

Course: Together We Sing on Noongar Boodja		Lesson One: Acknowledgement of Country	
Learning Area: The Arts	Subject/Strands: Music	Time: 60 Minutes	Year Level: 5-6
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: Year 5 and 6: - Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088) - Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)			
Learning Intention: - To explore and participate in creating a rhythmic chant. - To appreciate that music can be analysed from different perspectives and communicate specific information.			
Time	Learning Experiences	Preparation and Resources:	
15 minutes	Heading Sit in a circle. Begin the session with an Acknowledgement of Country. Play ‘Jump in, Jump out’. In this game, the whole class stands in a circle and chants: Class: <i>Jump in, jump out</i> (class jumps in and out) <i>Turn yourself around.</i> (everyone turns around on the spot) <i>I said jump in, jump out</i> (class jumps in and out again) <i>Introduce yourself.</i> Soloist: <i>My name is _____</i> (individual student moves into the circle and chants) Class: <i>Yeah</i> (class responds) Soloist: <i>And I like _____</i> (student adds their answer) Class: <i>Yeah</i> Soloist: <i>And I can _____</i> (student adds their answer) Class: <i>Yeah</i>	Relevant online resources - Deadly Arts Welcome to Whadjuk Country video Together We Sing on Noongar Boodja video Think Puzzle Explore Reflection Sheet Olman Walley's Teaching Artist Statement Additional online resources Welcome to Country and Acknowledgement of Country	

	Class: All right, all right, all right. Class: Jump in, jump out Turn yourself around I said jump in, jump out. Introduce yourself... Continue the game allowing each student to introduce themselves - matching the rhythmic pattern. Students keep the beat by clapping/tapping and/or the teacher can play a drum or other percussion instrument to help the students keep in time.	Protocols from WA Department of Education • ABC Kids listen: Acknowledgement of Country • ABC: Why Acknowledgement of Country is important and how to give one • Research the history of an Acknowledgment of Country SBS video • BTN Connection to Country Special
35 minutes	Acknowledgement of Country Watch the Deadly Arts Welcome to Whadjuk Country video with Olman Walley. Olman is a Traditional custodian of this area featured in the resource. Noongar refers to the First Nations People of south-west Western Australia. Locate where Whadjuk Country is located on the AITSIS Map of Indigenous Australia. Compare this to where you are located. Discuss the video and read Olman's Statement: • What did you find interesting? • What questions do you have? Ask students to independently reflect on the video and to consider what the difference is between a Welcome to Country and an Acknowledgement of Country using the, 'Think Puzzle Explore', Project Zero Reflection Routine. • What do you think you know about this topic? • What questions or puzzles do you have about this topic? • How might you explore your puzzles about this topic?	Preparation Watch an example of the chant, 'Jump in, Jump out' on YouTube to familiarise yourself with the game. Wherever possible connect with your local community. Contact Traditional Custodians or Elders and invite them to your setting to discuss the significance of a Welcome to Country and what they think could be included in an Acknowledgement of Country.

	Share the students' responses. Continue the shared discussion. • Where/When have you heard an Acknowledgement of Country previously? • Who said it? • How was it presented? • What was the purpose of giving the acknowledgement? • How did it make you feel? Provide students time to explore the online resources to develop their understanding of the difference between an Acknowledgment of Country and a Welcome to Country.	Going further Explore the definition of the word 'acknowledgement' and research its etymology. (English) Find examples of Acknowledgements of Country related to your land and discuss how they are similar or different. (English) Explore the BTN Connection to Country Special throughout the unit. (HASS)
10 minutes	Reflection • What is something you have discovered? • What is something that you think is important to remember from this session? • What new questions do you have? Students can add their thoughts to the Think/Puzzle/Explore Reflection Sheet	