

Course: Together We Sing on Noongar Boodja		Lesson Five: Seasonal Poems	
Learning Area: The Arts, English	Subjects/Strands: Music, Literature	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 , Asia and Australia's Engagement with Asia	
Content Descriptor: <i>Year Three and Four Music:</i> - Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084) - 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 (ACAMUM085) <i>English Year 3</i> - 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 (ACELT1600) - Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791) <i>English Year 4</i> - 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 (ACELT1606) - Create literary texts that explore students' own experiences and imagining (ACELT1607)			
Learning Intention: - To write a haiku poem about the seasons. - To appreciate that poetry shares some of the same features of a musical composition.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Invite a student to say an Acknowledgement of Country. Play the rhythm and beat game 'Categories' on the theme of the current season.		Relevant online resources Six Seasons on Noongar Country video

	Re-view the Six Seasons on Noongar Country video with Rickeeta Walley. - What are the Aboriginal or Torres strait Islander names of the seasons in our area? Read the Haiku Poetry examples in the Haiku Poetry resource. The three poems are based on the Bunuru season. Consider Rickeeta's statement: <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> - What are the treasures in our area? 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.	Rickeeta Walley Teaching Artist Statement Haiku Poetry Ideas Additional resources required - Pen/Pencil - Paper/Scrap book - Computers for research Preparation Resources about the seasons e.g. books or posters or print the City of Kalamunda information cards for each of the Noongar Six Seasons and the information sheets about the native flora and fauna in the area. Going further Research how living things are dependent on the environment. (Science) Research Aboriginal and Torres Strait Islander Peoples' knowledge of the local environment. (Science) Create a fraction wheel of the western seasons and compare it to
40 minutes	Writing a seasonal Haiku poem 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. - What words or phrases could we use to describe the current season? 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. - What sounds might you hear in that season e.g. animals, changes in weather, plants growing? Sort the students' words/phrases into the Haiku Poetry Word Sort depending on the number of syllables in each word/phrase.	

	Model how to write a Haiku poem using the students' ideas from the Word Sort Creating Seasonal Poems Students compose their own Haiku poem. 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. Students will need time to research their season before writing their poem. You may wish to refer to the Noongar Six Season information sheets created by the City of Kalamunda.	the Noongar or your indigenous calendar. (Mathematics) 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. (English) Create an artwork, media piece or dance to accompany the poem. (The Arts)
10 minutes	Reflection Students read their poems. • How do poetry and music relate? • Do you notice any elements of music when listening to the poems? • As composers, how could you add music to enhance your poem? • What sounds could you create? • What musical elements could you use?	