

Course: Welcome to Whadjuk Country		Lesson One: Country, People and Culture	
Learning Area: The Arts, English	Subjects/Strands: Music, Literacy	Time: 60 Minutes	Year Level: 3-4
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures	
Content Descriptor: The Arts/Music Year 3 - 4: Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087) English/Literacy/Interacting with others Year 3: Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) Year 4: Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)			
Learning Intention: To connect to my Country and develop an appreciation of Noongar music through viewing a Welcome video from Whadjuk Country.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Connecting to Country Sit outside on Country. (The Noongar word for country is ‘boodja’). Begin the session with an Acknowledgement of Country. - Where are we located? - What is the name of the Country we are located on? - Who are the Traditional Custodians of the land where we are located? Place three sticks in the shape of the letter ‘Y’. Explain to students that you would like them to think about the land they are sitting on in 3 parts (as divided by the Y). These parts are ‘See, Hear and Feel’. Give students time to close their eyes and think about this before discussing with the whole group what they are seeing, hearing and feeling as they tune in to Country.	Relevant online resources Deadly Arts Welcome to Wadjuk Country video Y Chart Reflection Additional resources required Noongar Groups map - Explore David’s Horton’s Map of Indigenous Australia on the AIATSIS map (Schools can	

	Provide time throughout the week for students to connect and respond to their environment through Visual Arts experiences. This may include: • Taking crayon rubbings of the environment. • Sketching the school. • Taking close up photographs of different textures of the environment, such as leaves or rocks. • Observing and drawing a favourite place outside. • Exploring paint mixing to create the colours of your environment.	purchase a map or share it digitally via the website.) Preparation Make connections with your community to enrich the learning: • Speak with Aboriginal and Torres Strait Islander staff and families in your school. • Send a letter to parents in your community and explain that you have watched a video from Whadjuk Country and are learning about the Country your school is located on. • Contact Traditional Custodians or Elders from your local area and invite them to your setting to speak about your Country and share their knowledge.
40 minutes	Learning from Noongar people Watch the Welcome to Whadjuk Country video with Olman Walley. Share the Noongar Groups and AIATSIS map to locate the area. Compare where Whadjuk Country is in relation to where your school is located using an online mapping tool such as Google Maps or Google Earth. Discuss the video using a 'Think, Pair, Share' strategy. Students independently note down their ideas on the Y Chart Reflection sheet. They share their thoughts with a partner and then share their ideas with the group. • What surprised you about Olman's Welcome? • Why do you think Olman used music? • What instruments did you hear? (voice, clapping sticks, yidaki). Note that Olman plays the yidaki but this is not a traditional Noongar instrument. • How did it make you feel listening to the music? • Can you think of any other occasions where music is used to welcome people? • Can anyone explain or share music from their own culture that is used to welcome people?	Going further • Explore and discuss the purpose of different types of music that your class listens to.

10 minutes	Reflection Closing class discussion to encourage student self-reflection. • What can music teach us about different cultures? • Why do you think music is important to different cultures? • Why do you think it is important to respect the music from different cultures? • How can we learn more about each other's culture?	• Invite parents or local Aboriginal or Torres Strait Islander groups to share their music with the class. • Research music from different times and cultures and discuss its purpose. • Find out more about traditional songs from your local area. • Learn songs that are shared by your community. • Teach younger students songs that your class know.
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