



Aboriginal Art

Victorian Aboriginal Languages Levels 7-10

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# Introduction

*Aboriginal Art* presents an overview of the role of The Arts in Aboriginal societies. Students learn about various forms of Aboriginal art, including music and musical instruments; song and dance; sand and rock art and Dreaming stories.

Reclamation Languages will be at different stages of revival and the availability of particular words will vary from Language to Language.

The topics include:

* Topic 1 An Overview of Aboriginal Art
* Topic 2 Local Aboriginal art
* Topic 3 Music and Musical Instruments
* Topic 4 Song and Dance
* Topic 5 Sand and Rock Art
* Topic 6 Dreaming Stories
* Topic 7 Art and Language

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 utilising 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 **achievement standards** for Victorian Aboriginal Languages describe what students should be able to understand and do by the end of Level 10. The **content descriptions** for Victorian Aboriginal Languages explain what has to be taught to the students between Levels 7-10.

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

*students use the language to initiate, sustain and extend interactions, and to exchange information about interests, experiences and aspirations*

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

*engage with peers, the teaching team and visiting Elders/community members to exchange information about interests, experiences, plans and aspirations* (ACLFWC174)

(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 40 – 60 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 40 – 60 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, knowledge, culture and identity. Activities may be chosen as class activities or students may be encouraged to pursue their own interests from the range of activities provided. 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 to describe their product or performance. Each activity has been designed to take 50- 60 minutes, but this will vary depending on the complexity of the activity and the extent of student engagement. Activities are generally linked to one or more aspects of the cultural investigation.

## 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)

**Aboriginal Art Levels 7-10**

## Topic 1: An Overview of Aboriginal Art

Wherever possible, ask the students to speak and write in Language.

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greetings | * Greet the students in Language * Students return the teacher’s greeting * Students greet any guests in Language * Students greet each other in Language | Greeting: | Use this greeting activity at the beginning of every session and elsewhere if possible. |
| Farewells | * Farewell the students in Language * Students return the teacher’s farewell * Students greet any guests in Language * Students greet each other in Language | Farewell: | Use this farewell activity at the end of each session and elsewhere if possible. |
| Revision | * Ask students questions to test their language recall, eg,: * Words and their meanings – write these on the board. * Can they say ‘I saw you’? (tests bound pronouns) * Can they say ‘The man hit the dog’? (tests ergative case) * Can they say ‘The woman will walk to the river’? (tests allative case) * Can they say ‘The man walked from Melbourne’? (tests ablative case) * Do they know what a noun and a verb are? |  | * This could be done as a written test if preferred. |
| Introduce new words connected with music, dance, song, drama or visual art | * If you have a dictionary or wordlist for the target language, ask students to find a list of words connected with different art forms, eg, music, dance, etc.. * If you do not have a dictionary or wordlist, ask the local community to supply you with some appropriate words. | **Hand:**  **Feather:**  **Stick:**  **Grass:**  **Skin:**  **Fire:**  **Sap:**  **Body parts:**  **To clap:**  **To sing:**  **To draw:**  **Colours:** |  |
| Why are the Arts important for culture?  Show understanding that art works stem from particular cultural and historical contexts | * Why do people produce art works? Why did Aboriginal people paint stories? Ask students where they have seen Victorian Aboriginal art forms, e.g. museums, on TV, in their homes etc. Discuss. * Discuss types of dances, songs or stories that are told through Victorian Aboriginal Art. * Invite a Victorian Aboriginal artist/dancer/musician to speak about their work. Students take notes. * Invite a community member to talk about particular local Aboriginal artwork in their area. * Visit a site, museum or cultural organisation in your area to see real examples. * Research different Victorian Aboriginal art forms e.g. finger painting, rock art, dance, artefacts, music, song, dance, weaving/basket making - make notes. * Research Victorian Aboriginal Art websites (video clips not art galleries) and select one as a basis for your journal. Make written notes about what you liked and why. Discuss your findings in class. * Art works stem from particular cultural and historical contexts. Research the different styles of Aboriginal art across the continent. Note some of the features of each group’s artwork. * Assisted by mime, put simple questions to the class in Language about the work of an artist/musician/dancer of your choice. | **Possum:**  **Possum skin rug:**  **To draw:**  **Paint (noun):**  **Who (singular):**  **What:**  **Which:**  **What for:**  **When***:*  **How***:*  **How many/much:**  **Where:** | * See your school’s copy of Meerreeng-an Here Is My Country: The Story of Aboriginal Victoria Told Through Art * [Artist William Barak](http://ergo.slv.vic.gov.au/explore-history/fight-rights/indigenous-rights/artist-william-barak) * Refer to the art heritage for your local area – try your [local council’s](http://www.vic.gov.au/government-economy/local-councils.html) website * Try your local Aboriginal Cooperative for artwork * [Victorian Indigenous Art Awards](http://archive.creative.vic.gov.au/Projects_Initiatives/Indigenous_Arts_Initiatives/Victorian_Indigenous_Art_Awards) * [Indigenous Arts Initiatives](http://archive.creative.vic.gov.au/Projects_Initiatives/Indigenous_Arts_Initiatives/Victorian_Indigenous_Art_Awards) * Aboriginal cultural centres, eg, the   [Koorie Heritage Trust](http://www.koorieheritagetrust.com/),  have tours of their facilities and of Melbourne for school groups, a changing art exhibition, and a small cultural museum.  [Brambuk](http://www.brambuk.com.au/)  [Bunjilaka](http://museumvictoria.com.au/bunjilaka/)  [Birrarung Marr](http://www.melbourne.vic.gov.au/artplay/about/Pages/BirrarungMarr.aspx)   * [Aboriginal Art at Museum Victoria](http://museumvictoria.com.au/collections/tags/aboriginal-art) * [Tourism Victoria](http://www.culturaltourismvictoria.com.au/index.php?action=retail&form_name=list&category=563) * [National Gallery of Victoria Indigenous Art](http://www.ngv.vic.gov.au/explore/collection/curatorial/indigenous-art/) * [Aboriginal Art](http://www.aboriginalculture.com.au/art.shtml) * [Awaye!](http://www.abc.net.au/radionational/programs/awaye/) * [Speaking Out](http://www.abc.net.au/speakingout/) * [ABC Indigenous](http://www.abc.net.au/indigenous/) * [Message Stick](http://www.abc.net.au/indigenous/programs/message_stick/) |
| **Visual Arts**  Ochre  Making pigments | * Look at the various colours of ochre available in your area. What are their names and colours in Language? * Discuss the use of ochre as paint and for body decoration, and how the different colours were obtained by trading. * Ask a community member to demonstrate the use of ochre. * Find out where ochre is located in your area. * Use ochre to make a finger painting on paperbark or leaves.\* | **Clay:**  **Red ochre:**  **White ochre:**  **Ochre:** | * [Aboriginal use of rocks and minerals](http://museumvictoria.com.au/melbournemuseum/discoverycentre/dynamic-earth/videos/aboriginal-use-of-rocks-and-minerals/) * [Ochre Net](http://www.arts.vic.gov.au/About_Us/Major_Projects_and_Initiatives/Victorian_Indigenous_Arts_Awards_VIAA/Arts_Victoria_Peoples_Choice_Award/Ochre_Net) * [Timeline of sites where ochre has been found](http://austhrutime.com/table_of_ochre_sites.htm) * [Aboriginal Victoria – Aboriginal Art](http://www.visitvictoria.com/SiteSearch.aspx?q=Aboriginal%20art)   \*Ensure that you seek approval from the Traditional Owners (see [Koorie Cross-Curricular Protocols](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx)) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**) | | | |

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## Topic 2: Local Aboriginal Art

Wherever possible, ask the students to speak and write in Language.

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| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision | * Utilise resources developed by previous or present students to reinforce language learning |  | * See your school’s copy of Meerreeng-an Here Is My Country: The Story of Aboriginal Victoria Told Through Art |
| Rock art | * Research Victorian rock art sites online. Visit any rock art sites in your area. Add your findings to the class blog. * What legislation protects rock art in Victoria? | **To draw:**  *braka-* | * [Australian Rock Art Archive](https://www.bradshawfoundation.com/bradshaws/) * [Australian Aboriginal Rock Art](http://www.visual-arts-cork.com/ancient-art/aboriginal.htm) * [Rock Art](http://www.environment.gov.au/topics/national-parks/kakadu-national-park/culture-and-history/rock-art) * [Australian](http://find.anu.edu.au/search?q=Australian+rock+art&filter=0&btnG=Search&client=anu_frontend&proxystylesheet=anu_frontend&x=0&y=0&sort=date%3AD%3AL%3Ad1&wc=200&wc_mc=1&oe=UTF-8&ie=UTF-8&ud=1&exclude_apps=1&site=public_collection) Rock Art |
| Weaving | * What items do Victorian Aboriginal weavers create? What were their uses? Who does the weaving? What material do they use to weave? * Invite a Victorian Aboriginal community member to give a weaving demonstration, then students practise weaving an item. | **Grass basket:**  **Grass bag:**  **Fishing net:**  **Long fishing net:**  **Small fishing net:**  **Grass:** | * [Victorian Aboriginal Weaving collective](http://www.craft.org.au/new-page-1/) * [Connie Hart](http://www.bonmarartleewik.net/connie-hart/) * [Bush toys](http://www.rav.net.au/assets/93-140423-bush-toys-teachers-resource-final-cdc.pdf) * [Koorie Heritage Trust](http://www.koorieheritagetrust.com/) |
| Contemporary Victorian Aboriginal Art | * Who designed the official Aboriginal flag? Compare the Aboriginal flag with the Torres Strait Islander flag. * Using an artistic medium, reproduce the flag, labelling the colours in Language. What do the colours signify for Aboriginal people? * Research contemporary Victorian Indigenous art, including digital photography, new media applications, textile design and print making, film, performance art, and the making of contemporary artefacts such as boomerangs, clap sticks, and shields. Choose a contemporary artist and write about them in the class blog. * View a contemporary painting by an artist working on-country in Victoria, and discuss how the organisation of signs and symbols communicates connection to country, family, story, ideas and feelings. |  | * [History of the Aboriginal flag](http://www.indigenousaustralia.info/culture/the-flag.html) * [Koori Heritage Trust](http://www.koorieheritagetrust.com/) * [Images from contemporary Aboriginal artists](http://www.google.com.au/search?q=contemporary+aboriginal+artists&hl=en&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=HgoGUNbvM8XZigeKseHYCA&ved=0CHIQsAQ&biw=1024&bih=566) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**) | | | |

## Topic 3: Music and Musical Instruments

Wherever possible, ask the students to speak and write in Language.

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision | * Memory Challenge:   Put students into pairs. Give them a time limit and ask them to write down as many words, phrases and/or sentences as they can from a particular topic. |  |  |
| Musical instruments | * How did Victorian Aboriginal people make music long ago? Where did they get their instruments? * Invite an appropriate community member to talk about and/or play a Victorian Aboriginal musical instrument. How was their instrument made? Write about the instrument in your journal. * Students make their own instruments under the guidance of a community member.\* * Students form their own musical groups using Victorian Aboriginal instruments they have made themselves and beatboxing, that is, a combination of the old and new. * Perform in a school concert showcasing both traditional and modern Aboriginal music, eg, clapsticks, boomerangs.\* * Research words relating to music and musical instruments in the Language you are studying. Enter them into your personal wordlist. * How was a drumming sound produced, eg, beating on a possum skin rug? Compare this with drumming in other cultures. * Students collect images, labelled in language, for a classroom poster celebrating Aboriginal music and musical instruments. * Watch [Uncle Herb Patten play the gumleaf](https://www.youtube.com/watch?v=VhlQoG7pApg). Students practise playing the gum leaf in class and at home. | **Stick:**  **Boomerang:**  **To sing:**  **Leaf:** | * [Traditional Aboriginal Musical Instruments](http://www.aboriginalartonline.com/culture/amusic2.php) * [Australian Aboriginal Musical Instruments](http://www.didjshop.com/austrAboriginalMusicInstruments.htm) * [Traditional Aboriginal Music](http://aboriginalart.com.au/didgeridoo/instruments.html) * [Aboriginal Art and Instruments](http://www.youtube.com/watch?v=oKurS8_-j5M) * [Australian Music Centre](http://www.australianmusiccentre.com.au/subject/indigenous-australian-culture) * The [didgeridoo](http://www.australianexplorer.com/didgeridoo.htm) was introduced into Victoria through trading. It originated in the north of Australia.   \*Ensure that you seek approval from the Traditional Owners (see [Koorie Cross-Curricular Protocols](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx))   * [Uncle Herb Patten plays the gumleaf](https://www.youtube.com/watch?v=ThmsdSW4OQw) * [How to play a gumleaf](https://www.youtube.com/watch?v=tjYCtLAucJM) |
| Significant music | * Discuss the cultural events and ceremonies where music was played. What is the social role of music, both today and in the past? * What are songlines, and why are they important to Aboriginal people? * Listen to songs in Language and consider the melody in terms of colours and light and dark. * Listen to a contemporary song about an event or issue and discuss its meaning and the impact of the event or issue, eg, Archie Roach’s *Took the children away*. * Students view movies about the issue or event that is captured in the song. * Students investigate the issue or event depicted in the song and present their findings in the form of a presentation. |  | * Aboriginal music <http://www.aboriginalartonline.com/culture/amusic.php> * [Living Songs: Music, Law and Culture in Aboriginal Australia](http://www.australianmusiccentre.com.au/resonate/article/living-songs-music-law-and-culture-in-aboriginal-australia) * [Yanyuwa Tiger Shark Dreaming song line](http://www.infotech.monash.edu.au/non-cms/research/projects/independent/countrylines-archive/animations_saltwater_country.html) * [Songlines Aboriginal Music](http://www.songlines.net.au/) * [Black Arm Band](http://www.blackarmband.com.au/) * [Kutcha Edwards](http://www.kutcha-edwards.com/) * [Aboriginal music clips](http://www.youtube.com/watch?v=sRD8ofq3xUY) * [Gurrumul](http://www.youtube.com/watch?v=i-i0FQBbO8E&feature=related) * [Rabbit Proof Fence](http://www.youtube.com/watch?v=DdFNZSx6hSQ) * [Stolen Generations](http://www.youtube.com/watch?v=_fNvEm8wlPw&feature=related) and the apology |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, performances (**delete those not applicable**) | | | |

## Topic 4: Song and Dance

Wherever possible, ask the students to speak and write in Language.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** | |
| Greeting routine |  |  | See Topic 1. | |
| Farewell routine |  |  | See Topic 1. | |
| Revision | * Write six Language words with their letters jumbled on the board. The students have to unjumble the words and give their translations. Either the first person to complete all six with correct answers wins, or the person with the most correct answers wins. |  |  | |
| Stories in songs and dances | * Invite an appropriate local community member to talk about the cultural importance of song and dance to Aboriginal people. Why do people create songs and dances? * Watch a film of an Aboriginal dance or invite local dancers to perform, and discuss its meaning. * Play current contemporary Aboriginal music, and allow the students to sing along. What is the meaning of the song? * Students revise vocabulary used in songs. | **To beat:**  **To go:**  **To jump:**  **To swim**  **Corroboree:**  **Sing:**  **Dance:** | * Explore the [Little Red Yellow Black Site](http://lryb.aiatsis.gov.au/) * [Aboriginal Incursions](http://www.findschoolworkshops.com/melbourne-vic/melbourne/aboriginal-incursions) * [Aboriginal Dance Troupe](http://www.youtube.com/watch?v=jJ8_tBwBE_A) * [Bangarra](http://www.bangarra.com.au/) * [The Chooky Dancers](http://www.youtube.com/watch?v=OdOeS_bJzE0&feature=related) * For example, Dan Sultan, Casey Donovan, Warumpi Band, George Rrurrambu, Blackfire, Deadheart, [Briggs](http://www.abc.net.au/tv/messagestick/stories/s3532287.htm), * [List of Indigenous Australian musicians](http://en.wikipedia.org/wiki/List_of_Indigenous_Australian_musicians) |
| Participation in songs and dances | * Students learn a song and/or dance from an appropriate community member. * Seek the community’s permission for the students to decorate themselves in an appropriate way to practise the dance learned from the community member. Perform at assembly or elsewhere.\* * Language Team assists students to write a song in the target Language about an animal from their community. Students practice regularly in preparation for a performance for the community, accompanied by clapsticks. * In Language, students practise a traditional or modern Victorian Aboriginal song and record for younger students to hear. * Students perform a song and/or dance, eg school assembly, family, parent group, etc. Film this to show in class and to revise the associated learning. | **Example: Possum Song**  Windharr, walert, walert?  *Possum, Possum where are you?*  Mani galka wilama gubi  *Here in the tree above the house*  Winharr munggunh mangu walert, walert?  *Possum, Possum what are you doing there?*  Yuminunhan, yuminunhan  yalingbu  *I’m sleeping, I’m sleeping the day away* | \*Ensure that you seek approval from the Traditional Owners (see [Koorie Cross-Curricular Protocols](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx))  **Example: Possum Song**  Possum, possum where are you?  Here in the tree above the house  Possum, possum what are you doing there?  I’m sleeping, I’m sleeping the day away.  (by Auntie Fay Muir, Boon Wurrung and Wemba Wemba Elder) | |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, performance (**delete those not applicable**) | | | | |

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## Topic 5: Sand and Rock Art

Wherever possible, ask the students to speak and write in Language.

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| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1. |
| Farewell routine |  |  | See Topic 1 |
| Revision | * The teacher writes 10-20 words on the board. Students each choose five of these to write down. The teacher then gives a description of one of the words, but doesn’t say the word. If the student has written that word on their paper, they mark it off. The first to mark all five words and call ‘bingo’ wins. * Students take turns at holding up flashcards, and asking: *What is this*? Class responds with the name of the item. |  |  |
| Rock art | * Invite a local community member to talk about Victorian Aboriginal people using natural resources to express their ideas, e.g. feet, hands, clap sticks, boomerangs, gum leaves. * Ask a Victorian Aboriginal artist to show how and why people made hand prints on rocks using ochre. * What does rock art tell us about the history of the people who made it? What do the drawings mean? Students make an entry in their journal about the meaning behind rock art, eg, at Gariwerd. | **Stone:**  **Small:**  **Big:**  **Good:**  **Tree:**  **Mud:** | * [Aboriginal Rock Art Sites in Victoria](http://www.brambuk.com.au/assets/pdf/grampiansnationalparkrockartshelters.pdf) * [Aboriginal Art Symbols](http://www.art-in-tropical-australia.com/aboriginal-art-symbols.html) * [Aboriginal sites of Victoria](https://en.wikipedia.org/wiki/Aboriginal_sites_of_Victoria) * [Aboriginal Rock Art Sites Gariwerd](http://www.brambuk.com.au/assets/pdf/grampiansnationalparkrockartshelters.pdf) * [Aboriginal Victoria](http://www.visitvictoria.com/Regions/Grampians/Things-to-do/Aboriginal-Victoria) * [New Aboriginal Rock Art sites found in the Grampians](http://www.abc.net.au/local/stories/2015/05/13/4234958.htm) * [Grampians Aboriginal Rock Art](https://deanoworldtravels.wordpress.com/2012/11/19/grampians-aboriginal-rock-art/) * [Indigenous Art at Risk](http://www.smh.com.au/entertainment/art-and-design/indigenous-art-at-risk-20110531-1fehd.html) * [Ancient Aboriginal Rock Art Sites Conserved in the Grampians National Park](http://parkweb.vic.gov.au/about-us/news/ancient-aboriginal-rock-art-sites-conserved-in-the-grampians-national-park) |
| Sand drawing | * Sand drawing is an integral part of Victorian Aboriginal story telling. Invite a knowledgeable community member to demonstrate story telling through sand drawings. Ask the students to tell a story using sand drawings. |  | * [Sand talk](http://blogs.usyd.edu.au/elac/2006/10/sand_talk_and_how_to_record_it.html) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, performance (**delete those not applicable**) | | | |

## Topic 6: Dreaming Stories

Wherever possible, ask the students to speak and write in Language.

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| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See topic 1. |
| Farewell routine |  |  | See topic 1. |
| Revision |  | Revise vocabulary |  |
| Discussion of oral histories or stories | * Discuss oral histories or stories that fall into one of the following categories: * **collective histories -** group stories * **spiritual narratives -** law, family relationships, relationships to the land and sea, food * **cultural practices -** handed down from generation to generation * **life histories -** biographical stories of important individuals. [[1]](#footnote-1) |  | * [Oral History Victoria](http://www.oralhistoryvictoria.org.au/) * [National Library of Australia Indigenous](https://www.nla.gov.au/what-we-collect/indigenous) See Bringing Them Home oral history project * ‘The Filling of the Bay – The Time of Chaos’ in [Nyernila](http://archive.creative.vic.gov.au/Projects_Initiatives/Indigenous_Arts_Initiatives/Nyernila_%E2%80%93_Listen_Continuously_Aboriginal_Creation_Stories_of_Victoria), page 37 * [On the edge of creation](http://trove.nla.gov.au/work/209298447?selectedversion=NBD57622731) Baluk Arts 2016 * [Accuracy of Aboriginal Folklore](http://www.abc.net.au/news/2014-11-26/indigenous-oral-history-accurately-reflects-sea-level-rises/5918324) * [Ancient Aboriginal Stories Preserve History of a Rise in Sea Level](https://theconversation.com/ancient-aboriginal-stories-preserve-history-of-a-rise-in-sea-level-36010) |
| Dreaming Stories | * What are Dreaming stories? Students research Dreaming stories. * Ask a local community member to tell a Dreamtime story to the class. * Students give a presentation on the Dreaming story they heard. * Read the Boon Wurrung story told by Auntie Carolyn Briggs, a Boon Wurrung Elder in *Nyernila*. What is the intended message of the story? Discuss in class. | **Eagle(hawk):**  **Crow:**  **Frog:**  **Emu:**  **Turkey/bustard***:*  **Water:**  **Earth, ground, country:** | * [Telling stories of the Dreamtime](https://www.academia.edu/26443814/Telling_stories_of_the_Dreamtime_Spoiler_no_dreams_or_time_involved) * [Stories and Voices](http://www.yarrahealing.catholic.edu.au/stories-voices/index_wide.cfm?loadref=15) * [Dreaming Story](http://artsonline.monash.edu.au/countrylines-archive/category/animations/)   [animations](http://artsonline.monash.edu.au/countrylines-archive/category/animations/)  [Boon Wurrung Story](http://www.yarrahealing.catholic.edu.au/stories-voices/index.cfm?loadref=87) by Auntie Carolyn Briggs   * [The Dreaming](http://www.australia.gov.au/about-australia/australian-story/dreaming) * [Auntie Beryl Carmichael talks about the Dreaming](http://www.abc.net.au/tv/makingaustralia/educationextras/episode-four/clip-three.htm) |
| The old and the new | * Research stories about the filling of Port Phillip Bay from the various groups around the bay. What do you notice? * Research the scientific explanation for the filling of the bay. Discuss and compare the Dreaming stories and the scientific explanation. * Alternatively, hand out photocopies of the English story about the filling of the bay as well as a Language word list. Tell the story in English, then reread it with some words in Language to familarise students with the content and the Language. Read the story a third time with a silence to prompt students to call out the missing word in Language. * Use Cartoon Story Maker to create a story about the filling of the bay. Students share their stories with others. |  | * [Victorian Aborigines](http://en.wikipedia.org/wiki/Victorian_Aborigines) * [Cartoon Story Maker](http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm) |
| Analyse a Dreaming Story | * Analyse a Dreaming Story message using a table with the headings *Key Elements of the Story* and *Message/Moral of the Story* * Students complete a cloze exercise for homework, that is, a story with some words in Language omitted. Students fill in the blanks from the list of missing words given in a jumbled order. Students identify the correct word for each blank in the text. |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## Topic 7: Art and Language

Wherever possible, ask the students to speak and write in Language.

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| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1. |
| Farewell routine |  |  | See Topic 1. |
| Revision | * Write several known words on the board in jumbled order. Give the English translation of each word in a different order. The students must write the Language words down in the correct order. |  |  |
| Discuss the systematic nature of music or art and compare with Language | * Beat a drum or clap sticks – what happens when you miss a beat or beat irregularly? The rhythm is upset. Just as there is pattern in music, there is a pattern in art and in Language. It is important to look for the patterns or designs in music and art. It is also important to look for patterns in Language. Look at or listen to a Dreaming story already discussed, and identify any patterns in the Language. * Language is a system. Words in Aboriginal Languages are made up of suffixes (bits added to the end of a word) in a specific order. With the assistance of the linguist, develop some exercises that identify the suffixes used in the Language being studied. |  | Aboriginal Languages have a very different pattern than that of English. The linguist on the Language Team can assist with and explain the patterns in the Language used.  For example, the ownership pattern:  (Note that *genitive* means owner.)  *Badjurral wulunhu* means ‘a woman’s yamstick’.  *Badjurr -al*  Woman–genitive  *Wulunh -u*  yamstick –her  ‘A woman’s yamstick’  Here is the pattern for *gulinydhal wan.gimu*  ‘a man’s boomerang’.  Guliny-dhal  Man -genitive  wan.gim -u  boomerang-his  ‘a man’s boomerang’ |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, performance (**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.

1. Quoted from the Queensland Studies Authority [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) who used the following two sources:

   Barwick, D, Mace, M & Stannage, R (Eds) 1979, Handbook for Aboriginal and Islander History, Aboriginal History Inc, Canberra.

   “Aboriginal Histories: Source problems in methodology”, in Black Voices, Vol. 3, No. 1, Loos, N & McDonald, H (Eds) (1987) James Cook University, Townsville.

   Draft P–12 Guidelines and Framework, A Teachers Handbook designed to be used with the Trial Syllabus in Aboriginal Studies and Torres Strait Islander Studies, Queensland Education Department, 1995. [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) [↑](#footnote-ref-1)