



Teacher Pack



Collection: Deadly Arts

Course: Together We Sing on Noongar Boodja

Year Level: F-2

Lessons: 6 x 60 Minutes



Overview

In this video, Song Room Teaching Artist Charley Caruso explains the creative process of composing and recording an Acknowledgement of Country song. We explore a collaboration between Charley and students and community members at Brookman Primary School as they compose a song to acknowledge Noongar Country. We hear from singer and musician Della Rae Morrison about the importance and significance of singing in First Nations languages and appreciate the effect singing has on individuals and communities.

The course provides students with the opportunity to better appreciate that Aboriginal and Torres Strait Islander Peoples maintain a special connection to and responsibility for Country/Place. A video of Rikkeeta Walley discussing the Six Seasons on Noongar Country is provided to support these lessons and further explore ideas of sustainability and care for Country.

The musical experiences offered encourage students to work collaboratively to explore sounds in their environment. They also have the opportunity to create and perform a musical story in response to the seasons. Lessons include time for students to reflect on being a composer, performer and audience member.

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?	

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?

	• 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?	

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?	

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?	

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?	

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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Course: Together We Sing on Noongar Boodja		Lesson Six: A Seasonal Story Performance.	
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) - 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 create and perform a musical story about a seasonal day. - To reflect on the experience of being a composer and audience member.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Introduction Refer to your own seasonal story - display the picture created last week or use the Noongar Seasonal Day story example Select one of the sounds represented in the story. How could we create the sound? (vocal, body percussion, found objects and percussion instrument) Select a student to create the particular sound effect. Continue to choose different sounds in the story and a different student to create each sound.	Relevant online resources Noongar Seasonal Day story example WOW Reflection sheet Additional resources required - A selection of untuned percussion instruments - A selection of found objects	

	Retell the story with students adding their sounds to the story as it is retold. - How does the addition of the sounds affect the story? - What do you like about the sounds selected? - How could we improve or change the sounds? e.g. dynamics, tempo	Writing materials e.g. pencil, textas
40 minutes	Creating a composition Students use the session to develop their Seasonal Day Story in their group. They may wish to use the template in the Noongar Seasonal day example to record their ideas. In their groups, one student orally tells the story while the other students create the different sound effects. Provide students with a list of ideas they could use to include in their composition depending on their experience and year level. - Indigenous language (Could you incorporate language into your story that reflects the land where the story takes place?) - Short sounds and some long sounds - Moments of silence - Vocal sounds - Body percussion - Percussion instrument - Beat (Could a steady beat be played throughout the piece?) - Rhythm (What patterns could you make to represent your ideas? What sounds could you repeat? Could you use words to create patterns?) - Dynamics (soft or loud) - Tempo (fast/slow) - Texture (Could more than one sound occur at the same time?) - Only use one type of percussion instrument e.g. wooden - Found objects	Going further Continue learning the Six Seasons Noongar song on YouTube. Listen to the rap in the song and create sounds to match the words using classroom percussion instruments. (Music) Share and record the Seasonal Day Story performance using digital media. (Music)
10 minutes	Reflection Each group performs their Seasonal Day Story. - What do you like about the group's performance? - What other suggestion do you have?	

- What was it like performing to the class?
- What was it like to be a composer?

Students complete a self-reflection about the experience of creating and presenting their Seasonal Day Story. Encourage students to reflect on being a composer and an audience member.

Students draw or write about the experience on the WOW reflection sheet.

Curriculum Alignment						
Course: Singing Together on Noongar Boodja	Year level: F-2					
Learning Area: The Arts	Subject/Strands: Music					
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 Descriptors:	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Music						
<i>Foundation – Year 2:</i> Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)	●	●	●	●		●
<i>Foundation – Year 2:</i> Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)	●	●		●		●
<i>Foundation – Year 2:</i> Create compositions and perform music to communicate ideas to an audience (ACAMUM082)			●	●	●	●
<i>Foundation – Year 2:</i> 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)	●	●	●			●