

Course: Together We Sing on Noongar Boodja		Lesson Three: Soundscapes of place	
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 3 and 4:</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) • Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)			
Learning Intention: <i>Year Three and Four:</i> • To experiment creating a variety of environmental sounds with a range of instruments and techniques. • 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.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Sit in a circle. Commence the session with an Acknowledgement of Country. Watch the Six Seasons on Noongar Country Video presented by Rickeeta Walley. • What did you learn about Noongar Country (boodja)? Discuss the connection Rickeeta has with boodja (Country): <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>	Relevant online resources • Acknowledgement of Country • Six Seasons on Noongar Country video • Rickeeta Walley Teaching Artist Statement • Della Rae Morrison Teaching Artist Statement	

	Share Della Rae Morrison's statement about her connection to Country: <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> • What does Country mean to you? • Do you have a significant place? • How does it make you feel being there? Ask students to close their eyes and visualise being in this place. Tell them to use all their senses to visualise the place. • What sounds do you hear? • How do the sounds make you feel?	Additional resources required • A selection of untuned percussion instruments (drums, claves, triangle, tambourine etc) • A selection of mixed objects such as cardboard, plastic bottles or paper. • Students' sound maps from the previous session.
40 minutes	Soundscapes from our environment Refer back to the previous session and discuss the sound maps created from the environment. • What did you learn listening to the sounds in our place/environment? • What sounds did you hear? • Are any of the sounds related to the current season? List the different sounds. • How could we create these sounds musically? ○ Vocal sounds ○ Body percussion ○ Percussion instruments (tuned and/or untuned) ○ Found objects 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. • How could you create a composition/soundscape that reflects our school environment? • What sounds could you use?	Going further 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. Create a soundscape inspired by a poem, a photo or story about a special place. Listen to examples of different soundscapes. Explore the 3-4 Deadly Arts courses on ARTS:LIVE: Yarning and Traditional Doll Making and Artists in our Community to read the artists' statements which

	• What musical elements could you incorporate? • What sounds could you use to keep a steady 4/4 beat throughout the composition? • What sounds could you repeat to create an interesting ostinato (repeated rhythmic pattern)? Divide the class into small groups. Students select 4 or 5 sounds from their sound maps to create their soundscape. To create the sounds students will need to: 1. Identify the sounds they will create. 2. Explore and experiment with different materials and techniques. 3. Select the most appropriate sounds. 4. Organise the sounds together. 5. Play and then refine the sounds. 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. • How will you keep a steady 4/4 beat throughout the composition? • What music elements will you include to enhance your composition? • How will you remember what to play in your group to perform the piece?	discusses their connection to Country.
10 minutes	Reflection Students share their soundscapes • What have you learned by listening to someone else's ideas? • What would you do differently now? • What other ideas do you have?	