

Course: Together We Sing on Noongar Boodja		Lesson Six: A Seasonal Story Performance.	
Learning Area: The Arts	Subject/Strands: Music	Time: 60 Minutes	Year Level: F-2
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: The Arts/Music <i>Foundation – Year Two:</i> - Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080) - Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081) - Create compositions and perform music to communicate ideas to an audience (ACAMUM082) - Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)			
Learning Intentions: - To create and perform a musical story about a seasonal day. - To reflect on the experience of being a composer and audience member.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Refer to your own seasonal story - display the picture created last week or use the Noongar Seasonal Day story example Select one of the sounds represented in the story. How could we create the sound? (vocal, body percussion, found objects and percussion instrument) Select a student to create the particular sound effect. Continue to choose different sounds in the story and a different student to create each sound.	Relevant online resources Noongar Seasonal Day story example WOW Reflection sheet Additional resources required - A selection of untuned percussion instruments - A selection of found objects	

	Retell the story with students adding their sounds to the story as it is retold. - How does the addition of the sounds affect the story? - What do you like about the sounds selected? - How could we improve or change the sounds? e.g. dynamics, tempo	Writing materials e.g. pencil, textas
40 minutes	Creating a composition Students use the session to develop their Seasonal Day Story in their group. They may wish to use the template in the Noongar Seasonal day example to record their ideas. In their groups, one student orally tells the story while the other students create the different sound effects. Provide students with a list of ideas they could use to include in their composition depending on their experience and year level. - Indigenous language (Could you incorporate language into your story that reflects the land where the story takes place?) - Short sounds and some long sounds - Moments of silence - Vocal sounds - Body percussion - Percussion instrument - Beat (Could a steady beat be played throughout the piece?) - Rhythm (What patterns could you make to represent your ideas? What sounds could you repeat? Could you use words to create patterns?) - Dynamics (soft or loud) - Tempo (fast/slow) - Texture (Could more than one sound occur at the same time?) - Only use one type of percussion instrument e.g. wooden - Found objects	Going further Continue learning the Six Seasons Noongar song on YouTube. Listen to the rap in the song and create sounds to match the words using classroom percussion instruments. (Music) Share and record the Seasonal Day Story performance using digital media. (Music)
10 minutes	Reflection Each group performs their Seasonal Day Story. - What do you like about the group's performance? - What other suggestion do you have?	

- What was it like performing to the class?
- What was it like to be a composer?

Students complete a self-reflection about the experience of creating and presenting their Seasonal Day Story. Encourage students to reflect on being a composer and an audience member.

Students draw or write about the experience on the WOW reflection sheet.