

Course: Together We Sing on Noongar Boodja		Lesson Five: Composing a Seasonal Story	
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> Create compositions and perform music to communicate ideas to an audience (ACAMUM082)			
Learning Intention: - To understand that composers can research and express an idea or feeling by writing their own compositions. - To represent a seasonal day through drawing.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Introduction Refer back to the sounds the students heard in Lesson Three, ‘Sounds from Country.’ - Would the sounds be the same throughout the whole year? Why/Why not? - Why might they change? (Day/Night/Seasons) - What do you know about the seasons? - What do you know about the Noongar seasons? Watch the ‘Six Season on Noongar Country’ video with Rickeeta Walley. - What did you find interesting? - How could you create the sounds of the seasons musically? - Could you express your feelings about the different seasons through music? Explain to the students that they will be creating (composing) sounds to convey a musical story about a seasonal day.		Relevant online resources Six Seasons on Noongar Country video Six Seasons Mural Image Noongar Seasonal Day story example Additional resources required - Resources related to the seasons such as books, pictures and/or word lists. - Paper - Pencils

	As musicians/composers and as part of the creative process they will do some research, explore their ideas, experiment creating sounds, practise and then present their composition to the class in the following lesson.	• Textas Preparation Find out the Indigenous names of the seasons in your Country. Going further Compare the Western seasonal calendar to the indigenous seasons in your area. (HASS) Listen to the Six Seasons Noongar song on YouTube and discuss the musical features of the song and consider its purpose. (Music)
40 minutes	Creating a seasonal story. This could be explored in various ways depending on the year level and prior musical experiences of the class: ○ The whole class explores one season. ○ Divide the class in half and select two contrasting seasons. ○ Select all the seasons and nominate a season to each group. In groups, or as a class, students research ideas and information about the season using the resources they have available. They might reflect on specific events that are specific to them from that season e.g. their birthday and think about what would happen on a typical seasonal day. • What would you see and what sounds might you hear? ○ Plants - crunch of leaves, whispering of the wind ○ Animals – chirping birds, movement ○ Weather – rain, wind, sunshine, hot, cold, fog, drizzle ○ Experiences - Swimming, footy etc. Model to the students drawing a picture that represents the story of a particular Aboriginal or Torres Strait Islander seasonal day from your Country or Western seasonal calendar. The Noongar Seasons are: birak, boonaroo, djiran, mookaroo, djilba, kambarang. View the Six Season Mural Image and the Noongar Seasonal Day story example shows how students could use the symbols in the mural of each season to create their own story to draw and compose to. Students draw their own picture to tell their seasonal story. The story might reflect the changes in the weather throughout the day and the events that occur. The drawings will assist the students to create their musical composition. In the following session the students will select appropriate sounds for their own seasonal story compositions.	

10 minutes	Reflection Invite a student or group to tell their seasonal story. • Are there any elements from the story that could be created with sounds? • Which sounds could you create? • How could you create them? (Vocal sounds, body percussion, found objects, percussion instruments, recorded sounds)	
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