

Course: Together We Sing on Noongar Boodja		Lesson Five: Composing A Seasonal Song	
Learning Area: The Arts	Subjects/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: <i>Years 5 and 6:</i> - Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088) - Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089) - Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)			
Learning Intention: - To identify and explore singing patterns in different languages. - To write lyrics for a seasonal song that tells the audience a story about the place where it was composed.			
Time	Learning Experiences		Preparation and Resources:
15 minutes	Introduction Invite a student to begin the session with an Acknowledgment of Country. Play the Singing Counting game. Students sing the numbers 1 - 8, starting at 1 and ascending in pitch on each number. For example, they start on the note middle C and follow the pattern, 1, 121, 12321, singing to 8 (the octave). Students then descend the octave singing in the same pattern i.e. 8, 878, 87678 etc. Explore the Singing Counting game using numbers in different languages such as Noongar and languages spoken by your class. The following YouTube link will assist students to pronounce the Noongar number names. - What numbers do you know in other languages that you could sing in? - Why do you think it easier to sing in a language you speak? - How would you feel if you weren't allowed to sing or speak your first language?		Relevant online resources Noongar Number Names Della Rae Morrison's Teaching Artist Statement Merindah Hansesn's Statement Composition Checklist Additional Online resources - Visit Common Ground's website to read more about The Stolen Generations

	Read Merinda's and Della's statements related to language and identity. Merinda's Statement: <i>... every country has their own language. We have so many languages spoken here - it's a multicultural world. We have a language which was taken away. Noongar is the language of this area. Let's bring it back!</i> • What is Merinda referring to when she states that Noongar language was, "taken away"? • How were Aboriginal and Torres Strait Islander people denied speaking their languages? • From a historical perspective, why were Aboriginal and Torres Strait Islander people treated this way? • What effects or consequences did this have? • What are the effects today? Depending on the students' knowledge of The Stolen Generation you may need to explain Della's Statement: <i>My generation of people and my mother's people weren't allowed to speak their language. Our own parents and grandparents weren't allowed to speak it. This generation have the opportunity to learn their language and get it back. I encourage all young people to learn the language from the Country that they are on.</i> • What can you do to ensure Aboriginal and Torres Strait Islander languages continue? • How can singing help us to learn First Nation languages? • How could younger students learn the Aboriginal or Torres Strait Islander language from your area?	Going further Students research chords to play for their rhyme such as on The Acoustic Music Archive website. Find out how to say the numbers 1 - 8 in your local indigenous language. Practise saying them whenever possible. Students invite community members to share songs from their childhood. These could be recorded and shared within the school community. Research the lack of citizen rights afforded to Aboriginal and Torres Strait Islander Peoples in Australia which led to the Stolen Generation. (HASS)
40 minutes	Composing a Seasonal Song Students rewrite the lyrics to a nursery rhyme song for younger students (Foundation, Year 1 or Year 2). This aim is to write a song that helps students learn more about the seasons in their area.	

	They will also be able to add appropriate sounds, actions and instruments when performing their piece. Students may wish to continue to add verses to the piece they started in the previous session or select a different season. Alternatively, groups of students could work on different seasons and the class performs all the seasons in a cycle. Students will need time to research information about their Aboriginal or Torres Strait Islander season and the language from their area to include in their composition. Provide students a copy of the Composition Checklist to guide them during the composing process.	
10 minutes	Reflection • What could you add to your song to engage the students' interest? • What sounds, words, instruments, objects or visual effects could you use to tell the story? • How will you note down your composition?	