

Course: Together We Sing on Noongar Boodja		Lesson Three: My Country/My Place	
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: <i>Year 5 and 6:</i> - 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 Intentions: - To appreciate how the elements of music can be used in spoken texts. - To analyse a song and explore how composers communicate their ideas.			
Time	Learning Experiences		Preparation and Resources:
15 minutes	Introduction Sit outside in a circle. Begin the session with An Acknowledgment of Country based on the walking example supplied. (As you say the words, invite students to walk on the spot keeping a slow, steady beat and mindfully tuning into the Country they are walking on). - What musical skills did you use when listening and responding to today's Acknowledgement of Country? - What did you notice as you tuned into the Country we learn, work and create on? - What does the word Country mean to you? Invite students to share their ideas around the circle. This could be done orally or students could draw/write their ideas - without talking - on a large piece of paper in the centre of the circle by drawing in the dirt if outside.		Relevant online resources - Walking Acknowledgement of Country example Six Seasons on Noongar Country video Della Rae Morrison's Teaching Artist Statement Rickeeta Walley's Teaching Artist Statement 'Bibbulmun Bonar' Six Seasons song can be viewed on YouTube. The song can be downloaded from Madjitil

	Share Della's quote: <i>Country encompasses everything to me. It's my spirituality. Country makes me feel like a whole person. It's a sense of belonging. Healing of Country connects me to my ancestors.</i> What do you think Della means when she explains her connection to Country? What does this tell you about Della? Why do you think it is important to understand what Country means to Aboriginal and Torres Strait Islander peoples?	Moorna's Aboriginal Songbook for School and Communities. • Song Analysis Activity Sheet Additional resources required • Sticky notes • Pens/Pencils
35 minutes	Connecting to Country/Place • What do you know about Noongar Boodja? (Boodja is Noongar word for country/land) Watch the 'Six Seasons on Noongar Country' video with Rickeeta Walley. Share Rickeeta's 'Who Am I' response from her Teaching Artist Statement. • How do you think Rickeeta is connected to 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> <i>Our practices have had to adapt but we maintain this connection through speaking language and using our native plants and animals for food, medicine and tools - sustainably of course!</i> <i>We also maintain our connection through our ceremonial practices such as dances, song and following old lore that has been handed down through generations.</i> • What have you learned about Noongar Country? • Why do you think the knowledge of the six seasons continues to be significant to Noongar people today?	Preparation Print out the Song Analysis questions or write them on large paper placed around the room. Going further Explore the ABC Education digibooks: Aboriginal cultures: Sharing, connecting and practising Explore the 5-6 Deadly Arts Course Yarning and Traditional Doll making on ARTS:LIVE to learn more about the significance of Country to Noongar artists. Contact indigenous education workers in your area to learn more about your local indigenous culture. Talk to and consult local Aboriginal or Torres Strait Islander community members and ask them how they

	In groups, students listen and analyse the Bibbulmun Bonar: Six Seasons song available on YouTube. Students discuss the Song Analysis Questions in their groups. They write their answers on sticky notes and place them under each of the Song Analysis questions: • Who do you think the composers wrote the song for, i.e. the intended audience? • What do you think is the song's message? • What do you notice about the lyrics? • What musical features do you notice in the song? e.g. form/structure, verses, chorus, repetition, rhythm, melody etc. • What do you like about the music or video? • If you were to write the song, what would you change?	might like to share their cultural knowledge with your class. Students select their own songs to analyse and compare. (Music/English) Explore Aboriginal and Torres Strait Islander Peoples traditional and contemporary use of resources and their spiritual connections to the land. (Economics and business) Learn about the medicinal properties of Australian plants and how Aboriginal and Torres Strait Islanders Peoples knowledge is being used for scientific advances. (Science) Students invite the appropriate speakers to understand the plants endemic to their area and create an action plan to increase the number of native plants in their school environment. (Sustainability) Explore the impact humans have on the environment and the sustainable practices employed by Aboriginal and Torres Strait Islander Peoples. (Sustainability)
10 minutes	Reflection • What do you know about your own Country? • What do you know about the seasons in your area? • How could you find out? • If you were to compose a song about the seasons in your area what would you say? What story could you tell? Who could your audience be?	