



## Teacher Pack



**Collection:** Deadly Arts

**Course:** Together We Sing on Noongar Boodja

**Year Level:** 3-4

**Lessons:** 6 x 60 Minutes



### Overview

In this video, Song Room Teaching Artist Charley Caruso explains how she created a School Acknowledgement song with the students at Bookman Primary School that reflects the Country on which it was composed. We hear from singer musician Della Rae Morrison discuss the importance and significance of singing in First Nation language and appreciate the effect singing has on individuals and communities.

The course provides students the opportunity to better appreciate that Aboriginal and Torres Strait Islander People maintain a special connection to and responsibility for Country/Place. A video of Rickeeta Walley discussing the Six Seasons on Noongar Country is provided to support these lessons.

The musical experiences offered encourage students to work collaboratively and to apply their knowledge of the music elements when composing a seasonal poem. Lessons include time for students to reflect on being a composer and audience member and to contribute their thoughts on the affect music has on individuals and the community.

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| <b>Course:</b> Together We Sing on Noongar Boodja                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Lesson One:</b> Acknowledgment of Country                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Learning Area:</b> The Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Subject/Strands:</b> Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Time:</b> 60 Minutes                                                                                                                            | <b>Year Level:</b> 3-4                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> , <a href="#">Sustainability</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Content Descriptor:</b><br><i>Year Three and Four:</i> <ul style="list-style-type: none"><li>Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (<a href="#">ACAMUM084</a>)</li><li>Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAMUR087</a>)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Learning Intention:</b> <ul style="list-style-type: none"><li>To explore and develop an appreciation of the difference between beat and rhythm.</li><li>To appreciate how music can express ideas and feelings and tell us about the place where it was created.</li></ul>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Learning Experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                    | <b>Preparation and Resources:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>15 minutes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Welcome</b><br><br>Begin the session with an Acknowledgement of Country.<br><br>Students sit in a circle and introduce themselves by saying their name keeping in time with the beat. The following 4/4 pattern could be used:<br><br><div>1     2     3     4<br/>pat - pat - clap - clap</div><br><br>One at a time, each student says their name (in rhythm, if possible) in the two beats of rest (e.g. Pat -Pat -Jen-ny). Play the game again, going around the circle in the opposite direction.<br><br>Extension: Play Categories |                                                                                                                                                    | <b>Relevant online resources</b><br><br><a href="#">Together We Sing on Noongar Boodja video</a><br><a href="#">School Acknowledgement Song from Brookman Primary</a><br><a href="#">KWL Reflection</a><br><a href="#">Della Rae Morrison Teaching Artist Statement</a><br><a href="#">Charley Caruso Teaching Artist Statement</a><br><a href="#">Merindah Hansen Teaching Artist Statement</a><br><a href="#">AITSIS Map of Indigenous Australia</a> (Schools can |

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|            | <p>Students keep a steady 4/4 beat e.g. (pat pat clap clap) whilst each student says a word depending on the selected subject or category e.g. different types of Australian animals.</p> <p>Teacher or student starts the game:</p> <ul style="list-style-type: none"> <li>pat pat clap clap</li> <li>Cate - gories clap clap</li> <li>Tell - me the - name - of</li> <li>pat - pat - ani - mals</li> </ul> <p>As in the first game students keep a steady beat but add a different word to match the selected category when it is their turn.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>purchase a map or share it digitally via the hyperlinked website)</p> <p><b>Additional online resources</b></p> <ul style="list-style-type: none"> <li>Download the <a href="#">Welcome to Country and Acknowledgement of Country Protocols PDF</a> from the WA Dept of Education</li> <li><a href="#">ABC Kids listen: Acknowledgement of Country</a></li> <li><a href="#">ABC: Why Acknowledgement of Country is important and how to give one</a></li> </ul> |
| 35 minutes | <p><b>Acknowledgement of Country</b></p> <ul style="list-style-type: none"> <li>What do you know about Acknowledgment of Country?</li> <li>What is the name of the Country where we are located?</li> <li>Who are the Traditional Custodians of the land where we are situated?</li> </ul> <p>Students independently complete their <a href="#">KWL Reflection</a> to record what they know and what they wonder about an Acknowledgment of Country.</p> <p>Watch the '<a href="#">Together We Sing on Noongar Boodja</a>' video. Boodja is the Noongar word for Country. Noongar refers to the First Nations People of south-west Western Australia. The students in the video wrote their own School Acknowledgement song with the teaching artists <a href="#">Charley Caruso</a> and Sara Terry. Their school is situated on Whadjuk Country in Perth.</p> <p>Locate where this is located on the <a href="#">AIT SIS Map of Indigenous Australia</a>. Compare this to where you are located.</p> | <p><b>Preparation</b></p> <p>Watch the <a href="#">Deadly Arts Welcome to Whadjuk Country</a> video on ARTS:LIVE</p> <p>Watch the <a href="#">Six Seasons on Noongar Country</a> video on ARTS:LIVE</p> <p><b>Going further</b></p> <p>Connect with members of your local community and invite them to share their music and discuss its cultural significance to them.</p> <p>Explore traditional instruments used by members of your school community.</p>       |

Discuss the video:

- What did you find interesting?
- What questions do you have?

Share the 'Who Am I' Statements to learn more about people in the video. ([Della Rae Morrison](#), [Charley Caruso](#) and [Merindah Hansen](#)).

In the video [Merindah Hansen](#) states:

*It's really important to understand why we do an Acknowledgement of Country. This was Aboriginal land first, so an acknowledgement is a sign of respect.  
A Welcome to Country can only be done by the traditional custodians of the land.  
They are welcoming us to their Country.  
In an Acknowledgment we show respect to First Nation people and their land.*

Depending on the students' knowledge of the difference between an Acknowledgment of Country and a Welcome to Country use this as opportunity to explore the additional online resources.

Share Brookman Primary's school Acknowledgement Song.

- What's the main idea of the song?
- What information tells us the song is from Whadjuk Country?
- Why do you think the students composed the song?
- Who do you think the audience might be?
- How would the musicians know what to write or include in the lyrics?
- What emotions or feelings does the song evoke?
- If the acknowledgement didn't include music, would it change your response? Why?
- What do we learn about the students' Country from listening to the song and seeing the video?
- How does the music and singing make you feel?
- How do you think the school or school community feels when they hear and/or sing the song?

Share the role music plays in the cultural identity of different groups within your class. ([HASS](#))

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| 10 minutes | <p><b>Reflection</b></p> <p>Share <a href="#">Charley Caruso's quote</a>:</p> <p><i>Aboriginal people have been here for thousands of years and that their culture is one of the oldest living cultures in the world.</i><br/> <i>An Acknowledgment of Country is to Acknowledge Aboriginal people. It's important to give respect to Elders past, present and emerging.</i></p> <p>Share <a href="#">Charley's Statement</a> about writing an Acknowledgement Song</p> <ul style="list-style-type: none"> <li>• Why is it important to give an Acknowledgement of Country?</li> <li>• How could writing and singing a school Acknowledgement Song bring people together?</li> <li>• What might you learn by writing a School Acknowledgment song?</li> <li>• What could we learn about our land and First Nation people?</li> </ul> <p>Students add their ideas to their <a href="#">KWL</a>.</p> <p>Invite students to share one of their wonderings with the class.</p> |  |
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| <b>Course:</b> Together We Sing on Noongar Boodja                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Lesson Two:</b> Sound Maps                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Learning Area:</b> Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Strands:</b> Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Time:</b> 60 Minutes                                                                                                                            | <b>Year Level:</b> 3-4                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> , <a href="#">Sustainability</a> |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Content Descriptor:</b><br><i>Year Three and Four:</i> <ul style="list-style-type: none"><li>Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (<a href="#">ACAMUM084</a>)</li><li>Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (<a href="#">ACAMUM085</a>)</li><li>Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAMUR087</a>)</li><li>Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (<a href="#">ACAMUM086</a>)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Learning Intentions:</b> <ul style="list-style-type: none"><li>To appreciate that music can reflect the place where it was created.</li><li>To develop an appreciation of the elements of music by listening and recording the sounds in the environment.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Learning Experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                    | <b>Preparation and Resources:</b>                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>15 minutes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Introduction</b> <p>Begin the session outside with an Acknowledgement of Country.</p> <p>Play Categories (see previous session). Select a topic related to the environment e.g. native plants or native animals.</p> <p>Watch the <a href="#">Deadly Arts Welcome video</a> to see Olman Walley playing the tuk bookarlin (tapping sticks) whilst singing a traditional family song in Noongar. Tuk bookarlin are traditional instruments used in Noongar music. In the background you can hear the yidaki (didgeridoo) being played by Olman, although, this is not a traditional Noongar instrument.</p> <ul style="list-style-type: none"><li>What do you notice about the song/music? e.g. language, instruments, singing etc</li><li>Discuss the musical elements the students hear e.g. patterns or rhythms in the song?</li><li>What do you think music can tell us about a person's identity or culture?</li></ul> |                                                                                                                                                    | <b>Relevant online resources</b> <ul style="list-style-type: none"><li><a href="#">Deadly Arts Welcome to Whadjuk Country</a> video</li><li><a href="#">Together We Sing on Noongar Boodja video</a></li><li><a href="#">Della Rae Morrison Teaching Artist Statement</a></li><li><a href="#">Charley Caruso Teaching Artist Statement</a></li><li><a href="#">Merindah Hansen Teaching Artist Statement</a></li></ul> |

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|            | <ul style="list-style-type: none"> <li>• What do we know about our First Nation people and their land?</li> <li>• How could we find out?</li> <li>• What are the sounds from our Country?</li> <li>• What sounds do you think we will hear in our school environment?</li> <li>• How can we remember them?</li> <li>• How could we note them down?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Additional resources required</b> <ul style="list-style-type: none"> <li>• Paper and clipboards, or scrapbook</li> <li>• Pen/Pencil</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 35 minutes | <p><b>Sounds from our environment</b></p> <p>Students create a 'sound map' of their school, noting down the different sounds they hear in their school environment. This could be undertaken as a class, small groups or in pairs. Students may come up with different mapping methods e.g. an aerial view of the school as they note down where they hear the sounds or draw a path of their journey.</p> <ul style="list-style-type: none"> <li>• How will you represent the sound if it is soft or loud (dynamics), long or short, high or low (pitch)?</li> <li>• How could you note down any changes in the sound e.g. getting louder or softer (crescendo or decrescendo)?</li> <li>• What patterns (rhythm) might you hear?</li> <li>• How will you note the sound if it repeats? (ostinato)</li> <li>• What if there is silence? How will you record this?</li> </ul> <p>Students note what they hear on their map by writing and/or drawing symbols to represent the different sounds.</p> <p>Encourage students to close their eyes and stay for at least 5 minutes in each area to listen to the sounds carefully and hear how the sounds change.</p> | <p><b>Going further</b></p> <p>Students interview a family member about the significance of a traditional song or song that has a special connection to them. (<a href="#">English</a>)</p> <p>Research indigenous music and instruments from your local area.</p> <p>Connect with your local Aboriginal or Torres Strait Islander community members or organisations to learn about out the significance of music in your Country.</p> <p>Students digitally record the sounds in their environment. The sounds could be edited and used as a backing track whilst the students orally say an Acknowledgment of Country.</p> |
| 10 minutes | <p><b>Reflection</b></p> <p>Share the students' sound maps.</p> <ul style="list-style-type: none"> <li>• What sounds did you observe?</li> <li>• How did you note them down?</li> <li>• What symbols did you use?</li> <li>• What did you do if the sound was long, short or repeated?</li> <li>• Did you notice any patterns (ostinati)?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

Discuss the different methods the students chose to write down the sounds they heard.

- What worked best?
- What would you change if you did this again?
- Would the sounds always be the same? Why/Why not?
- Were there any sounds unique to our environment?
- Could the sounds you observed be turned into music?
- What do you think the difference is between sound and music?

Share [Charley's statement](#):

*If students want to create music about their own Country they should absolutely do that! Talk to people who know the most about the land. First start with the sounds of home e.g. tapping sticks are the instruments in Whadjuk Country. Talk to Elders who speak the language. Language ties you to an entire culture.*

- What do you think Charley is saying in her message?
- Why do you think this is important?
- How can music reflect the culture or people who wrote it? How can music and tell us about the place where it was written?

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| <b>Course:</b> Together We Sing on Noongar Boodja                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Lesson Three:</b> Soundscapes of place                                                                                                                                                                                                                                                                                       |                        |
| <b>Learning Area:</b> The Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Subject/Strands:</b> Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Time:</b> 60 Minutes                                                                                                                                                                                                                                                                                                         | <b>Year Level:</b> 3-4 |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> , <a href="#">Sustainability</a>                                                                                                                                                                              |                        |
| <b>Content Descriptor:</b><br><i>Year 3 and 4:</i> <ul style="list-style-type: none"><li>Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (<a href="#">ACAMUM084</a>)</li><li>Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (<a href="#">ACAMUM085</a>)</li><li>Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (<a href="#">ACAMUM086</a>)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                 |                        |
| <b>Learning Intention:</b><br><i>Year Three and Four:</i> <ul style="list-style-type: none"><li>To experiment creating a variety of environmental sounds with a range of instruments and techniques.</li><li>To appreciate First Nations’ people special connection to Country/place and perform a soundscape that includes the use of beat and rhythm which reflects the sounds in the school environment.</li></ul>                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                 |                        |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Learning Experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Preparation and Resources:</b>                                                                                                                                                                                                                                                                                               |                        |
| <b>10 minutes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Introduction</b><br><br>Sit in a circle. Commence the session with an Acknowledgement of Country.<br><br>Watch the <a href="#">Six Seasons on Noongar Country Video</a> presented by Rickeeta Walley. <ul style="list-style-type: none"><li>What did you learn about Noongar Country (boodja)?</li></ul><br>Discuss the connection <a href="#">Rickeeta</a> has with boodja (Country):<br><br><i>When I walk on my Country, I know my ancestors walked the same trails before me. I think our connection to boodja (Country) is still maintained today despite our change in lifestyle.</i> | <b>Relevant online resources</b> <ul style="list-style-type: none"><li><a href="#">Acknowledgement of Country</a></li><li><a href="#">Six Seasons on Noongar Country</a> video</li><li><a href="#">Rickeeta Walley Teaching Artist Statement</a></li><li><a href="#">Della Rae Morrison Teaching Artist Statement</a></li></ul> |                        |

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|            | <p>Share <a href="#">Della Rae Morrison's statement</a> about her connection to Country:</p> <p><i>Country encompasses everything to me. It's my spirituality. Country makes me feel like a whole person. It's a sense of belong. Healing of country connects me to my ancestors.</i></p> <ul style="list-style-type: none"> <li>• What does Country mean to you?</li> <li>• Do you have a significant place?</li> <li>• How does it make you feel being there?</li> </ul> <p>Ask students to close their eyes and visualise being in this place. Tell them to use all their senses to visualise the place.</p> <ul style="list-style-type: none"> <li>• What sounds do you hear?</li> <li>• How do the sounds make you feel?</li> </ul>                                                                                                                                                                                                                                                                                                                                         | <p><b>Additional resources required</b></p> <ul style="list-style-type: none"> <li>• A selection of untuned percussion instruments (drums, claves, triangle, tambourine etc)</li> <li>• A selection of mixed objects such as cardboard, plastic bottles or paper.</li> <li>• Students' sound maps from the previous session.</li> </ul>                                                                                                                                                                                                                                             |
| 40 minutes | <p><b>Soundscapes from our environment</b></p> <p>Refer back to the previous session and discuss the sound maps created from the environment.</p> <ul style="list-style-type: none"> <li>• What did you learn listening to the sounds in our place/environment?</li> <li>• What sounds did you hear?</li> <li>• Are any of the sounds related to the current season?</li> </ul> <p>List the different sounds.</p> <ul style="list-style-type: none"> <li>• How could we create these sounds musically? <ul style="list-style-type: none"> <li>○ Vocal sounds</li> <li>○ Body percussion</li> <li>○ Percussion instruments (tuned and/or untuned)</li> <li>○ Found objects</li> </ul> </li> </ul> <p>Select one of the sounds from the previous session. Explore how the sound could be created using the ideas above. Ask students to think of as many ways as they can to recreate the sound.</p> <ul style="list-style-type: none"> <li>• How could you create a composition/soundscape that reflects our school environment?</li> <li>• What sounds could you use?</li> </ul> | <p><b>Going further</b></p> <p>Provide additional time for students to rehearse and record their compositions. Students plan who they could perform their soundscapes to e.g. buddies, other classes, their families or in assembly.</p> <p>Create a soundscape inspired by a poem, a photo or story about a special place.</p> <p>Listen to examples of different soundscapes.</p> <p>Explore the 3-4 Deadly Arts courses on ARTS:LIVE: <a href="#">Yarning and Traditional Doll Making</a> and <a href="#">Artists in our Community</a> to read the artists' statements which</p> |

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|            | <ul style="list-style-type: none"> <li>• What musical elements could you incorporate?</li> <li>• What sounds could you use to keep a steady 4/4 beat throughout the composition?</li> <li>• What sounds could you repeat to create an interesting ostinato (repeated rhythmic pattern)?</li> </ul> <p>Divide the class into small groups.<br/>Students select 4 or 5 sounds from their sound maps to create their soundscape.</p> <p>To create the sounds students will need to:</p> <ol style="list-style-type: none"> <li>1. Identify the sounds they will create.</li> <li>2. Explore and experiment with different materials and techniques.</li> <li>3. Select the most appropriate sounds.</li> <li>4. Organise the sounds together.</li> <li>5. Play and then refine the sounds.</li> </ol> <p>Encourage students to use a variety of different methods to create their sounds i.e. students use vocal, body percussion, percussion instruments and/or found objects.</p> <ul style="list-style-type: none"> <li>• How will you keep a steady 4/4 beat throughout the composition?</li> <li>• What music elements will you include to enhance your composition?</li> <li>• How will you remember what to play in your group to perform the piece?</li> </ul> | discusses their connection to Country. |
| 10 minutes | <p><b>Reflection</b></p> <p>Students share their soundscapes</p> <ul style="list-style-type: none"> <li>• What have you learned by listening to someone else's ideas?</li> <li>• What would you do differently now?</li> <li>• What other ideas do you have?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                        |

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| <b>Course:</b> Together We Sing on Noongar Boodja                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Lesson Four:</b> Language and Identity                                                                                                                                                                                                                                                                                     |                        |
| <b>Learning Area:</b> The Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Subject/Strands:</b> Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Time:</b> 60 Minutes                                                                                                                                                                                                                                                                                                       | <b>Year Level:</b> 3-4 |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> , <a href="#">Sustainability</a>                                                                                                                                                                            |                        |
| <b>Content Descriptor:</b><br><i>Year Three and Four:</i> <ul style="list-style-type: none"><li>Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (<a href="#">ACAMUM084</a>)</li><li>Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (<a href="#">ACAMUM085</a>)</li><li>Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAMUR087</a>)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                               |                        |
| <b>Learning Intention:</b> <ul style="list-style-type: none"><li>To explore the difference between rhythm and beat and practise playing rhythmic patterns using body percussion.</li><li>To appreciate the significance of hearing First Nation language in songs and music.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                               |                        |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Learning Experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Preparation and Resources:</b>                                                                                                                                                                                                                                                                                             |                        |
| 15 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Introduction</b><br><br>Begin the session with an Acknowledgement of Country. (Consider talking about some of the special features of your land such as a sacred site near your location, the native plants or animals in your area?)<br><br>Share <a href="#">Merindah's statement</a> :<br><br><i>It's important to learn aboriginal language because every country has their own language. We have so many languages spoken here - it's a multicultural world. We have a language which was taken away. Noongar is the language of this area. Let's bring it back.</i> | <b>Relevant online resources</b> <ul style="list-style-type: none"><li><a href="#">Merindah Hansen Teaching Artist Statement</a></li><li><a href="#">Noongar Animal Cards</a></li><li><a href="#">Della Rae Morrison Teaching Artist Statement</a></li><li><a href="#">Together We Sing on Noongar Boodja video</a></li></ul> |                        |

Play the Noongar animal beat and rhythm game

Display the [Noongar Animal Cards](#).

Clap or play on a percussion instrument the rhythm of one of the animal names. Repeat the rhythm to create an ostinato (repeated pattern) for four bars.

Invite students to guess which animal name rhythm you have clapped or played.

1 2 3 4 / 1 2 3 4 / 1 2 3 4 / 1 2 3 4 /  
Emu - - - / Emu - - - / Emu - - - / Emu - - - /  
(ti-ti za za za)

Repeat the game.

Once students are confident identifying the different rhythms divide the class in half.

Half the class keeps a steady 4/4 beat with body percussion.

The other half claps the selected animal ostinato pattern.

Swap the groups over.

Play the game again selecting different animal rhythms.

Encourage students to quietly tap the rests (za) to help them maintain a steady beat.

Explore different animal combinations to add more complexity to the ostinati. e.g.

Emu Kangaroo, Emu Kangaroo, Emu Kangaroo, Emu Goanna

### Additional resources required

- An untuned percussion instrument (optional)

### Going further

Explore the indigenous names of animals from your Country.

Provide time for students to explore creating their own animal rhythm compositions of 16 bars. Collate the different pieces so students can play each other's compositions. Students could also explore using different percussion instruments to play the pieces.

Listen and view some examples of School Acknowledgement Songs created in the Deadly Arts

35 minutes

### Language and identity

Revisit the '[Together We Sing on Noongar Boodja](#)' video focusing on Della's reflections and the accompanying Stolen Generation images:

*My generation of people and my mother's people weren't allowed to speak their language. Our own parents and grandparents weren't allowed to speak it. This generation has the opportunity to learn their language and get it back. I encourage all young people to learn the language from the Country that they are on.*

- Does anyone know why Della's parents and grandparents weren't allowed to speak their language?
- How would it make you feel if you couldn't speak your own language growing up?
- Why do you think singing in language is important to Della?
- How could singing in language contribute to people's wellbeing?
- What other affects might this have?

Read [Della's Statement](#) about the significance of using her language:

*When I started writing songs in my own language I felt like a whole person. It's amazing how people can share each other's culture through song in language.*

*Language is part of culture, it's our DNA, our ancestry.*

Relisten to [Brookman's School Acknowledgement Song](#).

- What affect do you think including Noongar words has in the song?
- Do you know any songs that include First Nation languages?
- What languages are spoken in your community?
- What songs do you know in your language/s?
- How does it feel to sing in your own language?
- What is it like to sing in another language?

programs across Australia. The songs were made in consultation with Aboriginal community members. Each song took a considerable amount of planning and collaboration with the school communities involved.

- [Brookman PS](#), WA
- [Warriapendi PS](#), WA
- [Bentley PS](#), WA
- [Bossley Park PS](#), NSW

Compare how the songs convey their message and discuss how the use of the elements of music contributes to the song's message.

Explore contemporary Aboriginal and Torres Strait Islander music and songwriters from around Australia.

Encourage students to teach the class a song they know from their culture.

10 minutes

### Reflection

- What affect do you think singing in language has on the performer and the audience?
- How can writing or listening to songs in language contribute to one's wellbeing?
- How can singing in language connect people?
- How are music and language connected?
- How can music and singing connect communities?

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| <b>Course:</b> Together We Sing on Noongar Boodja                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                         | <b>Lesson Five:</b> Seasonal Poems         |                                                                                                                                                                                                                |                                                                                                                                       |
| <b>Learning Area:</b> The Arts, English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                         | <b>Subjects/Strands:</b> Music, Literature | <b>Time:</b> 60 Minutes                                                                                                                                                                                        | <b>Year Level:</b> 3-4                                                                                                                |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |                                            | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> , <a href="#">Sustainability</a> , <a href="#">Asia and Australia’s Engagement with Asia</a> |                                                                                                                                       |
| <b>Content Descriptor:</b><br><i>Year Three and Four Music:</i> <ul style="list-style-type: none"><li>Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (<a href="#">ACAMUM084</a>)</li><li>Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (<a href="#">ACAMUM085</a>)</li></ul> <i>English Year 3</i> <ul style="list-style-type: none"><li>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (<a href="#">ACELT1600</a>)</li><li>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (<a href="#">ACELT1791</a>)</li></ul> <i>English Year 4</i> <ul style="list-style-type: none"><li>Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (<a href="#">ACELT1606</a>)</li><li>Create literary texts that explore students’ own experiences and imagining (<a href="#">ACELT1607</a>)</li></ul> |                                                                                                                                                                         |                                            |                                                                                                                                                                                                                |                                                                                                                                       |
| <b>Learning Intention:</b> <ul style="list-style-type: none"><li>To write a haiku poem about the seasons.</li><li>To appreciate that poetry shares some of the same features of a musical composition.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |                                            |                                                                                                                                                                                                                |                                                                                                                                       |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Learning Experiences</b>                                                                                                                                             |                                            |                                                                                                                                                                                                                | <b>Preparation and Resources:</b>                                                                                                     |
| 10 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Introduction</b><br><br>Invite a student to say an Acknowledgement of Country.<br><br>Play the rhythm and beat game ‘Categories’ on the theme of the current season. |                                            |                                                                                                                                                                                                                | <b>Relevant online resources</b> <ul style="list-style-type: none"><li><a href="#">Six Seasons on Noongar Country</a> video</li></ul> |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|            | <p>Re-view the <a href="#">Six Seasons on Noongar Country video</a> with Rickeeta Walley.</p> <ul style="list-style-type: none"> <li>What are the Aboriginal or Torres strait Islander names of the seasons in our area?</li> </ul> <p>Read the Haiku Poetry examples in the <a href="#">Haiku Poetry resource</a>. The three poems are based on the Bunuru season.</p> <p>Consider Rickeeta's statement:</p> <p><i>Our Bushland is so full of treasures whether it be the food you can find, the medicines that is here, there are all kinds of resources you just need to know what to look for and the six season system help Noongar to be able do that.</i></p> <ul style="list-style-type: none"> <li>What are the treasures in our area?</li> </ul> <p>Allow time for students to sit outside and reflect on the current season. Each student may wish to collect a natural object from outside which helps them connect to the seasonal landscape.</p> | <ul style="list-style-type: none"> <li><a href="#">Rickeeta Walley Teaching Artist Statement</a></li> <li><a href="#">Haiku Poetry Ideas</a></li> </ul> <p><b>Additional resources required</b></p> <ul style="list-style-type: none"> <li>Pen/Pencil</li> <li>Paper/Scrap book</li> <li>Computers for research</li> </ul> <p><b>Preparation</b></p> <p>Resources about the seasons e.g. books or posters or print the <a href="#">City of Kalamunda</a> information cards for each of the Noongar Six Seasons and the information sheets about the native flora and fauna in the area.</p> <p><b>Going further</b></p> <p>Research how living things are dependent on the environment. (<a href="#">Science</a>)</p> <p>Research Aboriginal and Torres Strait Islander Peoples' knowledge of the local environment. (<a href="#">Science</a>)</p> <p>Create a fraction wheel of the western seasons and compare it to</p> |
| 40 minutes | <p><b>Writing a seasonal Haiku poem</b></p> <p>Explain the structure of the Haiku poems i.e. Line one: 5 syllables, Line two: 7 syllables, Line 3: 5 syllables. Relate the use of syllables to the rhythm in music.</p> <ul style="list-style-type: none"> <li>What words or phrases could we use to describe the current season?</li> </ul> <p>As a class brainstorm idea about the current season. Encourage students to use their senses to provide a vivid array of descriptive words and ideas.</p> <ul style="list-style-type: none"> <li>What sounds might you hear in that season e.g. animals, changes in weather, plants growing?</li> </ul> <p>Sort the students' words/phrases into the Haiku Poetry Word Sort depending on the number of syllables in each word/phrase.</p>                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|            | <p>Model how to write a Haiku poem using the students' ideas from the Word Sort</p> <p><b>Creating Seasonal Poems</b></p> <p>Students compose their own Haiku poem.</p> <p>This can be approached in many different ways e.g. students continue to write their own poems based on the ideas explored together. Alternatively, divide the class into groups. Each group researches a different season before writing their Haiku poems.</p> <p>Students will need time to research their season before writing their poem.</p> <p>You may wish to refer to the Noongar Six Season information sheets created by the <a href="#">City of Kalamunda</a>.</p> | <p>the Noongar or your indigenous calendar. (<a href="#">Mathematics</a>)</p> <p>Explore different forms of poetry on the theme of the seasons e.g. Tanka or shape poem. Draw students' attention to the use of repetition, metre, and patterns in poems you read and share with your class. (<a href="#">English</a>)</p> <p>Create an artwork, media piece or dance to accompany the poem. (<a href="#">The Arts</a>)</p> |
| 10 minutes | <p><b>Reflection</b></p> <p>Students read their poems.</p> <ul style="list-style-type: none"> <li>• How do poetry and music relate?</li> <li>• Do you notice any elements of music when listening to the poems?</li> <li>• As composers, how could you add music to enhance your poem?</li> <li>• What sounds could you create?</li> <li>• What musical elements could you use?</li> </ul>                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>Course:</b> Together We Sing on Noongar Boodja                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                | <b>Lesson Six:</b> A Seasonal Composition                                                                                                          |                                   |
| <b>Learning Area:</b> The Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Subject/Strands:</b> Music                                                                  | <b>Time:</b> 60 Minutes                                                                                                                            | <b>Year Level:</b> 3-4            |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> , <a href="#">Sustainability</a> |                                   |
| <b>Content Descriptor:</b><br><i>Year Three and Four Music:</i> <ul style="list-style-type: none"><li>Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (<a href="#">ACAMUM084</a>)</li><li>Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (<a href="#">ACAMUM085</a>)</li><li>Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (<a href="#">ACAMUM086</a>)</li><li>Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (<a href="#">ACAMUR087</a>)</li></ul> <i>English Year 3</i> <ul style="list-style-type: none"><li>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (<a href="#">ACELT1600</a>)</li><li>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (<a href="#">ACELT1791</a>)</li></ul> <i>English Year 4</i> <ul style="list-style-type: none"><li>Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (<a href="#">ACELT1606</a>)</li><li>Create literary texts that explore students’ own experiences and imagining (<a href="#">ACELT1607</a>)</li></ul> |                                                                                                |                                                                                                                                                    |                                   |
| <b>Learning Intentions:</b> <ul style="list-style-type: none"><li>To demonstrate an understanding of the music elements when writing a composition.</li><li>To create and perform a seasonal composition that reflects the land where it was composed.</li><li></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                |                                                                                                                                                    |                                   |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Learning Experiences</b>                                                                    |                                                                                                                                                    | <b>Preparation and Resources:</b> |
| 10 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Introduction<br><br>Listen to <a href="#">Brookman Primary’s School Acknowledgement Song</a> . |                                                                                                                                                    |                                   |

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|            | <ul style="list-style-type: none"> <li>What features do poems and songs share? (verse, stanza, chorus, repetition, patterns, rhythm, rhyme, beat, metre etc)</li> <li>How could you add music to your poem or create a musical composition that includes poetry?</li> <li>What musical elements could you use when reading your poem?</li> </ul> <p>Explain that the students will have the session to compose music to accompany and compliment their Haiku poems. The music composed should reflect the land and season where it is created.</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Relevant online resources</b></p> <ul style="list-style-type: none"> <li><a href="#">Brookman Primary's School Acknowledgement Song</a></li> <li><a href="#">Assessment Criteria and Peer Assessment Sheets</a></li> <li><a href="#">WOW Self Reflection</a></li> </ul>                                                                                                                                                  |
| 40 minutes | <p><b>Composing a Seasonal Composition</b></p> <p>The students could:</p> <ul style="list-style-type: none"> <li>Create a soundscape that is played before or after the poem</li> <li>Create sounds to accompany the poem.</li> <li>Create a chorus that is played after each Haiku poem.</li> </ul> <p>Students are to include in their composition</p> <ul style="list-style-type: none"> <li>The music elements of beat and rhythm</li> <li>A contrasting element e.g. pitch, tempo, dynamics.</li> <li>At least two different instruments (vocal, body percussion, found objects or untuned percussion).</li> <li>First Nation language from your Country e.g. season name, plant or animal name.</li> </ul> <p>Provide students a copy of the <a href="#">Assessment Criteria Sheet</a> to assist them compose their seasonal compositions.</p> <p>Students may require additional time to rehearse their composition before sharing with the class.</p> | <p><b>Additional resources required</b></p> <ul style="list-style-type: none"> <li>Pens/Pencils</li> <li>Paper/Scrapbook</li> <li>Untuned percussion instruments</li> <li>Haiku Poems created last session</li> </ul> <p><b>Going further</b></p> <p>Students plan how to share their compositions with their school community.</p> <p>They could record and send a copy to their family or organise a school performance.</p> |
| 10 minutes | <p><b>Reflection</b></p> <p>Students perform their seasonal compositions.</p> <p>Provide students a copy of the <a href="#">Peer Assessment Sheet</a> to complete while listening to each other's performances.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|  | <p>Students individually complete a self-reflection (WOW) about the process of creating their seasonal compositions.</p> <ul style="list-style-type: none"> <li>What were the Wins?</li> <li>What were the Obstacles?</li> <li>What are you now Wondering?</li> </ul> |  |
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| Curriculum Alignment                                                                                                                                                                                                                          |                                                                                                                                             |                                                                                       |                                                                                       |                                                                                       |                                                                                     |                                                                                       |
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| Course: Together We Sing on Noongar Boodja                                                                                                                                                                                                    | Year level: 3-4                                                                                                                             |                                                                                       |                                                                                       |                                                                                       |                                                                                     |                                                                                       |
| Learning Area: The Arts, English                                                                                                                                                                                                              | Subject/Strands: Music, Literature                                                                                                          |                                                                                       |                                                                                       |                                                                                       |                                                                                     |                                                                                       |
| General Capabilities: <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                           | Cross-Curriculum Priorities: <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a> , <a href="#">Sustainability</a> |                                                                                       |                                                                                       |                                                                                       |                                                                                     |                                                                                       |
| Content Descriptors:                                                                                                                                                                                                                          | Lesson 1                                                                                                                                    | Lesson 2                                                                              | Lesson 3                                                                              | Lesson 4                                                                              | Lesson 5                                                                            | Lesson 6                                                                              |
| Music                                                                                                                                                                                                                                         |                                                                                                                                             |                                                                                       |                                                                                       |                                                                                       |                                                                                     |                                                                                       |
| Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns <a href="#">(ACAMUM084)</a>                                                                                      |                                                          |    |    |    |  |    |
| Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community <a href="#">(ACAMUM085)</a>                 |                                                                                                                                             |    |    |    |  |    |
| Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume <a href="#">(ACAMUM086)</a>                                                                                                             |                                                                                                                                             |  |  |                                                                                       |                                                                                     |  |
| Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples <a href="#">(ACAMUR087)</a> |                                                        |  |                                                                                       |  |                                                                                     |  |

| English                                                                                                                                                                                                                      |  |  |  |  |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|---|---|
| Year 3: Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ( <a href="#">ACELT1600</a> )                 |  |  |  |  | ● | ● |
| Year 3: Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue ( <a href="#">ACELT1791</a> )             |  |  |  |  | ● | ● |
| Year 4: Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns ( <a href="#">ACELT1606</a> ) |  |  |  |  | ● | ● |
| Year 4: Create literary texts that explore students' own experiences and imagining (ACELT1607)                                                                                                                               |  |  |  |  | ● | ● |