

Course: Together We Sing on Noongar Boodja		Lesson One: Acknowledgment of Country	
Learning Area: The Arts	Subject/Strands: Music	Time: 60 Minutes	Year Level: 3-4
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures , Sustainability	
Content Descriptor: <i>Year Three and Four:</i> - Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084) - 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 (ACAMUR087)			
Learning Intention: - To explore and develop an appreciation of the difference between beat and rhythm. - To appreciate how music can express ideas and feelings and tell us about the place where it was created.			
Time	Learning Experiences		Preparation and Resources:
15 minutes	Welcome Begin the session with an Acknowledgement of Country. 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: 1234 pat - pat - clap - clap 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. Extension: Play Categories		Relevant online resources Together We Sing on Noongar Boodja video School Acknowledgement Song from Brookman Primary KWL Reflection Della Rae Morrison Teaching Artist Statement Charley Caruso Teaching Artist Statement Merindah Hansen Teaching Artist Statement AITSIS Map of Indigenous Australia (Schools can

	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. Teacher or student starts the game: - o pat pat clap clap - o Cate - gories clap clap - o Tell - me the - name - of - o pat - pat - ani - mals 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.	purchase a map or share it digitally via the hyperlinked website) Additional online resources • Download the Welcome to Country and Acknowledgement of Country Protocols PDF from the WA Dept of Education • ABC Kids listen: Acknowledgement of Country • ABC: Why Acknowledgement of Country is important and how to give one
35 minutes	Acknowledgement of Country • What do you know about Acknowledgment of Country? • What is the name of the Country where we are located? • Who are the Traditional Custodians of the land where we are situated? Students independently complete their KWL Reflection to record what they know and what they wonder about an Acknowledgment of Country. Watch the 'Together We Sing on Noongar Boodja' 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 Charley Caruso and Sara Terry. Their school is situated on Whadjuk Country in Perth. Locate where this is located on the AITSIS Map of Indigenous Australia. Compare this to where you are located.	Preparation Watch the Deadly Arts Welcome to Whadjuk Country video on ARTS:LIVE Watch the Six Seasons on Noongar Country video on ARTS:LIVE Going further Connect with members of your local community and invite them to share their music and discuss its cultural significance to them. Explore traditional instruments used by members of your school community.

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](#))

10 minutes	Reflection Share Charley Caruso's quote: <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> <i>An Acknowledgment of Country is to Acknowledge Aboriginal people. It's important to give respect to Elders past, present and emerging.</i> Share Charley's Statement about writing an Acknowledgement Song • Why is it important to give an Acknowledgement of Country? • How could writing and singing a school Acknowledgement Song bring people together? • What might you learn by writing a School Acknowledgment song? • What could we learn about our land and First Nation people? Students add their ideas to their KWL. Invite students to share one of their wonderings with the class.	
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