

Course: Together We Sing on Noongar Boodja		Lesson Two: Making Connections	
Learning Area: Arts	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 – 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 identify and explore adding a chant to a rhythmic pattern. - To appreciate different perspectives and to explore the affect music has on individuals and communities.			
Time	Learning Experiences		Preparation and Resources:
15 minutes	Introduction Sit in a circle and invite a student to begin the session with an Acknowledgment of Country. Play ‘Concentration 64’. Students say the chant together. Select a theme/category e.g. summer or Birak (Dec –Jan). Students add their own word when it is their turn, keeping in time with the rhythmic pattern. <i>Concentration (clap, clap, clap)</i> <i>Sixty-four (clap, clap, clap)</i> <i>No repeats (clap, clap, clap)</i> <i>Or hesitations (clap, clap, clap)</i> <i>I'll go first (clap, clap, clap)</i> <i>You'll go last (clap, clap, clap)</i> <i>Category is: (clap, clap, clap)</i> <i>Instruments (clap, clap, clap)</i>		Relevant online resources Get to Know You Scavenger Hunt Together We Sing on Noongar Boodja video Della Rae Morrison Teaching Artist Statement Charley Caruso Teaching Artist Statement Additional resources required - Pen/Pencil - Paper/Scrapbook

	Each student adds a word to match the category, keeping in time with the rhythmic pattern. e.g. piano (clap, clap, clap), guitar (clap, clap, clap) etc Students complete the 'Get to Know You Scavenger Hunt' individually. Students then interview the class to find someone with the same answer. If the person doesn't have the same answer the interviewee asks them a question. • Did you find anyone with the same answer? • What is something new you learned about someone in our class? • Why do you think it is important to listen and learn more about each other?	• Computers/ipads Preparation Watch an example of the clapping game, 'Category 64' 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. They may have warm up songs and games to share.
35 minutes	Connections through Music Watch the Together We Sing on Noongar Boodja video. Boodja is the Noongar word for Country. The students in the video are from Brookman Primary School in WA. They wrote their own School Acknowledgement song with Teaching artists Charley Caruso and Sara Terry. The school is situated on Whadjuk Country in Perth. • What are the students singing about? • How can music convey meaning? • What musical elements contribute to the success of this song? • How have the students explored ideas about their Country musically? • What information does their song tell us? i.e. historical, cultural, social. • What do you think writing a song about our Country would mean to our community? Read the 'Who am I' and 'What Music Means to Me' statements by Della Rae Morrison and Charley Caruso, two of the musicians in the video. • What does singing and music mean to them? • What does singing and music mean you? • What does singing and music mean to your family? Students write their own 'Who am I' and 'What Music Means to Me' document. Alternatively, they could interview each other and record their interviews.	Going further Invite community members into your school to share their music with the class. Encourage students to bring into school songs that are significant to their culture. These could be shared during class time or at lunchtimes, as bell music etc. Explore Aboriginal and Torres Strait Islander music from across Australia. Research contemporary and traditional indigenous music. Share the BTN video Tiwi Music: Keeping an Ancient culture alive

10 minutes	Reflection Display all the students' statements or share their interview recordings. Allow time for students to read/reflect on each other's presentations. • How do you think music connects people? • What could we learn about each other through music? • How can music contribute to our wellbeing? • What would a world without music look and feel like?	Continue to explore the BTN Connection to Country Special throughout the unit. (HASS)
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