



Contemporary Aboriginal Performing Arts

Victorian Aboriginal Languages Levels 3-6

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# Introduction

Contemporary Aboriginal Performing Arts focuses on the contemporary Aboriginal arts drama, song and dance.

Communities will have their own spelling system for their Language, and this should be used in the Language program. Available words will vary from Language to Language. The activities below are suggestions only. Teachers should choose those activities that are suitable for their students.

The topics include:

* Topic 1 - Contemporary Aboriginal Performers
* Topic 2 - Tanderrum
* Topic 3 - Contemporary Aboriginal Songs
* Topic 4 - Contemporary Aboriginal Dance

Appropriate consultations with relevant Aboriginal communities are always central to the development of curricula and the provision of learning programs in schools. Victorian government schools are required to act in accordance with the*[Koorie Cross-Curricular Protocols for Victorian Government Schools.](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx)* The[*Victorian Aboriginal Education Association Inc*](http://www.vaeai.org.au/)(VAEAI) has produced a guide,[*Protocols for Koorie Education in Victorian Primary and Secondary Schools*](http://www.vaeai.org.au/support/dsp-default.cfm?loadref=126)*,* to assist schools to provide a welcoming environment for Aboriginal community members and how to work respectfully with the Koorie community to enrich schools' teaching and learning programs.

For assistance in identifying the appropriate people to consult, please contact [*VAEAI*](http://www.vaeai.org.au/)*.* Government schools can also seek assistance from the Department of Education and Training’s[*Koorie Education Workforce*](http://www.education.vic.gov.au/about/contact/Pages/wannikregional.aspx)*,* and Catholic schools can contact the Education Officer for Aboriginal and Torres Strait Islanders in their relevant diocese. The[*Victorian Aboriginal Corporation for Languages*](http://www.vaclang.org.au)(VACL) can also provide assistance.

# Establishing the Learning Environment

* The Language being reclaimed, rather than English, should be used wherever and whenever possible.
* A Welcome to Country or Acknowledgement of Country, whichever is appropriate, should be made at the beginning of class.
* Cards/posters with Language words can be put around the room, with an appropriate picture/drawing. Laminated cards, both small and large, can be utilised in many activities.
* Free teaching resources can be borrowed from the [Languages and Multicultural Education Resource Centre (LMERC)](http://www.education.vic.gov.au/school/teachers/support/pages/lmerc.aspx). Pictures could be sourced from the [Koori Mail](http://www.koorimail.com/) or similar Aboriginal publications.
* Victorian Aboriginal Language materials can be obtained by contacting the Victorian Aboriginal Corporation for Languages, or by going to [www.vaclang.org.au](http://www.vaclang.org.au) .
* Parents and community members should be encouraged to participate in the lesson, and students could take their portfolio of work home to share with others, to aid the reclamation process in the community.
* Each student could take home the new words from each lesson to share. Alternatively, a sound file containing the new words could be emailed to parents and community members, or given to each student on an MP3 player/recorder to take home.
* Sharing information and resources with other schools teaching the same Language is encouraged. In cases where this involves a primary school and a secondary school, a mentoring program could be undertaken.
* Information about Victorian Aboriginal Languages in school programs can be found on the [Aboriginal Languages, Cultures and Reclamation in Schools website](http://www.vcaa.vic.edu.au/alcv/about.htm).
* Aboriginal and Torres Strait Islander cultural events should be celebrated throughout the year. It would be valuable for the entire school to be involved in these celebrations.
* It is suggested that the Language team liaise with any teacher who is involved in these areas of study when delivering this unit, to ensure a whole school approach, eg, choosing topics relevant to an inquiry unit.

**Information for Language Teams**

It is important to understand and be sensitive to the fact that Victorian Aboriginal Languages are revival Languages. This means that, initially at least, there may be gaps in the Language that prevent students and teachers from utilizing standard Languages methodology. For example, in a Language classroom, students are routinely taught how to say *I like* or *I don’t like* in the language they are studying, but, in all probability, this may not be possible in most Victorian Aboriginal Languages, particularly those in the early stages of reclamation. This may be due to the amount of Language that was retained in the community and/or recorded in the old sources, or it may be that this was not a concept adopted by Aboriginal people at the time the material was recorded. This is not to say that the concept cannot be expressed. It may be that a construction like *that is good* or *that is not good* will be used to convey the same message.

However, it is critical that Language team members and school staff ask the local Aboriginal community to provide a suitable construction via the accepted protocols. An early discussion on this topic is recommended, inclusive of some realistic examples that are likely to be needed in the classroom.

An agreement about the most appropriate source dictionary or wordlist to use is essential to a full understanding of the range and variety of Language already documented. Any words or constructions required for the purpose of teaching in the reclamation classroom **must** come from the local Aboriginal Community.

Language reclamation is an important endeavour, and all concerned, including teachers, school principals and other education community partners, need to respect the agreed protocols and conventions. The recommended channel for seeking information about Language is through the Aboriginal community members on the school’s Language team. They will have been chosen by the community as their representatives and, as such, should be able to ascertain whether or not there is a language construction sanctioned by the community; or, should the community decide that there is a need to develop such a construction, they will work with the community to develop it.

Should any member of the teaching team or education community fail to respect the agreed protocols, it could have an impact on the program ranging from a reminder that protocols have not been followed to cessation of the program. For information on the protocols relating to the establishment and implementation of Aboriginal Language programs, please see the ‘Getting Started’ section on the [ALCV website](http://www.vcaa.vic.edu.au/alcv/vels.htm).

# Victorian Curriculum F-10: Victorian Aboriginal Languages

For an explanation of the new Victorian Curriculum and the terminology used therein, see the [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology).

The **achievements standards** for Victorian Aboriginal Languages describe what student should be able to understand and do by the end of Level 3-6. The **content descriptions** for Victorian Aboriginal Languages explain what has to be taught to the students.

Each achievement standard relates to at least one content description, for example, the achievement standard

*students use familiar language and modelled sentence patterns to share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and activities*

(what they must be able to do) relates to the content description

*Interact with peers, the teaching team and visiting Elders/community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interest and activities*

(what you need to teach the students to do).

The [Curriculum Mapping Template](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/languages.aspx) has been designed to support language teams to identify, and keep track of, the content descriptions and achievement standards addressed by the content of your lessons. It is recommended that you read the Curriculum Mapping Instructions provided on the site.

## Victorian Aboriginal Languages Sample Units

There is no set order for the sample units on this website. Schools should order the units to suit their needs, students and other school programs.

Each sample unit presents a wide range of possible topics and activities that teachers may use in short or extended learning programs, depending on the age and interests of the students and language availability for particular topics.

**Community language and cultural input** is an assumed aspect of the development of each topic. It is expected that students will have opportunities for community input into their study of the topic of between 30 - 50 minutes across the unit. This will vary depending on the time allocated to each topic.

Each unit includes **language development** and revision exercises. Language activities may be distributed throughout the course of the unit. Each unit has been designed to involve 30 – 50 minutes of teaching and learning associated with language reinforcement and the acquisition of new language, including grammar, vocabulary and language specifically related to the topic.

Each topic involves a **cultural investigation**. There are many opportunities for student to engage with culture, language and the community through the investigations. Students may undertake some or all of the activities presented in the topic. Students use appropriate extended language to describe their findings, with emphasis on the development of extended text production (oral or written) in the language. Each unit has been designed to involve cultural investigation of between 30 – 120 minutes, depending on the age and level of language learning of the students.

Each topic provides **activities** that encourage students to apply their understanding of language, culture and identity. One or more of the activities may be used to demonstrate learning related to the cultural investigation. It is expected that students create a product or performance that can be shared with others and the community and demonstrate the use of language in their product or performance. Each activity has been designed to take 50- 60 minutes and may be an outcome of the cultural investigation, depending on the complexity of the activity and the extent of student engagement with the topic.

## Assessment

Before beginning an activity, assess the existing level of students’ knowledge. A range of strategies can be used for assessment, for example, if you greet the students in language, the responses may range from familiarity with the greeting to no understanding at all. Alternatively, you could examine previous assessments.

Each unit includes activities that can be adapted for a range of student abilities. For example, with new students modelling would be appropriate; but for students with an existing knowledge, it may be more appropriate to ask them to lead the activity or to support beginners.

Each unit includes both language and culture. The language activities can be modified to cater for different student abilities. It is also possible to extend the cultural activities.

Additional information is provided on the [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology) page. The [Achievement Standards for Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/scope-and-sequence) can be found on the Victorian Curriculum website.

When assessing student achievement, assessment criteria can be developed from relevant achievement standards and associated tasks or activities, including teacher observations and records of students’ skills. Possible assessment methods are given in the last row of each topic.

Further information on these can be found in the [Revised curriculum planning and reporting guidelines](http://www.vcaa.vic.edu.au/documents/auscurric/f-10curriculumplanningreporting.pdf).

# Teaching, Learning and Assessment Activities

*Note: This unit has been developed specifically for students learning an Aboriginal Language, and should be taught in line with the protocols in the* [Victorian Curriculum F-10– Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims) *and the* [*Koorie Cross-Curricular Protocols for Victorian Government Schools*](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx)

# Contemporary Aboriginal Performing Arts Levels 3-6

##

## Topic 1: Contemporary Aboriginal Performers

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| **Greetings**  | Each lesson should begin with a greeting in Language and end with a farewell in Language. For example:* Greet the students in Language
* Students return the teacher’s greeting
* Students greet any guests in Language
* Students greet each other in Language
 | Greeting:  | * Encourage the use of greetings and farewells in Language in other areas of the school
* The greeting can be spoken or sung.
 |
| **Farewells** | * Farewell the students in Language
* Students return the teacher’s farewell
* Students farewell any guests in Language
* Students farewell each other in Language
 | Farewell: | * The farewell can be spoken or sung.
 |
| **Revision** | * Revise known Language by using resources created by students or an interactive game
* Write words or sentences in Language and swap with a partner. Translate your partner’s sentence into English. Does your translation have the same meaning as the writer intended?
* Role-play – introduce a visitor to a group who have not met before.
 |  | * Revision is critical to Language learning.
* Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit
 |
| **Contemporary Aboriginal actors and TV shows**  | * Below is a list of Aboriginal actors. On the map provided, indicate each person’s country.
* Talk about shows you have seen that feature Aboriginal actors, for example, Mugu Kids, Play School, My Place, Dance Off, Marngruk, etc
* Say or write some sentences about the shows and actors, for example, *Kylie Belling is a Yorta Yorta woman*.

*I saw Deborah Mailman on Play School*. *Leila Gurruwiwi lived in Bendigo*, *Shelley Ware is a teacher*. | To watch:I watched:Did you see X?:He is from PLACENAME:She is a GROUP NAME woman:The boy’s name is X:Word relating to the show | * Map: [VACL map](http://www.vaclang.org.au/images/products/maps/viclangsmapMAIN.jpg)
* List of actors: (Victorian) Lou Bennett, Shiralee Hood, Kylie Belling, Jack Charles, Amy Saunders, Richard Franklin
* Map: [The AIATSIS Map of Aboriginal Australia](http://www.abc.net.au/indigenous/map/)
* List of actors: (Non-Victorian) Deborah Mailman, Miranda Tapsell, Justine Clarke, Leah Purcell, Shari Sebbens, Wayne Blair, Ursula Yovich, Dean Daley-Jones, Lisa Flanagan, Aaron McGrath, Tessa Rose, Mirrabee Penrith, Aaron Pederson; Margaret Harvey; Ruth Theresa; Rachael Maza; Lisa Maza, Ernie Dingo, etc
* List of contemporary musicians: Jessica Mauboy, Emma Donovan, Lou Bennett, Shellie Morris, Archie Roach, Casey Lee Donovan, Geoffrey Gurrumul Yunupingu, Troy Casser-Daley, Kutcha Edwards, Christine Anu
* Mugu Kids is available through SBS on Demand.
* [My Place](http://www.myplace.edu.au/home.html) is available online.
* Play School – Justine Clarke and Deborah Mailman
* [List of Indigenous Australian Performing Artists](https://en.wikipedia.org/wiki/List_of_Indigenous_Australian_performing_artists)
* [Dance off](http://www.toombak.com.au/dance-off/)
* [‘Walk the Talk’ additional resources](http://www.walkthetalk.org.au/additional-resources/)
* [City of Melbourne Indigenous Arts](http://www.melbourne.vic.gov.au/aboutmelbourne/artsandevents/indigenousarts/Pages/Indigenousartsprojects.aspx)
 |
| **Circus Oz** | * Research Circus Oz and answer the following questions using as much Language as possible:
	+ What skills do circus performers need?
	+ What is Shiralee saying in her message?
	+ Why does Circus Oz teach people circus skills?
* Have you seen Circus Oz? If so, you might like to contribute to their [Living Archive.](http://www.circusoz.com/living-archive.html)
* List some words relating to, or write some sentences about, Circus Oz.
* As the students carry out an action like jumping, to encourage them to say the name of the action or a sentence about what they are doing in Language, eg, *I am jumping*.
 | To run:To jump:To fly:To swing: | * [Super Hero Academy](http://www.circusoz.com/programs/publicprograms.html)
* Together with the PE teacher, arrange activities from the Australian Sports Commission’s [Playing for Life Circus Companion Book](http://www.ausport.gov.au/__data/assets/pdf_file/0008/504764/33297_CompBk_Circus_final_ART.pdf). Utilize Language as much as possible during these activities.
* [Circus Oz](http://www.circusoz.com/)
* [Circus Oz Wikipedia](https://en.wikipedia.org/wiki/Circus_Oz)
* [Circus Oz BLAKflip](http://www.circusoz.com/programs/indigenous/blakflipandbeyond/masterclass.html)
* [Circus Oz goes bush](http://www.circusoz.com/programs/indigenous/blakflipandbeyond/circus-oz-goes-bush.html)
* [Elders Circus Program](http://www.circusoz.com/programs/indigenous/blakflipandbeyond/elders-circus-program.html)
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 2: Tanderrum

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| **Greeting routine** |  | Greeting:  | See topic 1 |
| **Farewell routine** |  | Farewell: | See topic 1 |
| **Revision** | * Revise known Language by using resources created by students or an interactive game
* Play the [Language name] memory game:
	+ Construct one or more sets of cards containing a language word on one card and its definition on a separate card. Do this for six or more words.
	+ Place the cards face down. Each student turns over two cards with the aim of matching a word with its definition. If the cards do not match, turn them face down again and it is the next person’s turn.
 |  | * Revision is critical to Language learning.
* Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit
 |
| **Tanderrum** (or the appropriate word in the target Language)Note that this module should precede the annual Tanderrum for the Melbourne Festival, which is held in early October. | * What is a Tanderrum (or appropriate word in the target language)? Interview an appropriate Community member to find out. Prepare some questions beforehand and make sure you know the correct protocols for asking questions. Try to use as many Language words as you can.
* What are the names of the groups who participate in the ceremony? Write a description of a Tanderrum (or local word) using as much language as possible. Add an illustration or photo of the ceremony.
* What types of plant are used in a Tanderrum (or local word)? Try to find pictures of these plants and label them appropriately in Language.
* Where can you find these plants? Accompany a community member on a search for the plants and to find out more about them. What else do community members use these plants for?
* The Lyrebird Dance was created by Mandy Nicholson for the 2015 Tanderrum.
* Watch the [video of Jacob and Hannah teaching the dance](https://vimeo.com/140733316) and learn the movements.
* Learn the words to Mandy Nicholson’s song and practise singing it, accompanied by an appropriate instrument.
* Perform the dance and song for an audience, such as the local Koorie Community or a school assembly.
* Create a story board of Tanderrum and incorporate language. Present it to the class. Alternatively you could make a video, or create a written presentation.
 | Ceremony name:Song:To sing:Dance:To dance:To trade:Possum skin cloak:Welcome:Sentences: eg, People sing and dance at a Tanderrum.Plant names:Uses for plants: (eg, cleaning, cooking, healing)Names of other plants, bushes, trees: | * *Tanderrum* is a traditional ceremony of the Kulin Nation. It is a welcoming festival of song, dance, trading and cultural exchange. This is an essential and vital part of Kulin ritual. Source: [Melbourne Festival Tanderrum](https://www.facebook.com/tanderrum/info#!/tanderrum/info?tab=page_info)
* Arrange for a local community member to talk to the students about the Tanderrum (or local word).
* Assist the students to prepare some questions beforehand, ensuring they are familiar with the correct protocols for asking questions.
* Talk to the local Community about the possibility of the students learning and performing a dance (or dances) in a local or school Tanderrum (or local word).
* Consider an excursion, or encouraging families, to see the Tanderrum at Fed Square or in your local area. Students could take photos of the event and, in groups, create a powerpoint presentation that incorporates key vocabulary and language.
* Check to see if there is a dance or song for everyone to learn and perform at the Tanderrum in Fed Square.
* [Tanderrum Learning Resource Pack](https://www.festival.melbourne/media/60318/2016-tanderrumeducationpack.pdf)
* [VACL Tanderrum Video 2015](https://vimeo.com/143960731)
* [Radio National Tanderrum interview 2013](http://www.abc.net.au/radionational/programs/booksandarts/the-melbourne-international-arts-festival-opens-with-tanderrum/5015958)
* [Wheeler Centre - Tanderrum](http://www.wheelercentre.com/notes/tanderrum)
* [Kulin’s mobs combine for blessing](http://www.smh.com.au/entertainment/theatre/kulins-mobs-combine-for-blessing-20131010-2vb7x.html)
* [Tanderrum](http://en.wikipedia.org/wiki/Tanderrum)
* [Tanderrum mini documentary](http://www.wheelercentre.com/notes/tanderrum)
* Plants: [Royal Botanic Gardens Melbourne: Connecting to Country Teachers’ Kit](https://www.rbg.vic.gov.au/documents/Connecting_to_Country_Kit_2013.pdf) (p3 plants used for Tanderrum only) Note: Please note that you should not use the words at the end of the Royal Botanic Gardens document without checking with the local Community, as they may prefer different words or spellings.
* Arrange for a community member to take the students on country to see the plants in the wild and to learn more about their uses. If this is not possible, ask the students to research the plants and their uses online.
* Bunjilaka – [The plants of Milarri garden](https://museumvictoria.com.au/bunjilaka/visiting/milarri-garden/)
* We thank Mandy Nicholson, Wurundjeri woman, for permission to use the following movie and lyrics.
* [Buln Buln Video](http://www.vcaa.vic.edu.au/Pages/alcv/buln-buln-dance.aspx)on VCAA website
* *Buln Buln Ngarrga* lyrics by Mandy Nicholson – see Appendix 1
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 3: Contemporary Aboriginal Songs

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| **Greeting** routine as in Topic 1. |  |  |  |
| **Farewell** routine as in Topic 1. |  |  |  |
| **Revision** | * Revise known Language using resources created by students or a game
* Using a picture relevant to an earlier unit, label the various parts of the picture with appropriate words and sentences. For example, a picture of a person could be annotated with the words for body parts, or with sentences like ‘He is tall. She is running.’
 | Revision of known language | * Revision is critical to Language learning.
* Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit
 |
| **Listening practice** | * Listen carefully to a song performed by people who speak an Aboriginal Language as their first language. Can you hear the sounds the singer uses that are not used in English? Try to imitate those sounds and sing along with them.
 | Song lyrics | * Listening to music by people who speak an Aboriginal Language as their first language is a great way to teach the sounds and intonations of Aboriginal languages to students.
* First preference should be given to a song in the target language. Ask your local Koorie Community if there are any songs available.
* Songs can be played in the background as students carry out other activities.

[Inanay](http://learnatprace.acfe.vic.edu.au/indigenous-Australia) by the Victorian group The Tiddas with words[Inanay Capuana](https://www.youtube.com/watch?v=1neFwYZVkCg) – song for kids with slightly different wordsGurrumul singing [Nhaku limurr ga warwuyun nhina](https://www.youtube.com/watch?v=E6vLGq0qUbg)on Qanda.* Gurrumul singing [Jesu](http://hope1032.com.au/stories/culture/music-news/2015/gurrumuls-new-album-is-all-gospel/) and *Bayini* in Language
* [Children’s nursery rhymes in Yolngu Matha](https://www.youtube.com/watch?v=4MLurz1xJrM) – sung by children
* 3KND – [Top 100 Greatest Indigenous Songs of all time](http://www.3knd.org.au/news/view_article.cfm?loadref=6&id=397)
 |
| **Contemporary Aboriginal singers and songs** | * On Mutti Mutti singer Kutcha Edwards’ website he says:

“Music is not what I do, it is who I am. My songs may be contemporary but they are more than 40,000 years old. They come through me from my ancestors and my people… and they tell our stories.”What does he mean by this? * Listen to the song on Kutcha’s home page. What message is he sending to his listeners?
* Archie Roach was born in Mooroopna, Victoria. Research his life and his songs and their importance to Koorie people. Create a timeline poster showing important times in Archie/s life and the names of his songs.
* Name some modern Aboriginal singers, stating whether they are from Victoria or elsewhere. Are any from your local area? Which group do they belong to, eg, Yorta Yorta, Boon Wurrung?
* Find songs that they wrote and listen to one of them or bring it to class for everyone to hear.
* Name some modern Aboriginal songs and list them on the board and in your books.
* If any of the songs are in Language, practice and learn the words.
* Record yourself or a group of students singing the song you have learnt.
 | Song lyrics | * [Kutcha’s home page](http://www.kutcha-edwards.com/)
* [Is this what we deserve](https://www.youtube.com/watch?v=sRD8ofq3xUY)
* [Archie Roach on Wikipedia](https://en.wikipedia.org/wiki/Archie_Roach)
* [Took the Children Away](https://www.youtube.com/watch?v=zLXzKYP1uCw)
* [List of Indigenous Australian Musicians](http://en.wikipedia.org/wiki/List_of_Indigenous_Australian_musicians)
* [Indigenous Musicians, Entertainers and Performers](http://directory.business.vic.gov.au/aboriginal/categories/musicians%2C-entertainers-and-performers?mode=results&current_result_page=2&results_per_page=10&primary_category=16#.VzEcCYR97GI)
* Try to find a simple song in the target Language. With the Traditional Owners’ permission, teach it to the students. If there is not a song available, the students could write a chant and ask the Language Team to translate it into Language. The students could add percussion.
* [Australian Indigenous ceremony – song, music and dance](http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-ceremony)
* [National Indigenous Music Awards 2015](http://www.abc.net.au/news/2015-07-26/national-indigenous-music-awards-2015/6648458)
 |
| **Victorian Koorie music** | * As a group read the words of a song in the target Language aloud, then try singing it together or individually.
* Translate the words of the song. Remember that translation means expressing the ideas in English not translating each word. If there is already a translation available, compare your translation to the existing translation.
* If the song is very long, divide it into verses and each group is responsible for translating a specified part. Report back to share with their classmates.
* What is the song about? Discuss the meaning in class.
* Practise the song in Language every day until you know it. Perhaps you can perform the song at a school assembly or for the local Koorie community.
 | Meaning of the expressions in the song | Ask the community if there is a song in the target Language the students could learn. If there are no songs available, the community or students could write a simple one in the target language.The CD *On Country: songs, stories & soundscapes* with the Deep Listening Band contains performances in several Victorian Languages. Contact [VACL](http://www.vaclang.org.au/) for availability. Don’t forget to follow the protocols when using any songs or other cultural expressions.[Songlines](http://songlines.net.au/) Victoria |
| **Marrin Gamu** | * Watch the Marrin Gamu video
* Create your own version for the project as directed by your teacher
 |  | * [Teacher resources for Marrin Gamu with an existing Aboriginal Language class](http://marringamu.com.au/school-language-programs/).

[Lyrics for translation](http://www.marringamu.com.au/resources/lyrics.pdf)[Marrin Gamu](http://marringamu.com.au/)[Marrin Gamu competition](http://splash.abc.net.au/home#!/competition/2277558/indigenous-language-song-competition) entries and winners |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 4: Contemporary Aboriginal Dance

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| **Greeting** routine as in Topic 1. |  |  |  |
| **Farewell** routine as in Topic 1. |  |  |  |
| Revision | * How many Language words can you find in the Word Search below?
 |  | * Use the [Word Search Maker](http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php), [Puzzlemaker](http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp?campaign=flyout_teachers_puzzle_wordcross) or a similar online tool to create a unique word search using the target Language. Use Language known to the students.
 |
| **The purpose of Aboriginal dances** | * Watch the video of Uncle Wally Cooper, a Yorta Yorta Elder, talking about dance and its importance to Aboriginal people.
* Write down three things you remember about the video, such as, the dances you saw, or the instruments that were used to accompany the dancers, why the dances are important, etc. Students take turns in telling the teacher their three points, and a student writes them on the board. Discuss why you chose your three things with other members of the class.
* Make a presentation about the video, including all of the points on the board. Try to use as much Language as possible.
* Dances were traditionally carried out on sacred ground. Where were the traditional dances carried out in your local area? Ask a local community member about local dances and dancers.
* Today, contemporary Aboriginal dance can be seen around the world. You may have seen Aboriginal dance performed in a Welcome to Country, or you may have attended, or watched a video of, Tanderrum in Melbourne. What sort of Aboriginal dance is performed in your local area?
* Who is Stephen Page? What dance company is he associated with? Find out all you can about him and his company.
 | to dance:words related to specific dances eg the brolga dance: | * [Uncle Wally Cooper, Yorta Yorta Elder, shows and tells about dance](http://www.cv.vic.gov.au/stories/aboriginal-culture/land-and-spirit/baranjuk-dance/)
* Ask an appropriate community member to talk to the students about Aboriginal dances.
* [Australian Indigenous Ceremony – song, music and dance](http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-ceremony)
* [Traditional and contemporary Indigenous dance – strong and proud](http://www.theage.com.au/national/education/voice/traditional-and-contemporary-indigenous-dance--strong-and-proud-20130902-2t0ru.html)
* Ask your local community about local traditional dances.
* [Melbourne Festival -Tanderrum](https://www.festival.melbourne/2016/events/tanderrum/#.WFCxErJ96vE)
* [Tanderrum Aboriginal Ceremony Melbourne 2016](https://www.youtube.com/watch?v=rmsL5fcauKo)
* [Bangarra](https://www.bangarra.com.au/)
* [Bangarra’s education e-resources](https://www.bangarra.com.au/youth-outreach/education/resources)
 |
| **Aboriginal Humour** | * What is humour? What sort of things make you laugh? Discuss in class.
* Watch the Djuki Mala (the Chooky Dancers) video. Do you think it is funny? Why?
* Make a poster advertising an imaginary performance of the Chooky Dancers, using as much language as possible.
 | Can you write a pun in Language? | * [Djuki Mala (the Chooky Dancers)](https://www.youtube.com/watch?v=OdOeS_bJzE0) – humour in Aboriginal dance
* [Chooky Dancers Rise to Fame](https://www.youtube.com/watch?v=BORuok-pXVc)
* [Zorba the Greek Yolngu Style](https://www.youtube.com/watch?v=O-MucVWo-Pw)
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

# Unit Resources

## Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

For information on the [Department of Education and Training’s Principles of Learning and Teaching (PoLT)](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm) follow this link.

## Teacher resources

A comprehensive list of teacher resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.

[Victorian Curriculum F-10 – Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims)

[Victorian Aboriginal Languages Resources](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/resources)

## Student resources

A comprehensive list of student resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.

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Appendix 1

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| --- | --- | --- | --- |
| Buln Buln Ngarrga |  |  |  |
| Listen for many voicesHear many voicesSing many voicesMimic many voicesSing loudSing strongBuln Buln the storytellerListen to the spirit birdListen, he will tell you a storyWhat story is he telling?He's telling everyone's storyShare everyone's storyThe story of our ancestors | **fast****very slow****fast****very slow****digging****fast****very slow****fast****very slow****digging** | **ngang-gak ngulu-bulok** **ngagu ngulu-bulok** **yinga ngulu-bulok** **dhumba-dji ngulu-bulok** **dhumba-dji ngulu-bulok****garimnin yinga-dji!** **balit yinga-dji** **garimnin yinga-dji!** **balit yinga-dji** **buln buln ngul-u** **buln buln ngul-u****ngang-gak-dji murrup guyup guyup** **ngang-gak-dji murrup guyup guyup** **ngang-gak dhumba-nj** **winha dhumba-nj** **dhumba-nj wa-nganjin ngulu** **wunga-dji wa-nganjin ngulu** **liwik-bulok ngulu** **liwik-bulok ngulu****liwik-bulok ngulu** | (listen voice-many)(hear voice-many)(sing voice-many)(say-you voice-many)(yell sing-you)(Buln Buln voice-his)**3 beats between digging, so get footing right**(listen-everyone spirit bird)(listen talk-he) (What tell-he) (Tell-he our voice)(give-you our voice) (ancestor-many voice) |