

Course: Together We Sing on Noongar Boodja		Lesson Two: Sound Maps	
Learning Area: Arts	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) - 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) - 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) - Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)			
Learning Intentions: - To appreciate that music can reflect the place where it was created. - To develop an appreciation of the elements of music by listening and recording the sounds in the environment.			
Time	Learning Experiences		Preparation and Resources:
15 minutes	Introduction Begin the session outside with an Acknowledgement of Country. Play Categories (see previous session). Select a topic related to the environment e.g. native plants or native animals. Watch the Deadly Arts Welcome video 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. - What do you notice about the song/music? e.g. language, instruments, singing etc - Discuss the musical elements the students hear e.g. patterns or rhythms in the song? - What do you think music can tell us about a person's identity or culture?		Relevant online resources Deadly Arts Welcome to Whadjuk Country video Together We Sing on Noongar Boodja video Della Rae Morrison Teaching Artist Statement Charley Caruso Teaching Artist Statement Merindah Hansen Teaching Artist Statement

	• What do we know about our First Nation people and their land? • How could we find out? • What are the sounds from our Country? • What sounds do you think we will hear in our school environment? • How can we remember them? • How could we note them down?	Additional resources required • Paper and clipboards, or scrapbook • Pen/Pencil
35 minutes	Sounds from our environment 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. • How will you represent the sound if it is soft or loud (dynamics), long or short, high or low (pitch)? • How could you note down any changes in the sound e.g. getting louder or softer (crescendo or decrescendo)? • What patterns (rhythm) might you hear? • How will you note the sound if it repeats? (ostinato) • What if there is silence? How will you record this? Students note what they hear on their map by writing and/or drawing symbols to represent the different sounds. 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.	Going further Students interview a family member about the significance of a traditional song or song that has a special connection to them. (English) Research indigenous music and instruments from your local area. Connect with your local Aboriginal or Torres Strait Islander community members or organisations to learn about out the significance of music in your Country. 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.
10 minutes	Reflection Share the students' sound maps. • What sounds did you observe? • How did you note them down? • What symbols did you use? • What did you do if the sound was long, short or repeated? • Did you notice any patterns (ostinati)?	

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?