Aboriginal Arts

Victorian Aboriginal Languages Levels Foundation - 2

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# Introduction

This unit focuses on various Aboriginal art forms. 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 topics include:

* Topic 1: Victorian Aboriginal Art Forms
* Topic 2: Music and Musical Instruments
* Topic 3: Song and Dance
* Topic 4: Sand and Cave Drawings

# Establishing the Learning Environment

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.

* 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 2. The content descriptions for Victorian Aboriginal Languages explain what has to be taught to the students between Levels F-2.

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

*Students learn about Country/Place and community by interacting with respected community members…,*

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

*Interact with each other, the teaching team and visiting respected community members…*

(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 20 - 40 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 - 40 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 **cultural experiences** with many opportunities for student to engage with culture, language and the community. Students may undertake some or all of the activities presented in the topic. Students use appropriate extended language in context, including oral communication and simple written texts. Each unit has been designed to involve cultural experiences of between 30 – 120 minutes, depending on the activity and age and level of language learning of the students.

Each topic provides **practical activities** that encourage students to apply their understanding of language and culture. 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. Student presentations may take between 5 – 10 minutes, but appropriate preparation time should be built into the program.

## 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 [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* [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 ARTS LEVELS F-2**

## Topic 1: Victorian Aboriginal Art Forms

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Practise 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** (formal): **Greeting** (informal):  | * This greeting routine should be used every day.
* Continue the use of instructional words from previous units.
 |
| Farewells | * Farewell the students in Language
* Students return the teacher’s farewell
* Students farewell any guest in Language
* Students farewell each other in Language
 | Goodbye: See you later:  | * This farewell routine should be used every day.
 |
| Revision | * Revise words, eg, kinship terms or animals, by using flashcards.
* Revise any song or dance learned earlier
 | **To sing:** **To dance:** **Corroboree dance:**  | * Animals and kinship terms may feature in art works.
 |
| Victorian Aboriginal art forms | * Ask students to tell the teacher what they know about different art forms, e.g. songs, dance, sand paintings, basket weaving etc. and where they would find them
* Ask students about their artistic likes to elicit answers such as singing, dancing, music etc.
* Ask students where they have seen Aboriginal art forms, e.g. museums, on TV, in their homes etc.
* Invite a local community member to talk about and/or demonstrate a local Aboriginal art form, or to organise a workshop where the students can participate
* Repeat new words in Language associated with different art forms wherever possible
 | Language related to art forms | * See [Aboriginal Art in Australia](http://www.creativespirits.info/aboriginalculture/arts/index.html)
* [National Gallery of Victoria: Tradition and Transformation](http://www.ngv.vic.gov.au/ngvschools/TraditionAndTransformation/)
* [Regional Arts Victoria](http://www.rav.net.au/)
* Note that while dot painting is a well-known art form across Australia, it is not a traditional Victorian Koorie art form. Information on Victorian art can be found in [[Meerreeng An](http://www.cv.vic.gov.au/stories/aboriginal-culture/meerreeng-an-here-is-my-country/)](http://www.koorieheritagetrust.com/projects/meerreeng_an), which was distributed to all government schools in Victoria.
* [Culture Victoria](http://cv.vic.gov.au/)
 |
| Excursion | * Visit the Koori Heritage Trust, Brambuk National Park & Cultural Centre, Bunjilaka or a similar cultural organisation in your area to see real examples
* Film the excursion to, or buy a DVD from, the cultural organisation visited to assist discussion later
* Play the film or DVD to the students later to remind them of what they learned, then talk about it
 |  | * [Koorie Heritage Trust](http://www.koorieheritagetrust.com/)
* [Brambuk](http://www.brambuk.com.au/)
* [Bunjilaka](http://museumvictoria.com.au/bunjilaka/)
 |
| Creating art | * Invite a Victorian Aboriginal artist to speak about their work at your school\*
* Organise some hands on activities for the students such as:
	+ grinding ochre, mixing it with oil and then using it to create something unique;
	+ making their own hand stencils with sponges and paint – these can be exhibited around the room with the word for hand

Video the activity to show the art work in progress. |  | * For a list of prominent Aboriginal artists see the [Aboriginal Art Directory](http://www.aboriginalartdirectory.com/artists/) list
* It is important to liaise with the school art teacher when organising activities for the students as they are trained in this area. Also, they are aware of OH&S considerations.
* \*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, art work (**delete those not applicable**)  |

## Topic 2: Music and Musical Instruments

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Practise greetings |  |  | See Topic 1 |
| Practise farewells |  |  | See Topic 1 |
| Revision | * Using flashcards, revise words relating to Aboriginal art forms
 |  |  |
| Instruments used by Victorian Aboriginal people to make musicLanguage use | * Invite a local community member to talk about and play an Aboriginal musical instrument, appropriate to the community member and the students
* Discuss the roles and cultural events where music is performed and who is permitted to play what instruments. Use Language terms where possible.
* Talk about the connections between music and dance at local cultural events and in family life
 | **Leaf:** **Red gum tree:****White gum tree:** **To listen**:**Man**:**Woman**: **Child**: **Stick**: **Boomerang**:  | * Alternatively, watch [Uncle Herb Patten playing the gum leaf](https://www.youtube.com/watch?v=ThmsdSW4OQw)

 * [Ossie Cruze](https://www.youtube.com/watch?v=D3przA4Mgf8) playing the gum leaf
* Note that the didgeridoo is not a traditional Koorie instrument
 |
| Make an instrument | * Students repeat new Language words associated with musical instruments and mime the dance movements
* Students make instruments of their own, under the guidance of a community member, eg, making clapsticks or decorating boomerangs\*
* Show the students a film of Victorian Aboriginal people singing or playing music, preferably from a local cultural event, then ask them questions about the film, eg, what instruments were used (answer in Language), what was the singing about etc
 |  | * [How to form a gum leaf band](https://www.youtube.com/watch?v=tjYCtLAucJM)
* \*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))
* See [How to make a Didgeridoo by David Hudson](http://www.youtube.com/watch?v=2lBZ6yPW9WU&feature=related)
* The [National Film and Sound Archive](http://nfsa.gov.au/collection/indigenous-collection/) has a range of Indigenous films available.
* See [Ronin Films](http://www.roninfilms.com.au/) also
* Melbourne [Tanderrum 2015](https://vimeo.com/143960731)
 |
| Create a song | * Teacher produces some pictures of different musical instruments and students call out the names in Language
* Game –the teacher mimes making music and students call out the musical instrument in Language.
* Students practise playing instruments and use the Language they have learnt in these activities to create songs and dances
* Share songs and dances with the class and family
 |  | * [Aboriginal sound instruments](http://aiatsis.gov.au/sites/default/files/products/cd/aboriginal-sound-instruments.pdf)
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, art work, performance (**delete those not applicable**)  |

## Topic 3: Song and Dance

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Practise greetings |  |  | See Topic 1. |
| Practise farewells | * Compose a farewell song – sing throughout this unit
 |  | See Topic 1 |
| Revision | * Revise the Language learned in activities 1 and 2 using a game or flashcards
 |  |  |
| Songs in language | * Invite a Victorian Community member to talk about traditional children’s or family songs and current local Aboriginal songs. If appropriate, teach a local children’s song to the class\*
* Use an online game to revise key words from the song
* Students write a song about an animal, including as many Language words as possible, then practice it regularly
 | Use known and new animal words | * [Languages on line](http://www.education.vic.gov.au/languagesonline/)
* \*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))
 |
| Contemporary Victorian Aboriginal songs | * Ask the students if they know any local Aboriginal musicians who write and perform contemporary music, then discuss local Aboriginal rock music, using Language words where possible
* Invite an Aboriginal musician and/or singer to visit your class
* Play some local Aboriginal contemporary music to the students, with the students singing along if possible – it’s also good background music for creative activities
 |  | * See [The Black Arm Band Dirtsong promo](https://www.youtube.com/watch?v=BsHe8vS-MT8) for modern singers and songs
* [Far Away From Home/Gungalaira: Black Arm Band at TEDxSydney](https://www.youtube.com/watch?v=x7E32SJYmgY) (Bundjalung)
* [Dirtsong: Black Arm Band](https://www.youtube.com/watch?v=F1sNNH_bTzM) at TEDxSydney 2014

(Yorta Yorta)* Music from [Bran Nue Dae](http://www.imdb.com/title/tt1148165/) for songs
* See [Songlines Aboriginal Music](http://www.songlines.net.au/)
* Johnny Huckle and Helen Moran’s [Wombat Wobble](http://www.ihearmusic.com/66/johnny-huckle-%26-helen-moran/wombat-wobble/) and other songs
* See [Aunty Wendy’s Mob](http://www.auntywendysmob.com/) for an interactive program
 |
| Aboriginal dances | * Invite a local community member to demonstrate a local dance and explain its meaning to the students. If appropriate, the community member teaches the dance to the students\*
* Discuss the purposes of Aboriginal dances, particularly the dance by the community member
* Students decorate themselves appropriately and practice the dance learned from the community member
* Students work with the community member to create a dance for their animal song
 |  | * Alternatively, a local dance group could be asked to perform for the students
* [Baranjuk dance](http://www.cv.vic.gov.au/stories/aboriginal-culture/land-and-spirit/baranjuk-dance/) (Yorta Yorta)
* [Bangarra education resources](http://bangarra.com.au/education-resources)
* [Ideas for teaching units in dance](http://geckos.ceo.wa.edu.au/Documents/dance.pdf) (Geckos WA)
* \*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))
 |
| Performance | * Students rehearse the Aboriginal song they learned from the community member, preferably in Language (traditional or modern)
* If possible, link the song chosen to the dance learned from the community member
* Students perform the song and the dance for an audience, eg, at school assembly, for parent groups, etc. Film the performance to show the students in class, to revise the learning underlying it
* Students also share the song/dance they made about an animal
 |  | * See the children’s song book [Butcher Paper, Texta, Blackboard and Chalk](http://nla.gov.au/nla.cs-ma-an47685246)
 |
| Students tell their families about what they have learned and practise their song and dance at home |  |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 4: Sand and Cave Drawings

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Practise greetings |  |  | See Topic 1. |
| Practise farewells |  |  | See Topic 1 |
| Revision | * Play Simon Says using language words
* Game – Holding up flashcards, teacher models question and answer in Language and then asks students: *What is this*? They then reply: *This is a…. (animal name, artefact, etc*). This revises previous vocabulary.
 | **What is this**?: **This is….:****Here is….:** |  |
| The environment and sand drawing | * Invite a Community member to talk about how Aboriginal people made full use of their environment to express their ideas with what they could find, e.g. their hands, feet, clap sticks, gum leaves, digging sticks, wire etc.
* Invite a community member to demonstrate sand drawing to the students. Students then go into a sand pit to make a sand drawing of their own. Film the activity to discuss later
 | **Sand:** **Little stick:** Animal words from earlier activities | * [Aboriginal sand drawings](https://www.google.com.au/search?q=aboriginal+sand+drawings&safe=strict&rlz=1C1VFKB_enAU688AU689&espv=2&biw=960&bih=513&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0ahUKEwiyoLmKm8XOAhVD72MKHRXECo0QsAQIGg) (images)
 |
|  | * Invite a community member to talk about, and possibly demonstrate, how and why people made hand prints in caves using ochre
* Discuss the ochres used for hand prints, then let the students make their own ochre and make hand prints on paper with their name underneath.
 |  | * [The story of Aboriginal art](https://www.aboriginal-art-australia.com/aboriginal-art-library/the-story-of-aboriginal-art/)
* [Aboriginal cave drawings](https://www.google.com.au/search?q=Aboriginal+sand+and+cave+drawings&safe=strict&rlz=1C1VFKB_enAU688AU689&espv=2&biw=960&bih=513&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiIiY_wmMXOAhUEfiYKHVN3BFsQsAQIGg&dpr=1.5#safe=strict&tbm=isch&q=Aboriginal+cave+drawings) (images
* [Aboriginal Rock Art](https://www.creativespirits.info/aboriginalculture/arts/aboriginal-rock-art)
 |
| **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.