Contemporary Aboriginal Performing Arts, Levels 3–6

Victorian Aboriginal Languages F–10

Sample unit of work

Authorised and published by the Victorian Curriculum and Assessment Authority
Level 7, 2 Lonsdale Street
Melbourne VIC 3000

© Victorian Curriculum and Assessment Authority 2019

No part of this publication may be reproduced except as specified under the *Copyright Act 1968* or by permission from the VCAA. Excepting third-party elements, schools may use this resource in accordance with the [VCAA educational allowance](http://www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx#schools). For more information go to: [www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx](http://www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx).

The VCAA provides the only official, up-to-date versions of VCAA publications. Details of updates can be found on the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

This publication may contain copyright material belonging to a third party. Every effort has been made to contact all copyright owners. If you believe that material in this publication is an infringement of your copyright, please email the Copyright Officer: vcaa.copyright@edumail.vic.gov.au.

Copyright in materials appearing at any sites linked to this document rests with the copyright owner/s of those materials, subject to the Copyright Act. The VCAA recommends you refer to copyright statements at linked sites before using such materials.

The VCAA logo is a registered trademark of the Victorian Curriculum and Assessment Authority.

Contemporary Aboriginal Performing Arts, Levels 3–6

**Overview:** Students learn about contemporary Aboriginal actors and TV shows.

**Time allocation:** Approximately 6 hours (guide only).

**Curriculum area:** Victorian Aboriginal Languages

**Levels:** 3–6

**Content descriptions covered:**

* Recognise how kin relationships link people, Place and story [(VCLVU166)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU166)
* Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams [(VCLVC156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC156)
* Expand vocabulary in the language through word-formation processes and recognise and use simple language structures [(VCLVU164)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU164)

**Relevant achievement standard extracts:**

* They present information they have obtained that relates to language, culture, environment and community personalities, using short sentence structures, familiar vocabulary, photos and concrete materials.
* They demonstrate understanding of stories, songs, visual design and performance, for example by mapping sites, landforms and features through which a travelling story or songline passes, or by selecting and writing simple modelled statements to describe main characters and events.
* Students ask and respond to simple questions, request help, repetition or clarification, and respond to questions and requests using rehearsed phrases and sentences.
* Whenever possible they use the language to interact and collaborate in games and other activities, including the use of hand signs as appropriate.

| **Activities** | **Fill in language/words used** | **Advice for teachers/language teams** |
| --- | --- | --- |
| **Daily greeting activity*** Greet the students in language.
* Students return the teacher’s greeting.
* Students greet any guests in language.
* Students greet each other in language.
 |  | * The greeting routine should be used at the beginning of every class.

**Extension*** Where the language is available, students converse briefly in language, enquiring after each other’s health, describing activities, etc.
 |
| **Daily revision activity*** Use Total Physical Response (TPR) to revise language learned earlier.
 | **Language to be revised:** | * Revision is critical to language learning.
* Utilise learned vocabulary and grammar as well as new vocabulary and grammar throughout this unit of work.
 |
| **Aboriginal actors*** See the list/s of Aboriginal actors provided. On the map/s provided, indicate each person’s Country.
* Talk about shows you have seen that feature Aboriginal actors, for example, *Mugu Kids*, *Play School*, *My Place*, or *Dance Off.*
* Say or write some sentences in language 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 of Victoria](https://en.wikipedia.org/wiki/Victorian_Aborigines#/media/File:Map_Victoria_Aboriginal_tribes_(colourmap).jpg)
* List of actors: (Victorian) Lou Bennett, Shiralee Hood, Kylie Belling, Jack Charles, Amy Saunders, Richard Franklin (These names are suggestions only.)
* [AIATSIS Map of Indigenous Australia](https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia)
* List of actors: (non-Victorian) Deborah Mailman, Miranda Tapsell, Leah Purcell, Shari Sebbens, Wayne Blair, Ursula Yovich, Dean Daley-Jones, Lisa Flanagan, Aaron McGrath, Tessa Rose, Mirrabee Penrith, Aaron Pedersen, Margaret Harvey, Ruth Theresa, Rachael Maza, Lisa Maza, Ernie Dingo, etc.
* [Mugu Kids](https://www.sbs.com.au/ondemand/program/mugu-kids) is available through SBS On Demand.
* [My Place](http://www.myplace.edu.au/home.html) is available online.
* Play School – 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’ resources](http://www.walkthetalk.org.au/additional-resources/)
* [City of Melbourne Aboriginal and Torres Strait Islander Arts](http://www.melbourne.vic.gov.au/aboutmelbourne/artsandevents/indigenousarts/Pages/Indigenousartsprojects.aspx)
 |
| **Aboriginal musicians*** Talk about your favourite Aboriginal musicians and their songs.
* Write some sentences in language about the musicians and/or their songs, for example, *I heard Lou Bennett. I saw Jessica Mauboy on TV.*
 | To hear:To listen: | * List of contemporary musicians: Jessica Mauboy, Emma Donovan, Lou Bennett, Shellie Morris, Archie Roach, Casey Lee Donovan, Geoffrey Gurrumul Yunupingu, Troy Cassar-Daley, Kutcha Edwards, Dan Sultan
 |
| **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://archive.circusoz.com/)
* List some words relating to, or write some sentences about, Circus Oz.
* As the performers carry out an action like jumping, encourage the students to say in Language the name of the action, or a sentence about what the performers are doing, for example, *She is jumping*.
 | To run:To jump:To fly:To swing: | * [Super Hero Academy](https://superheroacademy.net/)
* [Circus Oz](http://www.circusoz.com/)
* [Circus Oz, Wikipedia](https://en.wikipedia.org/wiki/Circus_Oz)
* [Circus Oz BLAKflip](https://www.circusoz.com/sidesault/blakflip.html)
* [Circus Oz goes bush](https://mobile.circusoz.com/programs/indigenous/blakflipandbeyond/circus-oz-goes-bush.html)
* [Elders Circus Program](https://www.sbs.com.au/nitv/article/2016/08/11/elders-clown-around-deadly-circus-program)
* In most Victorian Aboriginal Languages the third person singular pronoun (‘he’, ‘she’ or ‘it’) is not marked.

**Cross-curricular activity suggestion** * Together with the PE teacher, arrange activities from the Australian Sports Commission’s [Playing for Life Circus Companion Book](https://www.healthyactivekids.com.au/wp-content/uploads/2013/12/Companion-Book-Circus.pdf). Utilise Language as much as possible during these activities.
 |
| **Daily farewell activity*** Farewell the students in language.
* Students return the teacher’s farewell.
* Students farewell any guests in language.
* Students farewell each other in language.
 |  | * The farewell routine should be used at the end of every class.
 |

Assessment opportunities

* Correct use of language in both written and spoken activities
* Presentations
* Participation in discussions

Sharing

* Ask students to teach their family to greet and farewell each other in language.
* Send the language information home to the family.