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| <b>Course:</b> Welcome to Whadjuk Country                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Lesson One:</b> Country, People, Culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                        |
| <b>Learning Area:</b> The Arts, English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Subjects/Strands:</b> Music, Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Time:</b> 60 Minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Year Level:</b> 5-6 |
| <b>General Capabilities:</b> <a href="#">Intercultural understanding</a> , <a href="#">Critical and Creative Thinking</a> , <a href="#">Personal and Social Capability</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Cross-Curriculum Priorities:</b> <a href="#">Aboriginal and Torres Strait Islanders Histories and Cultures</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                        |
| <b>Content Descriptor:</b><br><a href="#">The Arts/Music</a><br>Year 5 and 6: Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music ( <a href="#">ACAMUR091</a> )<br><a href="#">English/Literacy/Interacting with others</a><br>Year 5: Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view ( <a href="#">ACELY1699</a> )<br>Year 6: Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ( <a href="#">ACELY1709</a> ) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                        |
| <b>Learning Intention:</b> <ul style="list-style-type: none"><li>To explore how music plays an important role in different cultures and can be associated with a particular place.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                        |
| <b>Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Learning Experiences</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Preparation and Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        |
| 10 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Country/Place</b></p> <p>Sit quietly outside.</p> <p>Begin the session with an Acknowledgement of Country.</p> <p>Ask students to gently place their feet on the ground and slowly sink into the earth, feeling tall and grounded. Ask students to close their eyes and breathe in the fresh air for a few minutes as they think about the land they are on.</p> <p>Ask students to listen carefully for a few minutes to the sounds in the environment. Explain this as ‘tuning in to Country’.</p> <p>Lead a class discussion with key questions:</p> <ul style="list-style-type: none"><li>What sounds did you hear when you tuned your ears into Country?</li><li>What did you feel when you let your feet sink into the earth beneath you?</li></ul> | <p><b>Relevant online resources</b></p> <ul style="list-style-type: none"><li><a href="#">Deadly Arts Welcome to Wadjuk Country</a> video</li><li><a href="#">Y Chart Reflection Sheet</a></li></ul> <p><b>Additional resources required</b></p> <ul style="list-style-type: none"><li>Explore David Horton’s Map of Indigenous Australia on the <a href="#">AIATSIS map</a> (Schools can purchase a map or share it digitally via the hyperlinked website.)</li><li><a href="#">Noongar Groups map</a></li><li><a href="#">Welcome to Wadjuk City</a></li></ul> |                        |

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|            | <ul style="list-style-type: none"> <li>• What is the name of the Country we are located on?</li> <li>• Who are the Traditional Custodians of the land where we are located?</li> <li>• How can we find out if we don't know these things?</li> </ul> <p>Throughout the week explore some of the connecting to Country/Place Visual Art experiences listed below.</p> <p>Encourage students to use their senses and record their observations or thoughts in a visual diary/class display.</p> <ul style="list-style-type: none"> <li>• Find an area outside to sketch the environment.</li> <li>• Draw a close up of a part of a plant e.g. a section of a leaf.</li> <li>• Take rubbings of the environment. Place paper over different materials and use the flat side of a crayon to reveal the different textures.</li> <li>• Use water colour pencils or paints and record responses to the place.</li> <li>• Take a series of photographs about your environment – focus on a particular element such as colour, texture, line or shape.</li> </ul> | <p><b>Preparation</b></p> <p>Make connections with your community:</p> <ul style="list-style-type: none"> <li>• Speak with Aboriginal and Torres Strait Islander staff and families in your school.</li> <li>• Send a letter to parents in your community and explain that you are learning about Noongar and Aboriginal and Torres Strait Islander culture and invite parents to share their knowledge of your local area.</li> <li>• Contact Traditional Custodians or Elders and invite them to your setting to speak about your Country.</li> </ul>                                              |
| 40 minutes | <p><b>Whadjuk Country and Welcome with Olman Walley</b></p> <p>Share the <a href="#">Noongar Groups</a> map and <a href="#">AIATSIS map</a> to locate the Whadjuk area. Compare where you are situated using an online map such as Google Maps or Google Earth.</p> <p>Before watching the Deadly Arts Welcome to Whadjuk Country Video ask students to particularly focus on the music that Olman is playing.</p> <p>View the <a href="#">Deadly Arts Welcome to Wadjuk Country</a> video presented by Olman Walley.</p> <p>Discuss the video using a 'Think, Pair, Share' strategy.</p> <p>Students first record their thoughts independently on the <a href="#">Y Chart Reflection Sheet</a>.</p> <p>Students discuss their thoughts with a partner and then share their responses with the group.</p>                                                                                                                                                                                                                                                 | <p><b>Going further</b></p> <ul style="list-style-type: none"> <li>• Learn more about Noongar Country and watch the <a href="#">Six Seasons on Noongar Country</a> video on <a href="#">ARTS:LIVE</a>.</li> <li>• Explore and discuss the purpose of different types of music that your class listens to.</li> <li>• Invite parents or local Aboriginal or Torres Strait Islander groups to share their music with the class.</li> <li>• Research music from different times and cultures and discuss its purpose.</li> <li>• Find out more about traditional songs from your local area.</li> </ul> |

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|            | <ul style="list-style-type: none"> <li>• Why do you think Olman is singing this song?</li> <li>• What is the song about?</li> <li>• What instruments do you hear? (voice, clapping sticks, yidaki)</li> <li>• What might this tell you about Noongar culture?</li> <li>• Does it surprise you that Olman can play the yidaki even though it isn't a traditional Noongar instrument? Why or Why not?</li> <li>• Does anyone know any music from this place/Country? How could we find out?</li> <li>• Are there songs or music played for specific times or purposes?</li> <li>• What does music mean to you and your family?</li> <li>• How can music reflect and express your culture?</li> </ul> <p>Record any questions that arise through your discussion to return to throughout the inquiry.</p> | <ul style="list-style-type: none"> <li>• Learn songs that are shared by your community.</li> </ul> |
| 10 minutes | <p><b>Reflection</b></p> <p>Students write or report back to the group about their thoughts about music from the discussion. The following reflective prompt could be used:</p> <p><i>I used to think ...<br/>but now I think ...</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                    |