
- Use the musical theme as inspiration to design their own unique place or world.
- Reflect on the connection between the musical theme and their created place or world.

Lesson Plan 5

1. Watch Nathan's video where he shares what inspires him as a designer and how he approaches a new project.

[Designing a World with Nathan Su](#)

2. After watching the video together ask the following questions:

- *What inspired Nathan to become a designer?*
- *Does Nathan plan his stories before starting?*
- *If so, what does Nathan start with first when designing? A feeling, a place, a character?*

3. Listen to the following audio composed by Nicholas Buc.

Music Example 5

4. After listening to the audio, ask the following questions:

- *How does this music make you feel? Excited, adventurous or scared?*
- *What kind of place or scene does it make you think of?*
- *Are there any inhabitants there?*
- *Does their character or creature from Lesson 2 live there or is visiting this new world?*

5. Have each student draw or make the place or world that the music inspired them to imagine. Feel free to use any resources available to you to create this character, whether that be;

- Drawing it with pencils, crayons or paint.
- Making a model out of art and craft supplies.
- Using basic drawing software like *Microsoft Paint*, *Procreate* or *Sketchbook*.
- Using advanced design software like *Adobe Illustrator*.

Extension Task

6. Invite students to present their world, along with their character/creature (lesson 2) and musical theme (lesson 4), to the class.

PRODUCTION CREDITS

Nicholas Buc

Composer

James Vinson

Writer

Director

The Witch (Actor)

Dormo (Actor)

Ludvig Holmen

Lead Character Artist

Modelling Artist (Characters & Additional Props)

Nour Hassoun

Technical Animator

Misha Pinnington

Fia (Actor)

Maryna Solomennykova

Illustrator

Kyrylo Yerokhin

Motion Designer

Olga Syrotkina

Project Manager (Tubik Studios)

Melanie Hiluta

Producer

Nathan Su

Production Designer

Director of Photography

VFX Supervisor

Motion Capture Technical Director

Burto (Actor)

Bethany Edgoose

Selki (Actor)

Motion Capture Technician

Environment Set Dresser

Sarah Su

Data Wrangler

AI Pipeline Developer

Arthur Avakyan

Graphic Designer

Illustrator

Andriy Drobovych

Motion Designer

3D Designer

THANK YOU

