

Course: Together We Sing on Noongar Boodja		Lesson Three: Sounds from 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) - 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 Intention: - To practise keeping a steady beat and develop an appreciation of rhythm. - To explore and record the sounds from my environment.			
Time	Learning Experiences	Preparation and Resources:	
15 minutes	Introduction Sit outside in a circle on boodja. (Boodja is the Noongar word for Country) Sing hello to the group. Acknowledgment of Country Follow the Walk on Country instructions sheet to guide you in an active Acknowledgment of Country. The physical aspect of walking on the spot whilst hearing the Acknowledgement allows students to connect to the land whilst they feel the beat physically while walking. Play ‘Keep my name in the beat’. <i>Foundation</i> Start a simple 4/4 beat body percussion pattern. Pat or clap a steady beat or use clapping sticks.	Relevant online resources Singing together on Noongar Boodja video Walk on Country Instructions Merindah’s Statement Charley’s Statement Additional resources required - Paper - Clip board - Pencils or textas	

	Ask students to copy the beat. Go around the circle and say each student's name while they keep the beat. Ask the class to echo/copy the student's name whilst tapping the beat on their body. <i>Year 1 and 2</i> Ask a student to demonstrate a simple 4/4 beat body percussion pattern e.g. clap clap pat pat Students say their name around the circle, saying it in time with the steady body percussion beat. If a student misses their turn that's ok. The beat continues and the next student has their turn in time. Play again, this time in the opposite direction. Extend the game by encouraging students to find different ways to keep the beat using body percussion.	Going further Research the traditional instruments played by First Nation people in your Country. Consult Aboriginal or Torres Strait Islander people to learn about the traditional music and instruments from your Country. Invite community members to share music from their culture with the class.
40 minutes	Sounds from Country Refer to last week's session and the video, 'Together We Sing on Noongar Boodja.' Re-watch the video if necessary. - What do you think the musicians from Brookman Primary did before writing their lyrics to their School Acknowledgement Song? - How would they have learned about their Country? Read Charley's Statement and take note of what Charley says about writing music about Country: <i>If students want to create music about their own Country they should absolutely do that! Talk to people who know the most about the land. First start with the sounds of home e.g. tapping sticks are the instruments in Whadjuk Country.</i> - What does Charley say students should do first? - What do we know about the sounds in our environment? - What sounds will we hear outside? - How could we record the sounds from our Country or place? Divide students into pairs or triads. Alternatively work as a whole class.	

	Students record on paper what they hear. They write words, draw pictures or create symbols to represent the different sounds they hear.	
10 minutes	Reflection Share the different sounds the students discovered. • What sounds surprised you? • Were the sounds natural or man-made? • Did you hear any native animals? Why or why not? • What sounds did they make? • How did you record the different sounds? Compare how the students recorded the sounds. • How did you represent the sounds? • Were there any sounds which had a steady beat or rhythm? • How could you note down (record) a sound that repeated? • What could you do to show the sound was soft, loud, short, long (sustained)? • How could you record that more than one sound was occurring at the same time? • If you repeated this activity would the sounds be the same? Why? Why not?	