# Aboriginal and Torres Strait music program

**Course:** Stage 4 (Mandatory course)

**Topic:** Aboriginal and Torres Strait music

**Unit duration:** 1 term

**Date commenced:**

**Date completed:**

## Unit outline

In this course, schools and students will connect with local/regional AECG and Aboriginal Elders to learn about the characteristics of Aboriginal music and the importance of language and the arts for maintaining culture. Students will be encouraged to study music within its cultural context and recognise the coexistence of both traditional and contemporary Aboriginal Music. Students will then consider the role of music within their own cultural heritage and create a podcast celebrating their diversity for Harmony Day.

## Focus outcomes

### Performance

Students will develop knowledge, understanding and skills in the musical concepts through **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.

* 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
* 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
* 4.3 performs music demonstrating solo and or ensemble techniques.

[Music 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

### Listening

Students will develop knowledge, understanding and skills in the musical concepts through **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

* 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.
* 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.
* 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in music selected for study.
* 4.10 identifies the use of technology in music selected for study, appropriate to the musical context.

[Music 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

Composition

Students will develop knowledge, understanding and skills in the musical concepts through **composing** as a means of self-expression, musical creation and problem-solving.

* 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing.
* 4.5 notates composition using traditional and/or non-traditional notation.
* 4.6 experiments with different forms of technology in the composition process.

[Music 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

Values and Attitudes

Students will value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening

* 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
* 4.12 demonstrates a developing willingness to engage in performing, composing and listening experiences.

[Music 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

## Learning Intentions

Through studying this unit students will be able to:

* Perform through singing, playing and moving to a range of repertoire
* Perform musical composition and arrangements individually and or in groups
* Perform music that uses different forms of musical notation
* Experiment and improvise both individually and in groups using Stories of the Dreaming as a stimulus
* Organise musical ideas into simple compositions in groups
* Explore forms of musical notation as a method of recording their own musical ideas
* Listen to and analyse a range of repertoire
* Identify how the concepts of music have been used and manipulated in a range of repertoire
* Respond to the range of repertoire used in listening.

## Cross curriculum content

Within this unit, cross curriculum content is addressed in the following ways:

Information and communication technologies (ICT)

Throughout the study of this unit, students will engage with recording equipment to record a podcast and composition.

Literacy

Musical literacy is acquired and developed through performance, listening and composition skills. Literacy skills are strengthened through Do Now activities and also developed through the scaffolding of written responses, with differentiation applied in order for students to be able to write an aural response.

Numeracy

Patterning, sequencing and the mathematical principle of repetition are essential components of listening skills and musical composition and align carefully with the key competency of using mathematical ideas and techniques. There are also specific lessons that explore interpreting and representing data and time progressions trough specific numeracy target lessons.

Multicultural

Students develop skills identifying, observing, describing and analysing characteristics of Aboriginal music and apply this understanding to their performances, compositions and written analysis’. Through this they develop a deep understanding of the diversity of cultures and contexts of composers, performers and audiences.

Key competencies

Key competencies are embedded in the music curriculum to enhance student learning. The key competencies of collecting, analysing and organising information, communicating ideas and information, and planning and organising activities are integral to the nature of music education and are inherent in the group activities provided within this unit. Students work as individuals and in ensembles in classroom activities, and through this, the key competency of working with others and in teams is addressed. Music provides a powerful medium for the development of general competencies considered effective for the acquisition of effective, higher-order thinking skills. These skills are necessary for further education, work and everyday life. The composition, listening and performance activities provided in this unit requires students to consistently engage in problem-solving, thus addressing the key competency of problem solving.

Gender

Students in the mandatory course will focus on the musical achievements of female and male composers and performers.

**Assessment**

This unit includes many opportunities to assess the key learning areas of composition, listening and performance.

In performance:

* engage in performance through contributing creative improvisations to class and group composition activities.
* perform a song by a contemporary Aboriginal performer on classroom instruments.

In composition:

* engage in class improvisation, contributing performance ideas.
* contribute to a group composition using a Story of The Dreaming as a stimulus.
* organise musical ideas using graphic notation.
* select and add appropriate music to discussion of own culture podcast.
* extension: compose music using loops and samples that reflects own culture.

In listening:

* actively contribute to class discussions with insightful aural observations.
* Complete a variety of listening activities.
* Identify music from own culture and successfully outline all of the musical characteristics.

**Resources**

* [Music 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003
* [Aboriginal Music Do Now Literacy Activities Booklet (DOCX 247KB)](https://edit.education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/creative-arts/7-12/creativearts-music-aboriginalmusic-literacybooklet-s4.docx)
* [Characteristics Tally Activity (DOCX 72KB)](https://edit.education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/creative-arts/7-12/creativearts-music-aboriginalmusic-characteristicsofaboriginalmusic-s4.docx)
* [Listening to Contemporary Aboriginal Artists response template (DOCX 76KB)](https://edit.education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/creative-arts/7-12/creativearts-music-aboriginalmusic-contemporaryaboriginalartiststemplate-s4.docx)
* [Tiddalick the Frog-Graphic notation activity for The Dreaming (DOCX 177KB)](https://edit.education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/creative-arts/7-12/creativearts-music-aboriginalmusic-tiddalickthefrog-s4.docx)
* [Gapu by Yothu Yindi](https://www.youtube.com/watch?v=BUiDGYSiRMg) (00:02:43) date accessed 08/09/2020
* [Aboriginal Chants (Male Chanting Version)](https://www.youtube.com/watch?v=yLZjGD3S95U) (00:00:32) date accessed 08/09/2020
* [Traditional Didgeridoo Rhythms by Lewis Burns](https://www.youtube.com/watch?v=yG9ZX1FS20A&t=98s) (00:03:29) date accessed 08/09/2020
* [Aboriginal dance show - Australia](https://www.youtube.com/watch?v=OhyKsEn6_So)
* Stories of The Dreaming. Suggested titles from Scholastic;
  + The Echidna and the Shade Tree
  + The Bat and the Crocodile
  + Dunbi the Owl
  + Warnayarra the Rainbow Snake
  + The Kangaroo and the Porpoise
  + How the Birds for their Colours
  + When the Snake Bites the Sun
  + How the Kangaroos got their Tails
  + Or contemporary stories from [Magabala Books](https://www.magabala.com/pages/education) accessed 03/11/2020.
* [My Island Home performed by Christine Anu-Ultimate Guitar](https://tabs.ultimate-guitar.com/tab/christine-anu/my-island-home-chords-1963743) date accessed 08/09/2020
* [Follow the Sun by Xavier Rudd - Ultimate Guitar](https://tabs.ultimate-guitar.com/tab/xavier-rudd/follow-the-sun-chords-1728544) date accessed 08/09/2020
* [We Got Love performed by Jessica Mauboy, Ultimate Guitar](https://tabs.ultimate-guitar.com/tab/jessica-mauboy/we-got-love-chords-2339141) date accessed 08/09/2020
* [All Music Artist Biography](https://www.allmusic.com/artist/yothu-yindi-mn0000964089/biography)
* [Bloodlines Yothu Yindi](https://bloodlinesmusic.com.au/artists/yothu-yindi/)
* [ABC The Writing, the impact and the legacy of Yothu Yindi's 'Treaty'](https://www.abc.net.au/doublej/music-reads/features/the-story-of-yothu-yindis-treaty/11295338) (also has 11 min podcast)
* [Yothu Yindi- Treaty (Original Version) (00:03:38) accessed 04/11/2020](https://www.youtube.com/watch?v=Jf-jHCdafZY)
* [Yothu Yindi - Treaty (Filthy Lucre Radio Edit) (00:04:07) accessed 04/11/2020](https://www.youtube.com/watch?v=2uszdyMaC2c) .

**Evaluation**

After you have taught the unit of learning, record your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit:

Evaluation may include consideration of the following:

* student understanding of the content and engagement with the content
* time allocated for the unit
* student acquisition of skills and whether the learning intentions and outcomes were met
* opportunities for student reflection on learning
* opportunities for peer feedback and implementation of teacher feedback to further improve their results
* appropriate sequencing of activities
* suitability of resources and variety of teaching strategies and assessment
* differentiation strategies implemented
* literacy and numeracy strategies used and their overall success in achieving outcomes

**Learning sequence**

Key:

* P – performance
* L – listening
* C – composition

## Program coding

### Quality Teaching

|  |  |  |
| --- | --- | --- |
| Intellectual Quality | Quality Learning Environment | Significance |
| IQ1 Deep knowledge  IQ2 Deep understanding  IQ3 Problematic knowledge  IQ4 Higher-order thinking  IQ5 Metalanguage  IQ6 Substantive communication. | QLE1 Explicit quality criteria  QLE2 Engagement  QLE3 High expectations  QLE4 Social support  QLE5 Students’ self-regulation  QLE6 Student direction. | S1 Background knowledge  S2 Cultural knowledge  S3 Knowledge integration  S4 Inclusivity  S5 Connectedness  S6 Narrative. |

### 8 ways of learning

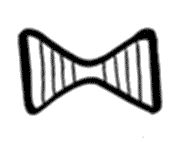
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Image for community links.community links.

### 4Cs

C1: Collaboration

C2: Creativity

C3: Communication

C4: Critical thinking.

### Term 1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Outcomes | Syllabus content | P | L | C | Teaching Strategies | Resources | Registration |
| 4.11, 4.12 | Music that reflects the diversity of Australian culture |  | x |  | Hook Event  Connect with your local AECG to find an Elder to commence the unit with a Welcome or Acknowledgement to Country as a sign of respect. Explain to students the meaning and importance of the Welcome to Country and why it is important to start this unit of work with one. Seek advice from the Elder about how Music was/is used in the local Aboriginal Community. If possible have Elder explain/demonstrate.  QT: QLE2, S1, S2, S5, S6  8 Ways: Image for storytelling Image for community links.Image for land links. | Consider an Aboriginal Performance/Workshop Experience;  [Aboriginal Incursions](https://aboriginalincursions.com.au/) accessed 04/11/2020  [Young Australia Perspectives](https://youngausperspectives.com.au/) accessed 04/11/2020 |  |
| 4.7, 4.8 | Music that reflects the diversity of Australian culture.  Concepts of music. |  | X |  | Characteristics of Aboriginal Music (1 lesson)  Learning Intention: think how and why Aboriginal Music is unique.  Do Now: Characteristics of Aboriginal Music Do Now Literacy Lesson. (Literacy-Writing Focus-punctuation and spelling)  Lesson  Class Discussion: what do you already know about Aboriginal Music? This could be done as a think-pair-share/bus stop/texta talk.  Activity  1-Individually or in pairs students will listen to 5-6 examples of Traditional Aboriginal Music and complete a characteristics tally card (Numeracy-Interpreting and Representing Data-progressions IRD 2.1, 2.2, 4.2, 4.3, 5.1, 5.2). Students put a mark for each characteristic they hear in each excerpt. This could be done at listening stations with students moving around the room to complete the activity.  2- In small groups, students reflect on their tally and discuss which characteristics scored highest.  3-As a group, devise a list of common Aboriginal Music characteristics.  4-Swap with another group and discuss similarities and differences.  5- As a class devise a set of common Aboriginal Music Characteristics that can be displayed in the classroom for the remainder of the unit, perhaps as a Graffiti Wall.  Exit Ticket: Reading Focus – understanding texts – Making Connections – Interactive Journal. In groups of 3, students reflect on their learning today by completing an Interactive Journal answering the Learning Intention “How and why is Aboriginal Music unique?”  NB-Interactive Journals-each student reflects and write their own opinion.  Must- complete in pairs.  Should-Groups of 3, one sheet per group, each person writes opinion and then write a conclusion as a group.  Could-Groups of 3, each child has their own sheet, collects 3 opinions and then writes conclusion individually.  Extension: students create their Aboriginal Music Characteristics poster using Canva. (ICT)  QT: IQ3, QLE 1,2,3,4, S1,2,3  8Ways: Image for non-linear.Image for deconstruct/reconstruct.  4Cs: C1, C4 | Do Now Literacy Booklet  Characteristics Tally activity  Listening Suggestions  [Gapu by Yothu Yindi](https://www.youtube.com/watch?v=BUiDGYSiRMg) (00:02:43) date accessed 08/09/2020  [Aboriginal Chants (Male Chanting Version)](https://www.youtube.com/watch?v=yLZjGD3S95U) (00:00:32) date accessed 08/09/2020  [Traditional Didgeridoo Rhythms by Lewis Burns](https://www.youtube.com/watch?v=yG9ZX1FS20A&t=98s) (00:03:29) date accessed 08/09/2020  [Aboriginal dance show - Australia](https://www.youtube.com/watch?v=OhyKsEn6_So) (00:07:21) date accessed 08/09/2020 |  |
| 4.9, 4.2, 4.12 | Concepts of music- duration, dynamics and tone colour. | X | X | X | The Dreaming Composition/Graphic Notation (5-6 Lessons)  Lesson 1 Performance  Learning Intention: Connect with and interpret graphic notation to make a Story of The Dreaming come to life with sounds.  Do Now: Lesson 1 The Dreaming Do Now Literacy Lesson. (Literacy -Writing Focus- Punctuation and Spelling)  Lesson  1-Read Tiddalick the Frog to the class.  2-Noticing activity: Look at the Graphic Notation for a composition of ‘Tiddalick the Frog’. Have students brainstorm on the board everything they notice.  3-Briefly discuss music concepts tone colour, duration, dynamics and reflect how these are represented in the graphic notation. Colour code these concepts in the original brainstorm on the board.  Questions;  What instruments are in this song?  How do I know when to play my instrument?  How do I know how loud to play?  4-Pose question to students-what elements are missing from this score?  Questions:  How do we get the story across?  How do we stay in time with each other?  Should there be a narrator? What will they say? Etc  5- Create a performance of this Story of The Dreaming following the Graphic Score. This could be done as an entire class performance or in small groups depending on the dynamic of your class.  Must: participate in discussion and performance.  Should: actively participate in discussion and performance by contributing ideas.  Could: contribute ideas and lead/direct class or group performance.  Exit Ticket: reflection on a post-it note; what are three things you learned today?  QT: IQ5, QLE2,3,4, S1,2,4,5  8Ways: Image for storytelling. Image for learning maps. Image for non-verbal.Image for symbols. Image for deconstruct/reconstruct.  4Cs : C2 C4 | Do Now Literacy Booklet  Tiddalick the Frog-Graphic notation activity |  |
| 4.4, 4.12 | Structure | X |  | X | Lesson 2-3 Class composition  2-Improvisation  Learning Intention: build new ideas through composition using graphic notation and Stories of The Dreaming.  Do Now: Lesson 2 The Dreaming Literacy Do Now Activities. (Literacy-Writing Focus- Adjectives)  Lesson  1- Invite Aboriginal parents or AECG members to tell their story of the local area. Care must be taken that the person has permission to share or tell story from an Elder of the local area. NOTE-you may also seek permission to film this if needing to use across multiple class groups.  2-Reading Focus – understanding texts - Summarising- Three-circle map – let students see the text of the story (smartboard or individually printed) to complete a Three-circle map in pairs, drawing the significant events of the story.  3- Bus stop – students feedback the parts of the story that stood out to them and brainstorm on the board.  4-as a class decide how to create the soundscape for the story:  Based on the events  Based on the characters  Based on the characters and events.  5- outline a very basic structure based on the choice above.  6- re-read the story for the class improvise the sounds using classroom percussion/body percussion/vocal sounds.  Exit Ticket: reflection – 2 stars and a wish – what are two things you liked and one thing you would change about our improvised composition?  QT: IQ3, QLE1,2,3,4, S2,3,4,5,6  8Ways: Image for storytelling. Image for learning maps. Image for non-verbal.Image for land links.Image for deconstruct/reconstruct. IMage for non-linear.Image for community links.  4Cs: C1 C2 C3 | Do Now Literacy Booklet  Invite Aboriginal parents or AECG members |  |
| 4.5, 4.2 | Structure, tone colour, duration, dynamics. | X |  | X | 3-Graphic Notation  Learning Intention: build new ideas through composition using graphic notation and Stories of The Dreaming.  Do Now: Complete Lesson 3 of The Dreaming Literacy Do Now Activities. (Literacy – Writing Focus – noun groups)  Lesson  7- Revisit summary of story/structure of composition from previous lesson and write on board. Also put all student’s wishes on the board in a list. Discuss composition and list of wishes.  8 - revisit concepts of music tone colour, duration and dynamics. How will these be reflected in our graphic score?  (ICT option-students may which to create their score digitally using a graphic-based program.)  9 – Numeracy– time -progressions MeT 3.1, 4.3 –allocate time to each section of the story adding up to 60 seconds total.  10 – Give students a template for their scores and have them add in the time allocations and sections of the story.  11 – devise a key and begin graphic notation.  12 – practice performing reading own score and performing as a class or if completed in groups swapping scores to interpret and perform.  Must: participate improvisation and work with class on graphic notation.  Should: share ideas and actively participate in improvisation; complete the graphic notation task in small group.  Could: actively contribute ideas and lead a section of the improvisation. Lead group in graphic notation activity.  Exit ticket: graphic notation of the Story of The Dreaming submitted to be displayed in the room.  QT: IQ3, 5, QLE 1,2,3,4,5, S2,3,4,5,6  8Ways: Image for non-verbal. Image for symbols. Image for land links. Image for deconstruct/reconstruct.  4Cs: C1, C2 | Do Now Literacy Booklet |  |
| 4.4 | Structure |  |  | X | Lesson 4-6 Group Story of The Dreaming Composition  4-Organisation  Learning Intention: Commit to your group and show initiative as you explore new possibilities and perspectives to create your own Story of The Dreaming Composition.  Do Now: Complete lesson 3 of The Dreaming Literacy Do Now activities. (Literacy – verbs)  Lesson  Activity overview- Students to form groups to create their own composition of a Story of The Dreaming (2-3 Lessons to create and then perform for class). Students may use any sound source available to them including creating instruments from things outside.  Choose group members.  In groups, students to research some Stories of The Dreaming.  Reading Focus – understanding texts - visualising- Story Wheel – students to break down the story into 6-8 events and draw a picture of each event on the story wheel  Decide how to retell the story through sound:  Based on the events.  Based on the characters.  Based on the characters and events.  Should there be a narrator? What will they say?  What instruments/sounds will you use?  Exit ticket: complete group contract. Information must include;  Who is in the group?  What story have you chosen?  Story Wheel  How will your story be told?  What sounds will you use?  Group member roles.  QT: IQ3, QLE 1,2,3,4,5,6, S2,4,5,6  8Ways: Image for storytelling.Image for learning maps. Image for deconstruct/reconstruct.  4Cs: C1, C3, C4 | Do now Literacy Booklet  Stories of The Dreaming  Suggested titles from Scholastic;  The Echidna and the Shade Tree  The Bat and the Crocodile  Dunbi the Owl  Warnayarra the Rainbow Snake  The Kangaroo and the Porpoise  How the Birds for their Colours  When the Snake Bites the Sun  How the Kangaroos got their Tails  Or contemporary stories from [Magabala Books](https://www.magabala.com/pages/education) accessed 03/11/2020 |  |
| 4.4, 4.5 | Structure, tone colour, duration, dynamics. | X |  | X | 5- Experimenting and notating  Learning Intention: Commit to your group and show initiative as you explore new possibilities and perspectives to create your own Story of The Dreaming Composition.  Do Now: complete Lesson 5 The Dreaming Literacy Do Now activities. (Literacy –writing focus - the sentence subject)  Lesson  Students work in groups to improvise and experiment with sounds.  Organise their sounds into the sequence of the story.  Numeracy Focus- Create Graphic notation for the story using given template.  Practice performing composition.  Complete student Gallery Walk to peer critique graphic scores giving warm and cool feedback.  Exit Ticket  Reflect on your peer feedback and create two stars and one wish that you would be happy to change from the feedback.  Submit graphic notation.  QT: IQ3,4, QLE 1,2,3,4,5,6, S2,3,4,5  8Ways: Image for non-verbal.Image for symbols.Image for deconstruct/reconstruct.  4Cs: C1, C2, C3, C4 | Do Now Literacy Booklet |  |
| 4.2, 4.3, 4.9 |  | X | X | X | 6-Perform and Reflect  Learning Intention: Commit to your group and show initiative as you explore new possibilities and perspectives to create your own Story of The Dreaming Composition.  Do Now: Complete lesson 6 The Dreaming Literacy Do Now activities. (Literacy – Writing Focus – subject position)  Lesson (Literacy Focus – speaking)  Each group will:  \*Present and explain graphic notation to the class. (suggestion: teacher has scanned for displaying on the smartboard from submission previous lesson)  \*Perform their composition for the class.  Exit Ticket: individual task reflection.  QT: IQ 3,4,5,6, QLE 1,2,3,4,6, S2,3,4,5,6  8Ways: Image for storytelling.IMage for non-verbal. Image for symbols. Image for deconstruct/reconstruct.  4Cs: C1, C2, C3 | Do Now Literacy Booklet |  |
| 4.7 | Music that reflects the diversity of Australian culture  Pitch |  | X |  | Contemporary Aboriginal Performers (2 lessons)  Lesson 1 Melody  Learning Intention: think why and how a composer uses melody.  Do Now: Contemporary Aboriginal Performers Do Now activity 1. (Literacy- Reading Focus – understanding texts – Summarising)  Lesson  Texta Talk-who are the Aboriginal Performers you know and what type of music do they perform? Bus Stop back.  Introduce Melody terminology.  Create word bank.  Teacher or students to choose a song by an Aboriginal performer and complete Melody Listening activity.  Exit Ticket – completed activity  QT: IQ1,2,5, QLE1,3, S1,3  8Ways: Image for storytelling. Image for learning maps.  4Cs: C3, C4 | Do Now Literacy Booklet.  Contemporary Aboriginal Artists Listening Template. |  |
| 4.7 | Duration |  | X |  | Lesson 2 Rhythm  Learning Intention: think why and how a composer uses rhythm.  Do Now: Contemporary Aboriginal Performers Do Now activity 2. (Literacy- Reading Focus – Questioning)  Introduce rhythm terminology.  Listen to a piece by Yothu Yindi.  Identify and compare the use of rock and Aboriginal music characteristics.  Complete Rhythm Listening activity.  Exit Ticket: completed activity.  QT: IQ1,2,5, QLE1,3, S1,3  8Ways: Image for storytelling.  4Cs: C3, C4 | Do Now Literacy Booklet.  Contemporary Aboriginal Artists Listening Template. |  |
| 4.1, 4.2 | Music that reflects the diversity of Australian culture | X |  |  | Performance Lessons  Learning Intention: connect with and interpret music notation to learn to play song by contemporary Aboriginal artists.  Overview: Students learn to play song/s by a contemporary Aboriginal Performer.  Teacher to determine how to deliver this based on class dynamic and student ability:  Class performance-teacher led  Individual/small group performances-student self-direction  QT: IQ3,4, QLE 1,2,3,4, S2,3,4,5  8Ways: Image for storytelling. Image for symbols.Image for deconstruct/reconstruct.  4Cs: C2 | Suggestions:  [My Island Home performed by Christine Anu-Ultimate Guitar](https://tabs.ultimate-guitar.com/tab/christine-anu/my-island-home-chords-1963743) date accessed 08/09/2020  [Follow the Sun by Xavier Rudd - Ultimate Guitar](https://tabs.ultimate-guitar.com/tab/xavier-rudd/follow-the-sun-chords-1728544) date accessed 08/09/2020  [We Got Love performed by Jessica Mauboy, Ultimate Guitar](https://tabs.ultimate-guitar.com/tab/jessica-mauboy/we-got-love-chords-2339141) date accessed 08/09/2020  Baker Boy, Thelma Plum, Emily Wurramara and JK-47 are also good contemporary artists to consider |  |
| 4.8, 4.7, 4.10 | Music that reflects the diversity of Australian culture.  Concepts of music. |  | X |  | Yothu Yindi  Learning Intention: Show empathy through understanding the first band to create a fusion between popular music and traditional Aboriginal Music.  Do Now: Listen to “Gapu” by Yothu Yindi and reflect on the characteristics of Aboriginal Music list you made in lesson 1. What Characteristics of Aboriginal Music can you hear in this song?  Lesson  Revise characteristics of Aboriginal Music.  Re-listen to ‘Gapu’ and point out some of the features as you listen.  Discuss the word fusion and what it means.  Reading Focus – understanding texts – predicting – anticipation guide before reading one of the articles on Yothu Yindi’s ‘Treaty’ complete an anticipation guide to direct the students reading. Depending on the chosen article and student literacy level, statements on the guide could include:  Yothu Yindi were the first Aboriginal Rock Band.  Yothu Yindi wanted to remind Australia that Aboriginal Culture was still alive.  The fusion of Rock and Aboriginal music does not work.  ‘Treaty’ writers included Midnight Oil’s Peter Garret and Paul Kelly.  ‘Treaty’ was not successful until it was remixed.  The remix of ‘Treaty’ was a popular dance club song.  Read an article on Yothu Yindi and ‘Treaty’.  Listen to both the original and Filthy Lucre’s remix of “Treaty”.  Students to complete a table like the one below.  Image of table to compare Yothu Yindi and Filthy Lucre versions of 'Treaty'. Comparing Aboriginal music features, rock music features and electronic manipulations.  Think Pair Share – Do you think ‘Treaty’ would have had an impact on young people if Filthy Lucre did not remix it?  Bus stop back.  Exit Ticket: complete and hand in Anticipation Guide.  QT: IQ1,3,5,6, QLE1,3, S1,2,6  8Ways: Image for storytelling. Image for deconstruct/reconstruct.  4Cs: C3, C4 | [Gapu by Yothu Yindi](https://www.youtube.com/watch?v=BUiDGYSiRMg) (00:02:43) date accessed 08/09/2020  Article suggestions  [All Music Artist Biography](https://www.allmusic.com/artist/yothu-yindi-mn0000964089/biography)  [Bloodlines Yothu Yindi](https://bloodlinesmusic.com.au/artists/yothu-yindi/)  [ABC The Writing, the impact and the legacy of Yothu Yindi's 'Treaty'](https://www.abc.net.au/doublej/music-reads/features/the-story-of-yothu-yindis-treaty/11295338) (also has 11 min podcast)  [Yothu Yindi- Treaty (Original Version) (00:03:38) accessed 04/11/2020](https://www.youtube.com/watch?v=Jf-jHCdafZY)  [Yothu Yindi - Treaty (Filthy Lucre Radio Edit) (00:04:07) accessed 04/11/2020](https://www.youtube.com/watch?v=2uszdyMaC2c) |  |
| 4.9, 4.11 | Music that reflects the diversity of Australian culture |  |  |  | Aboriginal Music Report  Learning Intention: Connect with the work you have completed on Aboriginal Music to write an information report.  Do Now: in pairs students complete a mind map about Aboriginal Music using subheadings:  What are songs about?  Aboriginal Instruments.  Characteristics of traditional Aboriginal Music.  Contemporary performers and Aboriginal music today.  Lesson – Literacy – Writing Focus – creating texts – informative indicators  Revise key concepts learnt about Aboriginal Music in this topic.  Discuss the structure/type of writing/formality of an information report.  Co-construct a scaffold for an Information Report on Aboriginal Music with the students on the board using the mind map as a guide.  Model 1-2 paragraphs.  Guide Paragraph 3 through co-construction.  Students complete paragraph 4 and conclusion independently.  Exit Ticket: completed report.  QT: IQ 1,2,5,6, QLE1,3,4,5, S1,2,6  8Ways: Image for learning maps.Image for deconstruct/reconstruct.  4Cs: C3, C4 |  |  |
| 4.11, 4.7, 4.4, 4.6 | Music that reflects the diversity of Australian culture |  | X | X | Project - Explore your own culture- Harmony Day Podcast (3-4 lessons)  Learning Intention: Be interested and resourceful to investigate and share the music of your own cultural heritage.  Do now-quick search-what is Harmony Day? How can we celebrate diversity?  Lesson / Project – Literacy – writing focus – creating texts – informative indicators  Students research and write an essay about the music of their cultural background.  Essay to cover:  My cultural background is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  My (parents/grandparents/great grandparents etc) came here in (year) to/for  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(reason they came here...eg: a better life, work, family, sent here as convicts).  The traditional music of \_\_\_\_\_\_\_\_\_\_\_(country) consists of .........(instruments, voices  sounds etc).  List some other musical characteristics.  Discuss the importance of music within the culture.  Students will then record themselves reading their essay and add music from their culture in the background. This recording will be converted into a Podcast which will be published to the school social media to celebrate the diversity of our school for Harmony Day. Schools may also upload exemplary student work to the State-wide staffroom for the podcasts to be collated shared via Creative Arts Curriculum 7-12 social media to celebrate the diversity in NSW Public Schools for Harmony Day.  Extension: students create own composition that reflects cultural heritage by using loops and samples on a program such as Soundtrap or Garage Band.  Masterclass suggestions:  Research and essay writing-model the process writing an essay about the music of your own culture.  What is a Podcast? And How to create a podcast.  Composition using loops and samples.  QT: IQ2,4,5,6, QLE 1,2,3,4,5,6, S1,2,3,4,5,6  8Ways:Image for storytelling. Image for non-linear.Image for community links.  4Cs: C2, C3 |  |  |