

Course: Together We Sing on Noongar Boodja		Lesson Four: Animal Sounds	
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)			
Learning Intention: To explore how to create animal sounds using body percussion, voice and percussion instruments.			
Time	Learning Experiences		Preparation and Resources:
15 minutes	Introduction Start the session with an Acknowledgment of Country. (Include a statement that describes something specific about your environment so that the Acknowledgement is connected and specific to your Country e.g. a particular plant or an animal from your area). Play Guess Which Animal Display the Noongar Animal Cards. Use body percussion to demonstrate the sound one of the animals might make e.g. rub hands together to represent the sound of a goanna moving through grass, jump to create the sound of a kangaroo, tap your fingers to represent an animal moving quickly. Students guess the animal and explain why they think the sound represents that animal e.g. an emu might walk softly, a numbat would run quickly etc.		Relevant online resources Noongar Animal Cards Additional resources required - A selection of untuned percussion instruments - Audio of animal names - Some classroom found objects e.g. paper, pencils, ruler etc

35 minutes	Creating animal sounds Divide the class into small groups and provide each group with 3 or 4 of the animal words. Ask the students to explore creating these sounds using body percussion. Share the students' discoveries. What other instruments could we use to make the sounds? e.g. vocal sounds, found objects or percussion instruments. Depending on your year level and the students' knowledge of the percussion instruments you may wish to limit the number of instruments for each group. Provide each group with a percussion instrument/s e.g. a drum or clapping sticks and some found objects such as paper, a pencil or ruler. Explain that they can use found objects, body percussion and vocal sounds to create their animal sounds. Allow time for students to experiment. Encourage students to explore using their instruments in different ways e.g. tap your fingertips lightly or drag you hand across the drum. Invite each group to share their sounds. Place the group's animal names on the board. Encourage the class to think which animal the performers have created by listening to the sounds carefully.	Preparation Print an extra copy of the Noongar Animal Cards to cut up. Going further Find out more about the Aboriginal or Torres Strait Islander seasons related to where you live. Introduce a selection of tuned percussion instruments for students to experiment with. Research the native animals from your area as part of a study of biological sciences. (Science)
10 minutes	Reflection • What did you learn? • What was challenging? • What would you do differently next time?	