



Teacher Pack



Collection: Deadly Arts
Course: Welcome to Whadjuk Country
Year Level: F-2
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: 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? 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.	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 a map or share it digitally via the hyperlinked website)	

	• 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 Arts 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.	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 AITSIS Map of Indigenous Australia. 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'.	Preparation Make connections with your community and 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 you have watched a video

- 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?

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?
- 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

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?

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.

Course: Welcome to Whadjuk Country		Lesson Two: Who am I?	
Learning Areas: The Arts, English	Subjects/Strands: Visual Arts, Language	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/Visual Arts Foundation - Year 2: Create and display artworks to communicate ideas to an audience (ACAVAM108) English/Language/Language variation and change Foundation: Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426) English/Language/Language for interaction Year 1: Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444) English/Language/Language variation and change Year 2: Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)			
Learning Intention: • To appreciate that Noongar language is one of many different languages spoken in Australia today. • To express information about my identity through drawing.			
Time	Learning Experiences	Preparation and Resources:	
10 minutes	Kaya (Hello) and Wanjoo (Welcome) Sit outside in a circle on ‘boodja’ (this is the Noongar word for Country). Start the session with an Acknowledgement of Country. Visit the ‘Getting Started’ page on ARTS:LIVE if you need support with this. In the video, Olman introduces himself in Noongar language. • How does Olman say ‘Hello’ (Kaya) and ‘Welcome’(Wanjoo)? • What language is he speaking? • How do you say ‘Hello’ or ‘Welcome’ at home?	Relevant online resources • Deadly Arts Welcome to Whadjuk Country video • Olman Walley’s Teaching Artist Statement • Who Am I? Activity Sheet Additional Resources	

	• What is the word for hello in your Country's language? • How could we find out?	There are many wonderful Noongar language and culture resources online. You might like to explore:
40 minutes	Connecting to my group Share Olman's Walley's Teaching Artist Statement. Invite each student to say 'hello' in their First Nation's language or in the language they speak at home. Ask students to share with the group something thing about themselves e.g. <i>Kaya, I live on Whadjuk Country and I have a brother.</i> Discuss: What other ways do we communicate when we greet each other? ie use gestures or body language. Students draw a picture of themselves on the 'Who Am I? Activity Sheet. Encourage students to tell the viewer through their drawing something important about their identity ie the language/s they speak, the members of their family or their interests. Students could write more information about their own identity as seen in Olman's Teaching Artist Statement example or use speech bubbles to tell their story.	• Gambay First Languages Map • 50 words online • Noongar Boodjar Language Cultural Aboriginal Corporation • ABC Kids Little Yarns Noongar • ABC educational clip: Learn some of the Noongar language • AIATSIS Living Languages • Nyungar Boodjar Country Preparation Explore the languages in your area and community: • Contact Aboriginal or Torres Strait Islander education workers in your area to learn about the First Nations language/s spoken in your community • Talk to local Aboriginal or 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 words or phrases in your local aboriginal language.
10 minutes	Reflection Closing class discussion to encourage student thinking about self and others. • Recall something you have learnt about your class or community either from what they said or drew. • What are we learning about our community? • How can we learn more about our community members? • Why do you think it is it important to learn more about each other?	

		Going Further • Learn how to say hello or welcome in 50 indigenous languages. • Learn some Aboriginal or Torres Strait Islander words or phrases from your local area and encourage your community to use them wherever possible. • Watch the Together We Sing On Noongar Boodja. This video is part of the Deadly Arts collection on ARTS:LIVE.
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Course: Welcome to Whadjuk Country		Lesson Three: Welcoming Our Community	
Learning Area: The Arts, English		Subjects/Strands: Visual Arts, Language	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/Visual Arts Foundation – Year 2: Create and display artworks to communicate ideas to an audience (ACAVAM108) English/Language/Language variation and change Foundation: Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426) English/Language/Language for interaction Year 1: Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444) English/Language/Language variation and change Year 2: Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)			
Learning Intention: - To appreciate the use of different languages in my community. - To create a welcome sign for our community.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Welcome Revisit the word for ‘hello or welcome’ in your First Nation’s language. - How does it make you feel when someone welcomes you? - Does it make a difference if you are welcomed in your own language? Why? - How could we welcome people to our class? - What languages are the signs in our school? - What languages could we use?		Relevant online resources No online resources required for this lesson.

40 minutes	- What do you think it tells visitors if we use the languages of our community and Country? Make a Collaborative Welcome Sign Create a class welcome/hello sign in your local language/s. Ask students for their ideas and how they could contribute to make the sign. Here are a few ideas you could use: - Students trace around their hand on paper and cut them out. Display all the hands around the words for 'hello' and 'welcome' in your community's languages. - Students create together a large abstract painted background (these could reflect the colours, lines and shapes of your environment). Once it's dried cut out letters to spell the words for 'hello' and 'welcome' and use them for your new sign. - Students draw, paint or make a collage of themselves around the words. They could include speech bubbles saying hello in different languages. - Students create each letter of the words using natural materials. Take a photo of the words and print them for your welcome sign.	Additional resources required - Large paper, card or material to make a sign - Paint and brushes - Drawing materials Preparation Collect a variety of art materials to create a large 'Welcome/Hello' sign Going further - How could you encourage more people to use your local Aboriginal language? - How can we celebrate the different cultures in our community? - What would you like to learn about your Country? - Explore the F-2 Deadly Arts collection on ARTS:LIVE: Yarning and Traditional Dollmaking, Together We Sing on Noongar Boodja and Artists in our Community.
10 minutes	Reflection Invite another class or teacher to read your sign. Welcome them using your local Aboriginal language. - Why do you think it is important to use our community's language/s? - Why do you think it is important to learn and use the traditional language of the Country where we are located?	

Curriculum Alignment			
Course: Welcome to Whadjuk Country	Year level: F-2		
Learning Areas: The Arts and English	Subjects/Strands: Music, Visual Arts. Language, 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 Descriptions:	Lesson 1	Lesson 2	Lesson 3
Music			
<i>Foundation – Year 2:</i> 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)	●		
Visual Arts			
<i>Foundation – Year 2:</i> Create and display artworks to communicate ideas to an audience (ACAVAM108)		●	●
English			
<i>Foundation:</i> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	●		
<i>Foundation:</i> Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)		●	●
<i>Year 1:</i> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	●		

<i>Year 1:</i> Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)			
<i>Year 2:</i> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)			
<i>Year 2:</i> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)			