

Course: Together We Sing on Noongar Boodja		Lesson One: What Singing Means to Me	
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 Intention: - To respond to a Noongar song demonstrating an awareness of beat. - To explore the difference between using a speaking and a singing voice and to appreciate why people sing.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Welcome Sit in a circle. Watch the Welcome to Whadjuk Country Video with Olman Walley. Listen to Olman playing the tuk bookarlin (tapping sticks) whilst singing a traditional family song in Noongar. Tuk bookarlin are traditional instruments used in Noongar music. In the background you can hear the yidaki (didgeridoo) being played by Olman, although, this is not a traditional Noongar instrument. <i>(Note that more information is provided about the song in Olman’s Teaching Artist Statement. He explains that this song is a special family song only passed down to certain people. Students should listen and respond to the song, not perform it).</i> As you listen to the song encourage students to tap the beat on their body.		Relevant online resources Deadly Arts Welcome to Whadjuk Country video Singing together on Noongar Boodja video Kaya Everyone (Speaking voice audio) Kaya Everyone (Singing voice audio) Della Rae Morrison Teaching Artist Statement Charley Caruso Teaching Artist Statement

	- Does anyone know what language the song is sung in? (Noongar) - In which part of Australia is the language spoken? (south-west corner of Western Australia) - What instruments does Olman use to perform the song? (Tapping sticks, voice and we can hear his yidaki recording in the background) Noongar refers to the First Nations People of SW Western Australia. Boodja is the Noongar word for Country. Share the Noongar Regions Map and the AIATSIS Map of Indigenous Australia to locate these areas. Compare this to the land where you are located.	Merindah Hansen Language Teacher Statement What Singing Means To Me Sheet - AIATSIS Map of Indigenous Australia Going Further Find out more about the backgrounds of the musicians and teachers in the video. Read the full statements by Della Rae Morrison, Charley Caruso and Merindah Hansen. Explore the learning experiences in the Deadly Arts Welcome to Whadjuk Country F-2 course on ARTS:LIVE - Research and listen to other songs sung in Noongar such as the Wanjoo Song (Welcome Song) by Gina Williams.
40 minutes	Why do we sing? Say hello to everyone using a rhythm (ta ta ti tt ta) <i>Kaya everyone</i> Students echo back <i>Kaya (teacher's name)</i> Use the Kaya Everyone (Speaking voice audio) track as guidance if you need. Go around the circle saying kaya to each other rhythmically either with the track or a percussion instrument performing the rhythm. Sing hello to everyone using the melody (so mi so so mi or G E G G E) <i>Kaya everyone</i> Students echo back <i>Kaya (teacher's name)</i> Use the Kaya Everyone (Singing voice audio) track as guidance if you need. Go around the circle singing kaya to each other melodically either with the track or a melodic instrument like a xylophone. What is a singing voice and what is a speaking voice? Can other instruments speak and sing?	



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Explain that whatever you can say you can also sing. Demonstrate using your singing voice compared to your speaking voice.

Try speaking and singing hello in other languages that are linguistically relevant to the class. Share solos with the class as students take turns to sing or say hello as their peers guess if they are using their singing or speaking voices.

- How else can we use our voices? e.g. whisper, spooky, loud, soft etc.

Explore different ways of using voices through songs such as 'Sing! Speak! Whisper! Shout!' and 'This is my singing voice' and 'Boom Chicka Boom'. All can be easily found on YouTube.

Allow time for students to explore using their voices in different ways.

View the ["Singing together on Noongar Boodja"](#) Video. Boodja is the Noongar word for Country. The students in the video are from WA. Their school is situated on Whadjuk Country in Perth. They wrote their own School Acknowledgement song as part of their Deadly Arts program with teaching artists Charley Caruso and Sara Terry.

Discuss the song

- Who is singing?
- What do you think the song means?
- Why have they included Noongar words?

Share the statements by [Della Rae Morrison](#) and [Merindah Hansen](#) to explain the importance of speaking Noongar language.

- Why do people sing and make music?

Read the statements by [Della Rae Morrison](#) and [Charley Caruso](#).

Connect the students' responses to their personal experiences:

- What does singing mean to you?
- What songs do you know?
- Who sings them?



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	• Why do you sing them? • Are there any songs you sing with your family? • What language do you sing them in? • How does singing make you feel? Students draw or write about a singing experience e.g. singing with their family, singing at a school concert, at a celebration etc on the 'What Singing Means To Me' Sheet.	
10 minutes	Reflection Display the students' responses and ask students to share their experiences and thoughts. • How does singing make you feel? • How does signing bring people together?	