

Course: Together We Sing on Noongar Boodja		Lesson Two: Acknowledgement of Country	
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) - 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 respond to music demonstrating an understanding of beat. - To explore the significance of an Acknowledgement of Country and learn the name of the Country and the traditional custodians in my area.			
Time	Learning Experiences		Preparation and Resources:
15 minutes	Introduction Sit in a circle. Begin the session with an Acknowledgement of Country. Sing ‘hello’ or ‘welcome’ to everyone using the languages spoken by your class, and if possible, in the Aboriginal or Torres Strait Islander language spoken in your Country. Students sing their response back to you. Play ‘Keep the beat’ The teacher plays a steady beat on an untuned percussion instrument e.g. clap sticks, a drum. Students tap the beat somewhere on their body whilst keeping the same beat.		Relevant online resources Singing together on Noongar Boodja video Wandjoo My Friend backing track Merindah’s Statement Charley’s Statement Noongar Numbers

	- Show me where you can keep the beat on your body? - Can you keep the beat on two parts of your body? - Can you cross your arms and pat your knees keeping a steady beat? Move to the beat game Ask students to move to the beat that you are playing. Encourage students to use different motions e.g. walk, step on tippy toes, move low down, backwards, move to the beat like a robot etc. When the music stops they 'freeze'. The same musical games could be played using the backing track Wandjoo My Friend from the Madjitol Moorna website. Extend the game by saying a number in your local language/s. When you call out the number students make groups of that number. (The Noongar numbers from 1-8 are Keny, Koodjal, Dambart, Koodjal-koodjal, Maar, Maar-keny, Maar-koodjal, Maar-dambart. See the resource section for a printed copy of the numbers.) Once students are confident keeping a beat the students take turns being the beat leader. Sing to students the instructions to come and sit down quietly.	Additional resources required An untuned percussion instrument (claves/clap sticks, drum, tambourine etc) Going Further Acknowledgement of Country and Welcome to Country Resources: ABC Kids listen: Acknowledgement of Country A Play School session about Acknowledgement of Country Playschool educator notes about Acknowledgment of Country ABC: Why Acknowledgement of Country is important and how to give one - Read the Welcome to Country and Acknowledgement Protocols from the WA Education Department - Watch the full version of Brookman Primary's School Acknowledgement Song Play musical games to assist students to develop their understanding of numeracy e.g. counting or connecting names and quantities. (Mathematics)
35 minutes	What is an Acknowledgement of Country - What does the word acknowledge mean? - Has anyone heard or said an Acknowledgement of Country? - Where did it take place? - When did it happen? - Why was it given? - Who said it? Revisit the "Singing together on Noongar Boodja" video. - What do you like about the students' song? - What did you learn about their Country? - Why do you think they chose to create an Acknowledgement song?	

	Read the Statements from Merindah Hansen and Charley Caruso to appreciate the significance of an Acknowledgement of Country. See the Additional Resources for a definition of an Acknowledgment of Country and further information you may wish to share with your class. • What is the name our Country? • Who are the Traditional Custodians of the land? • Why do we the acknowledge the traditional owners of the land where we are and pay our respects to the Traditional Custodians and Elders?	Develop a unit of inquiry related to place and the connections people have to their place and other places. (HASS)
10 minutes	Reflection Sit outside and ask students to close their eyes, place their feet firmly on the ground and listen to the sounds on your Country/Place. • What is special about our school? • What is special about our land? • What do you know about our Country?	