

Course: Welcome to Whadjuk Country		Lesson One: Music and Me		
Learning Area: The Arts, English		Subjects/Strands: Music, Literacy	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	
Content Descriptor: The Arts/Music - Foundation - Year 2: 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) English/Literacy/Interacting with others - Foundation - Year 2: Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) - Year 1: Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) - Year 2: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)				
Learning intention: - To understand where Whadjuk Country is located and that Australia is made up of a diverse range of cultures. - To explore the role music plays in people's lives.				
Time	Learning Experiences			Preparation and Resources
10 minutes	Connecting to Country/place Start the session with a mindfulness session outside. Allow time for students to sit quietly, close their eyes and listen carefully to the sounds in their environment. Encourage students to use their senses to connect to place/Country. - What do you hear? - What do you notice/see? - What do you smell? - What do the different natural materials feel like?			Relevant online resources Deadly Arts Welcome to Whadjuk Country video - Olman Walley's Teaching Artist Statement See Hear Wonder Reflection Sheet AITSIS Map of Indigenous Australia (Schools can purchase

	If you do not have access to a green space it is still valuable for students to participate in this mindful experience and use their senses to respond to their environment. • How did it make you feel spending time outside on our land? • What is the name of the Country we are located on? • Who are the Traditional Custodians of the land where we are located? • How could we find out? See the resources section for ideas. The following Visual Art experiences could be explored over the week to allow time for children to connect to their own environment: • Students take rubbings of the environment. Place paper over different materials and use the flat side of a crayon to reveal the different textures. • Students respond to their environment through painting, drawing or by taking photographs. The images can be abstract or realistic. • Students experiment creating all the different hues (colours) of green they can find in their natural environment.	a map or share it digitally via the hyperlinked website) Additional resources How to find out what Country you are located on: Google the name of your town and "Aboriginal Land Council". Contact your local council or Aboriginal Land Council. The following links may also assist you: • Whose Country am I on? • South West Aboriginal Land and Sea Council • Torres Strait Region Map • Land Council links • Noongar Groups
40 minutes	Where is Whadjuk Country? View the Deadly Arts Welcome to Whadjuk Country video with Traditional Custodian and Noongar Teaching Artist Olman Walley. Encourage students to be 'reading detectives' and look and listen carefully for clues to help them analyse the video. • Where is Olman? • How can you tell? View the Noongar Groups map and the AIT SIS Map of Indigenous Australia.	Preparation Make connections with your community and enrich the learning:

Compare this to where your school is located. Use an online mapping tool such as Google Maps or Google Earth to appreciate where you are located in relation to Whadjuk Country.

Reflect on the video using the prompts 'See Hear Wonder'.

- What do you SEE?
- What do you HEAR?
- What do you WONDER?

Use the See Hear Wonder Reflection Sheet to reflect on Olman's welcome. Depending on the needs of your class this could be discussed as a whole class, in small groups or in pairs. Students could draw or write their responses on the Reflection Sheet.

Share responses and promote further discussion. Draw students' attention to the music and sounds they hear.

- Why do you think Olman is singing?
- How do you feel hearing the music?
- How does it make you want to move?
- What instruments do you hear? (yidaki, voice, clapping sticks)
- What languages do you hear? (English and Noongar)
- What else do you hear (birds?)
- What do you think Olman is doing?
- What languages is Olman speaking?
- Do you know what Olman is saying?
- Why do you think he is speaking and singing to us?
- What do you think this might tell us about Olman?

- Speak with Aboriginal and Torres Strait Islander staff and families in your school.
- Send a letter to parents in your community and explain you have watched a video from Noongar Whadjuk Country and are learning more about the Country where your school is located.
- Contact Traditional Custodians or local Elders and invite them to your setting to speak about your Country.

Going further

- Invite community members to share music from their culture and talk about the significance of music in their life.
- What do you know about the music from our own Country?

10 minutes

Reflection

Closing class discussion to encourage student self-reflection.

- What role does music play in your life?
- Do you listen, sing or play music at home?
- Can you think of other times you have heard music?
- In what ways can music welcome us?
- What do you think you can learn by listening to music?
- What can you learn by listening to music from different places and cultures?

- How could we learn more about each other's' music?
- Do you think the animals and plants in this area are the same today as they were hundreds of years ago? Why? Why not?
- What can we do to look after the environment and Country where we are located?
- Watch the [Six Seasons on Noongar Country](#) video. This video is part of the Deadly Arts collection on ARTS:LIVE.