



Teacher Pack



Collection: Deadly Arts
Course: Welcome to Whadjuk Country
Year Level: 5-6
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 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, Culture	
Learning Area: The Arts, English	Subjects/Strands: Music, Literacy	Time: 60 Minutes	Year Level: 5-6
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 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 (ACAMUR091) English/Literacy/Interacting with others 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 (ACELY1699) Year 6: Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)			
Learning Intention: To explore how music plays an important role in different cultures and can be associated with a particular place.			
Time	Learning Experiences	Preparation and Resources	
10 minutes	Country/Place Sit quietly outside. Begin the session with an Acknowledgement of Country. 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. Ask students to listen carefully for a few minutes to the sounds in the environment. Explain this as 'tuning in to Country'. Lead a class discussion with key questions:	Relevant online resources Deadly Arts Welcome to Wadjuk Country video Y Chart Reflection Sheet Additional resources required - Explore David Horton's Map of Indigenous Australia on the AIATSIS map (Schools can purchase a map or share it digitally via the hyperlinked website.) Noongar Groups map	

	• What sounds did you hear when you tuned your ears into Country? • What did you feel when you let your feet sink into the earth beneath you? • What is the name of the Country we are located on? • Who are the Traditional Custodians of the land where we are located? • How can we find out if we don't know these things? Throughout the week explore some of the connecting to Country/Place Visual Art experiences listed below. Encourage students to use their senses and record their observations or thoughts in a visual diary/class display. • Find an area outside to sketch the environment. • Draw a close up of a part of a plant e.g. a section of a leaf. • Take rubbings of the environment. Place paper over different materials and use the flat side of a crayon to reveal the different textures. • Use water colour pencils or paints and record responses to the place. • Take a series of photographs about your environment – focus on a particular element such as colour, texture, line or shape.	• Welcome to Wadjuk City Preparation Make connections with your community: • 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 are learning about Noongar and Aboriginal and Torres Strait Islander culture and invite parents to share their knowledge of your local area. • Contact Traditional Custodians or Elders and invite them to your setting to speak about your Country.
40 minutes	Whadjuk Country and Welcome with Olman Walley Share the Noongar Groups map and AIATSIS map to locate the Whadjuk area. Compare where you are situated using an online map such as Google Maps or Google Earth. Before watching the Deadly Arts Welcome to Whadjuk Country Video ask students to particularly focus on the music that Olman is playing. View the Deadly Arts Welcome to Wadjuk Country video presented by Olman Walley. Discuss the video using a 'Think, Pair, Share' strategy. Students first record their thoughts independently on the Y Chart Reflection Sheet.	Going further • Learn more about Noongar Country and watch the Six Seasons on Noongar Country video on ARTS:LIVE. • Explore and discuss the purpose of different types of music that your class listens to. • 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.

	Students discuss their thoughts with a partner and then share their responses with the group. • Why do you think Olman is singing this song? • What is the song about? • What instruments do you hear? (voice, clapping sticks, yidaki) • What might this tell you about Noongar culture? • Does it surprise you that Olman can play the yidaki even though it isn't a traditional Noongar instrument? Why or Why not? • Does anyone know any music from this place/Country? How could we find out? • Are there songs or music played for specific times or purposes? • What does music mean to you and your family? • How can music reflect and express your culture? Record any questions that arise through your discussion to return to throughout the inquiry.	• Find out more about traditional songs from your local area. • Learn songs that are shared by your community.
10 minutes	Reflection Students write or report back to the group about their thoughts about music from the discussion. The following reflective prompt could be used: <i>I used to think ... but now I think ...</i>	

Course: Welcome to Whadjuk Country		Lesson Two: Who Am I?	
Learning Area: The Arts, English	Subjects/Strands: Media Arts, Literacy	Time: 45 Minutes	Year Level: 5-6
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: Media Arts Year 5 and 6: Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064) English/Literacy/Interacting with others Year 5: Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) Year 6: Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)			
Learning Intention: To appreciate that language is an important part of one’s identity and to create a media artwork that expresses information about me.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Kaya and Wanjoo (hello and welcome in Noongar language) Sit outside on ‘boodja’ (Noongar word for Country) and reflect on the ways that Olman offered gestures of ‘welcome’ in the Deadly Arts Welcome to Whadjuk Country Video. What language was Olman speaking when he said, <i>Kaya</i> and <i>Wanjoo</i>? - What language/s do you use with your family to greet them? - How else can people greet each other? (gestures, facial expressions or actions) - How do you feel when someone welcomes you respectfully? - How do you greet someone respectfully? - Is this the same for everyone? Why/Why not? - How might you feel if you weren’t welcomed respectfully? - What would a respectful greeting look and sound like to you?	Relevant online resources Deadly Arts Welcome to Wadjuk Country video Olman Walley’s Artist Statement - iPads or computers with an internet connection with will be required for this lesson to allow links to the Media Arts curriculum. Additional online resources Explore more Noongar language using these online resources as a starting point:	

	What would you need to do to find out if your idea of a respectful greeting was shared by others?	Gambay First Language - Noongar ABC Kids Little Yarns Noongar ABC educational clip: Learn some of the Noongar language Wangkiny Language Glossary Noongar Boodja
40 minutes	Who Am I? Read Olman Walley's Artist Statement - What did you find interesting? - How do the ideas and information connect to what you already know about the concept of 'identity'? - How does this reading extend your thinking about 'identity'? Students create their own 'Who Am I?' media artwork inspired by Olman's statement. Students share information about their own identity and culture. Depending on the resources available, students could make a word document and insert appropriate images, create a Google slideshow or create a short video presentation using iMovie trailers or the iPad app Explain Everything. Discuss what information they could include: - Who is in your family? - Where were your parents/grandparents born? - What languages do you speak? - What do you like to do/hobby? - What is your favourite food? - What do you celebrate with your family? - Is music, dance, visual art or drama important to your family? Why? - What does culture mean to you? - What does Country mean to you? - What is the name of the Country your school is located on? <i>Note that this may be an activity you would like students to spend more than one session on. Providing time for students to continue the activity as part of home learning could also provide opportunities for parents to connect to the activity.</i>	Preparation Explore your local language/s: - Contact Aboriginal or Torres Strait Islander education workers in your area to learn about the local 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. - Invite older students to teach your class some words or phrases. - Explore the following online language resources: 50 words online Gambay – First Languages Map Narragunnawali Language Resource Guide Going further - Explore the Year 5-6 Deadly Arts courses on ARTS:LIVE (Yarning and Traditional)

10 minutes

Reflection

Students present their media texts to the class and share something they are proud of about their culture/identity.

Exit tickets

- What is one thing you learned about our community?
- Why is it important to learn about each other?
- What do we learn about ourselves and others when we share information?
- What new questions do you have?

[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](#).

Course: Welcome to Whadjuk Country		Lesson Three: A Collaborative Welcome	
Learning Area: The Arts, English	Strands: Visual Arts, Literacy	Time: 60 Minutes	Year Level: 5-6
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: Visual Arts Year 5 and 6: Plan the display of artworks to enhance their meaning for an audience (ACAVAM11) English: Literacy interacting with others Year 5: Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) Year 6: Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)			
Learning Intention: To work collaboratively and create a welcome sign that includes all members of my community.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Developing our ideas together Olman welcomed us with words and music. - Why is welcoming people important? - What may happen if people don't feel welcome? - How do we welcome people in our school? - How can we welcome visitors to our class or school? - Do we have a school welcome sign? Where is it? What languages does it include? - Which languages could we include? - How can we make the language visible? - How can we ensure everyone is included? - Can visitors to our school easily recognise what Country they are on?	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 and natural materials.	

	Depending on the students' suggestions they could make a collaborative welcome sign. Students may also come up with their own ideas to pursue together. 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.	Preparation Invite community members to assist in the planning, research and execution of the sign.
40 minutes	Creating a collaborative welcome sign • What can we do to work together collaboratively? • What information could we include on the sign to tell the viewer something about the artists who made it and the place where it was made? Here are a few ideas to get you started: • Paint the words on a large piece of recycled cardboard or an 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 background. • Paint a mural of the land, sky and water and place the words on top. • Each student draws a self-portrait or takes a photo and glues it around the word/s. Please note that making the sign will probably take two sessions. This could be a project that students continue to add to when time across the week.	Going further • How could you learn more about your local language/s? • What could you do to encourage other people to learn this language? • How can we encourage people to learn our First Nation language/s? • Explore the Year 5-6 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 our First Nations' language is visible for others to read? • Why is it important to keep languages alive? • How can we ensure that all our community members belong?	

Curriculum Alignment			
Course: Welcome to Whadjuk Country	Year level: 5 - 6		
Learning Areas: The Arts, English	Subjects/Strands: Music, Visual Arts, Media Arts, Literacy		
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:	Lesson 1	Lesson 2	Lesson 3
Music			
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 (ACAMUR091)	●		
Media Arts			
Year 5 and 6: Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)		●	
Visual Arts			
Year 5 and 6: Plan the display of artworks to enhance their meaning for an audience (ACAVAM11)			●
English			
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 (ACELY1699)	●		
Year 5: Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)		●	●

Year 6: Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)			
Year 6: Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)			