



Teacher Pack



Collection: Deadly Arts
Course: Welcome to Whadjuk Country
Year Level: 3-4
Lessons: 3 x 60 Minutes



Overview

The Song Room's Deadly Arts programs connect schools and learning communities with Aboriginal and Torres Strait Teaching Artists who lead cultural and arts experiences in schools across Australia. These partnerships provide an opportunity for students, teachers and their wider communities to confidently develop their cultural knowledge and respect for Country through The Arts. The Deadly Arts Digital Resource Collection provides teachers across Australia with access to videos and learning materials designed by and featuring Aboriginal and Torres Strait Islander Song Room Teaching Artists working in our programs on Noongar Country in Western Australia.

The *Welcome to Whadjuk Country* course provides teachers with introductory learning materials centred around a Welcome to Country ceremony performed by Song Room Teaching Artist Olman Walley. Olman orients us to Whadjuk Country, in Perth (Mooro) and sings and welcomes us in Noongar language, whilst in the distance we see the Perth city skyline. This wonderful juxtaposition of an ancient living culture with a vista of a contemporary city, serves as a provocation for classroom inquiry into Aboriginal and Torres Strait Islander histories and cultures as one of the oldest living cultures in the world.

The three learning experiences that accompany the *Deadly Arts Welcome to Whadjuk Country* video are designed to:

- Strengthen students' connections within their own class and with their local community
- Develop a culturally safe classroom that respects the diverse range of cultures within Australia
- Create a respectful and welcoming classroom through The Arts.

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 Descriptors: 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. Going further • Explore and discuss the purpose of different types of music that your class listens to.
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?	

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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Course: Welcome to Whadjuk Country		Lesson Two: Who Am I?	
Learning Area: The Arts, English	Subjects/Strands: Visual Arts, 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 Descriptors: The Arts/Visual Arts Year 3 - 4: Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) English/Literacy/Interacting with others Year 3: Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) Year 4: Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)			
Learning Intentions: • To understand that language is part of a person’s identity. • To share and display information about my culture.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Kaya and Wanjoo If possible, sit outside on ‘boodja’ - the Noongar word for country. Commence the session with an Acknowledgement of Country. Move inside to watch and reflect on Olman’s Deadly Arts Welcome to Wadjuk Country video. • What language is Olman speaking when he says ‘hello’ and ‘welcome’? (Kaya and Wanjoo are Noongar words). • What languages do you use with your family to greet them? • What are the words for ‘hello’ and ‘welcome’ in the First Nations languages relevant to the Country our school is on? • How could we find out? • In what other ways do people greet each other? (gestures, body language etc)	Relevant online resources • Deadly Arts Welcome to Wadjuk Country video • Olman Walley’s Statement • Who am I? Reflection Additional resources Explore these websites to learn more about Noongar and First Nations languages: • AIATSIS Living Languages • 50 words online	

	Why are they different?	Gambay First Languages Map Noongar Boodjar Language Cultural Aboriginal Corporation ABC Kids Little Yarns Noongar ABC educational clip: Learn some of the Noongar language Narragunnawali Language Resource Guide Wangkiny Language Glossary
40 minutes	Who Am I? Read Olman Walley's Teaching Artist Statement. Sit in a circle and invite each student to introduce themselves to the group using the language they speak at home, the language from their Country or the Noongar word for hello, 'kaya'. Ask each student to share one or two facts about themselves. Students create their own 'Who am I?' biography (based on Olman's statement) to share with the class. Students draw/write the information on the Who am I? Reflection sheet. Alternatively, each student traces around their hands. They write the name of the Country they live on in the centre of one hand and the word for 'hello' or 'welcome' in the local aboriginal language and the language spoken at home in the centre of the other hand. On each digit they draw or write some information about their identity. Students could respond to questions such as: - Who is in your family? - What language/s do you speak? - Where were you born? - What do you like to do/hobby? - What is your favourite food? - What is the name of your favourite native animal or plant? - What is your favourite song? - What is special about your background? - What is your favourite sport?	Preparation Explore your local languages: - Contact Aboriginal or Torres Strait Islander education teachers in your area to learn about the language/s spoken in your community. - Talk to local Aboriginal and Torres Strait Islander community members and ask how they might like to share their language. - Invite parents to share their culture and language with the class. - Invite older students to teach your class words or phrases of your local community language/s. Going further - Learn more about Noongar culture with Rickeeta Walley and watch the Deadly Arts

10 minutes

Reflection

- Sit outside on 'boodja'. Students share something about their identity with the class from the 'Who Am I?' activity.
- How can we display this artwork? What shape could we use to represent our class. For example, a circle or a tree shape.
- What is one thing you learned today about our community?
- Why do you think it is important to learn about our different cultures and share this information?

[Six Seasons on Noongar Country](#) video on [ARTS:LIVE](#).

- Explore the importance of language in the [Together We Sing on Noongar Boodja](#) video from the Deadly Arts collection on [ARTS:LIVE](#).

Course: Welcome to Whadjuk Country		Lesson Three: Welcoming Our Community	
Learning Area: The Arts	Subjects/Strands: Visual Arts	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 Descriptors: The Arts/Visual Arts Year 3 - 4: Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) Year 3 - 4: Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)			
Learning Intention: To create a welcome sign that respects the different languages in my community.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Developing our ideas Olman welcomed us by singing and speaking to us. - How can we welcome visitors to our school/class? - How could we greet someone respectfully? - Which languages could we include? - How can we encourage people to use our local language? - What languages are spoken in our community? - What languages are used on the signs in our school? You may like to take students for a walk to the front of your classroom environment/school reception area to trace the steps of new visitors to consider how welcoming these spaces feel.		Relevant online resources Deadly Arts Welcome to Wadjuk Country video Additional resources required Depending on the type of sign your students choose to make, a variety of art materials may be required such as, paper, pencils, crayons, paint, brushes, rollers, mixed media, natural materials.
40 minutes	Create a Collaborative Welcome Sign for your classroom or school - How can we create our sign? - What materials can we use? - How can we ensure everyone is involved?		Preparation Invite community members to assist in the planning, research and execution of the sign.

	• What message/s do we want to convey? • How do we ensure everyone feels welcomed? • What words and images do we want to include? • Are there any colours that have a symbolic meaning? • Who else could help us? Here are a few ideas you may like to use or adapt: • Paint the words on a large piece of recycled cardboard or old sheet. • Create the letters from natural materials outside and take a photograph of each letter. Print the letters for your sign. • Decorate each letter separately and stick them on a painted background. • Paint a mural of the land, sky and water and display the words on top. • Each student draws a portrait of themselves and places their picture around the word/s. Please note that making the sign will take two sessions.	Going further • Why is it important to keep languages alive? • How could you learn more about your local Aboriginal language? • What could you do to encourage other people to learn this language? • Explore the Year 3-4 Deadly Arts courses on ARTS:LIVE (Yarning and Traditional Dollmaking, Together We Sing On Noongar Boodja and Artists in our Community). • Learn more about the importance of Country with Rickeeta Walley and watch the Deadly Arts Six Seasons on Noongar Country video on ARTS:LIVE.
10 minutes	Reflection Use reflection questions to refine the artwork throughout and at the end of the project. • What does our artwork tell the viewer about our community? • What do you think it says about our community if we use all the languages spoken in our community? • Why is it important to make Aboriginal and Torres Strait Islander languages visible?	

Curriculum Alignment			
Course: Welcome to Whadjuk Country	Year level: 3-4		
Learning Area: The Arts, English	Subjects/Strands: Music, Visual Arts		
General Capabilities: Intercultural understanding, Critical and Creative Thinking, Personal and Social Capability	Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures		
Content Descriptions:	Lesson 1	Lesson 2	Lesson 3
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)	●		
Visual Arts			
Year 3 – 4: Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)		●	●
Year 3 – 4: Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)			●
English			
Year 3: Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	●		
Year 3: Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)		●	

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)			
Year 4: Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)			