# Aboriginal Studies Years 7-10: Option 3

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## Option 3: Aboriginal Peoples and the performing arts

The focus of this option is the diversity of Aboriginal performing arts, including dance, music and drama. A key element of this option is the significance of performing arts to the survival of cultures and identities of Aboriginal Peoples within Australian society. Issues surrounding cultural appropriation, the protection of intellectual and artistic copyright, and the varying and sensitive roles of individuals, communities, and language and cultural groups in the development and expression of performing arts practices by Aboriginal Peoples are investigated. The case study can form the basis through which Option 3 is studied, or it can be undertaken separately at any point throughout the option.

## Outcomes

A student:

* **AST5-1** describes the factors that contribute to an Aboriginal person’s identity
* **AST5-2** explains ways in which Aboriginal Peoples maintain identity
* **AST5-3** describes the dynamic nature of Aboriginal cultures
* **AST5-4** explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* **AST5-7** assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
* **AST5-8** analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
* **AST5-10** identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

**Related Stage 4 outcomes**: AST4-1, AST4-2, AST4-3, AST4-4, AST4-7, AST4-8, AST4-10, AST4-11

Outcomes referred to in this document are from [Aboriginal Studies Years 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies-7-10-2020) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020

## Learning sequence 1: Performance and Aboriginal Peoples

Students:

* describe the diversity of performance by Aboriginal Peoples and compare a range of styles, for example:
	+ music
	+ dance
	+ storytelling
	+ dramatic expression
* assess the role of performance in Aboriginal cultures

### Diversity of performances

**Teacher note** – some or all of the activities below may be completed depending on your local context. Students will need to create a [learning log](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/564?clearCache=56e0b509-1bad-8989-2cb1-49d56d169aed) to document and reflect on their learning throughout this learning sequence. The learning log will form the basis of the final activity.

* [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=27d9e535-a1a1-edb0-9a4c-7d81642f90b6) – what do you know about the range of forms of Aboriginal performance? This may be done using a platform such as [Mentimeter](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/140#.X4fXNglHbw8.link) or in a traditional format.
* Access a range of images of traditional Aboriginal performance. Conduct a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555?clearCache=7ca8e955-d170-4af-613e-8a086211b590) of the images:
	+ As you view the images, complete [KWLH chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=d9ab147e-de3c-54fb-1a68-52fa51fe45f) for each image. You will build on the knowledge of their peers as they collaboratively fill in the chart.
	+ At the conclusion of the walk, collate your comments with the rest of the class.
	+ Undertake a [quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548?clearCache=ac83fced-72c7-d06-e661-910dae86a593) task to summarise your understanding of Aboriginal performance.
* Research, define and describe traditional Aboriginal dance.
* Create a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=8fe0149-5c0e-e002-9c8c-10bc70afa021) showing the similarities and differences between dance in both ceremonies and rituals.
* Dance is often reflective of a cultural land or group. The role of animals can be symbolic and used throughout. Watch the clip [Wild Things: Animal on Stage](https://www.youtube.com/watch?v=mfF_NquI2RM) (duration 12:25) by [Bangarra Dance Theatre](https://www.bangarra.com.au/) and answer the questions below:
	+ Name three animals you were able to identify through the dance.
	+ How does the music aid the performance?
	+ What elements of the land do they use as inspiration?
* Write a definition for the three musical instrument categories listed below. Research at least one example of a traditional Aboriginal instrument that fits into each category:
	+ idiophone, for example clapsticks
	+ membranophone, for example a drum
	+ aerophone, for example a didgeridoo
* Listen to each instrument listed on the [traditional musical instrument](http://hmcs.scu.edu.au/musicarchive/AusGeneral.html) list.
* Research Aboriginal cultures and practices for playing and performing the didgeridoo. Make sure you cover the following:
	+ Where did the didgeridoo originate?
	+ Which Aboriginal nations traditionally played the didgeridoo?
	+ What are the specific cultural protocols around the digeridoo that should be considered before playing the instrument?
	+ Outline your research findings online by creating a [Microsoft Sway](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/123?clearCache=a80a891f-e37-4ad1-ad32-6f098667794e) presentation (or similar platform).

### The role of performances

* Referring to your learning log, documenting what you have learnt in this learning sequence, write a [PEEL paragraph](https://www.virtuallibrary.info/peel-paragraph-writing.html) to assess the role of performance in Aboriginal culture.

## Learning sequence 2: Impact of invasion and colonisation

Students:

* explain the impact of invasion and colonisation on the performing arts practices of Aboriginal Peoples
* explore historical and contemporary representations of performing arts practices by Aboriginal Peoples

### Impact of invasion and colonisation on the performing arts

* Listen to [Will Barton’s Didge Fusion](https://www.youtube.com/watch?v=Gl38QD1Xu7g) (duration 4:38). Explain how this contemporary music performance been influenced by colonisation
* Listen to or watch performances by Yothu Yindi, Archie Roach, Christine Anu and Gurumul Yunupingu. Select one artist and read the lyrics to 2-3 of their songs. Write a paragraph explaining how colonisation is represented through their artistic expressions.

### Historical and contemporary representations of performing arts practices

* Watch the following two film clips:
	+ [Australian Aboriginal Fire dance](https://www.youtube.com/watch?v=we4merRJI_g) (duration 1.58)
	+ [Bangarra Dance Theatre: Fire – A Retrospective](https://www.youtube.com/watch?v=UHH_DFi-Swc) (duration 2.24)
* Create a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X36SllAdxnA.link) to compare and contrast the similarities and differences in the two clips above considering historical and contemporary representations of Aboriginal dance.
* Watch episodes from [ABC Dust Echoes](https://education.abc.net.au/home#!/digibook/2570774/dust-echoes) series. Discuss the impact of the soundtrack when exploring the use of metaphors, and explain the use of sounds, voice and traditional and or contemporary instruments in portraying the messages of a particular episode.

## Learning sequence 3: Significance of performing arts practices

Students:

* explain the significance of performing arts practices for Aboriginal Peoples, including:
	+ survival and continuity of culture and heritage
	+ connection with Country
	+ family and kinship systems
	+ Aboriginal identities and spiritualities

### Survival and continuity of culture and heritage

* Identify and explain the issues and themes emerging through the articles and videos below to guide you in understanding the role of dance in Aboriginal communities:
	+ [Goodes’ war dance reveals our moral confusion](https://www.abc.net.au/news/2015-07-30/bradley-goodes-war-dance-reveals-our-moral-confusion/6657960)
	+ [That Adam Goodes war cry used a boomerang not a spear: choreographer](https://www.sbs.com.au/nitv/article/2015/08/03/adam-goodes-war-cry-used-boomerang-not-spear-choreographer) (duration 1:16)
	+ [Indigenous dance group explains the heritage of the Aboriginal war dance](https://www.youtube.com/watch?v=k2BxJYJrg2A) (duration 4:18)
* Create a [public awareness campaign](https://rasmussen.libanswers.com/friendly.php?slug=academics/faq/248422) for greater recognition of how Aboriginal peoples use dance to keep their cultures, languages and traditions alive

### Connection with Country

* Using one of the two plays provided below, written by distinguished Aboriginal playwrights, create a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577?clearCache=1414c7af-b20f-105-ef4f-df03f5e8912f) that shows the way the play and the associated article demonstrate connection to Country:
	+ [No Sugar by Jack Davis](https://readingaustralia.com.au/lesson/no-sugar/) (Nyoongah language - usually used by Aboriginal people from the south west of WA). [Language and Culture theme analysis in No Sugar](https://www.litcharts.com/lit/no-sugar/themes/language-and-culture)
	+ [The Seven Stages of Grieving by Wesley Enoch and Deborah Mailman](https://readingaustralia.com.au/lesson/the-7-stages-of-grieving-2/) (Murri language - usually used by Aboriginal people from QLD particularly northern parts of the state. In the south east of the state many identify as Goori) ['If you remove language, you’re also removing knowledge of landscape' – Wesley Enoch](https://www.britishcouncil.org/voices-magazine/wesley-enoch-sydney-festival-edinburgh-international-culture-summit)

### Family and kinship systems

* Research the Bangarra dance company’s production [Miyagan](https://bangarra-knowledgeground.com.au/acknowledgement-of-country?referrer=productions/miyagan). Explain the way the dance demonstrates the significance for Aboriginal Peoples of family and kinship systems. Conduct a [quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548?clearCache=33597676-61ef-4dd0-b93d-5ce891a43793) task to explain this significance.

### Aboriginal identities and spiritualities

* Investigate the role of the traditional Storyteller in [Aboriginal storytelling](https://www.aboriginalstories.org.au/aboriginal-storytelling/) and create a presentation to the class unpacking their roles regarding dreaming and creation stories, knowledge of spiritual, societal, and cultural significance.

## Learning sequence 4: Concepts and themes in the performing arts

Students:

* examine the role of the performing arts practices by Aboriginal Peoples and Torres Strait Islander Peoples in showcasing their cultures, and the effects on Aboriginal and non-Aboriginal audiences
* describe the ways contemporary technology has influenced the presentation of Aboriginal cultures in relation to performing arts practices by Aboriginal Peoples
* explain the changing responses to performing arts practices by Aboriginal Peoples in Australia and internationally, including:
	+ inclusive production practices and education programs
	+ representation in international festivals and programs

### Role of performing arts practices

**Teacher note** – it may be beneficial to the delivery of these activities to connect with the expert Creative and Performing Arts teachers at your school.

Students may read and study these plays additionally if time permits.

* Create a [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592#.X1hkiCgQIq0.link) investigating the synopsis, themes and issues surrounding the first productions of the plays below:
	+ [The Cherry Pickers by Kevin Gilbert (1968)](https://www.austlit.edu.au/austlit/page/C115619) - consider the themes of nature, connection to the land, justice, European identity and the vitality of Aboriginality. Research this role this play played as the first Aboriginal play.
	+ [The Cake Man by Robert J. Merritt (1975)](https://theconversation.com/the-great-australian-plays-the-cake-man-and-the-indigenous-mission-experience-88854) - consider the themes of religion (colonial Christianity), racism and the role or identity of Aboriginal men. Research the political and controversial opening night scene with the playwright.
	+ [No Sugar by Jack Davis (1986)](https://readingaustralia.com.au/lesson/no-sugar/) - consider the themes of loyalty & love of family, courage and power. Research the set design and staging of the production. Imagine a non-Aboriginal audience’s response when walking around through a dispersed promenade performance of the play. Describe the impact this would have when exploring the Aboriginal perspective of Nyoongar people as opposed to reading about it in a textbook.
	+ [Any works by Eva Johnson](https://peoplepill.com/people/eva-johnson/) - consider her spiritual roles and the themes of family. Explore her texts looking at the depiction of Aboriginal women and feminism.
* Write a paragraph explaining the role of performing arts practices by Aboriginal Peoples in showcasing their cultures, with explicit reference to at least one of the plays above.

### Extension task

* Write an essay exploring the quote below and referring to plays listed in the supporting exercises.

‘I think that a lot of Aboriginal Theatre is also about documenting the past and documenting our history, to counterbalance the absence of it out there in the public sphere.’ Wesley Enoch.

### Influence of contemporary technology

* Research the activities and songs produced by [Desert Pea media](https://www.desertpeamedia.com/) (duration 2:10). Examine the objectives of the project and the ways in which Aboriginal cultures are represented through the songs.
	+ provide an explanation of the role of technology (particularly the internet) in producing and disseminating these songs.
	+ What do you think is the impact of making these songs accessible to wider audience?

### Changing responses to performing arts practices

* Watch [Spinifex Gum – About the project](https://www.youtube.com/watch?v=X-_0_JfijY4) (duration 6:34) and read [The Spinifex Gum Collective: 'This isn’t just the voice of Indigenous Australia this is the voice of Australia.'](https://www.sbs.com.au/nitv/article/2017/11/20/spinifex-gum-collective-isnt-just-voice-indigenous-australia-voice-australia) Complete the following tasks:
	+ identify the Aboriginal Country where the Yinjibani language is spoken
	+ explain the way that the project uses inclusive production processes, collaboration with local communities and educational programs.
* ‘The [Spinifex Gum](https://www.spinifexgum.com/) project could be considered a modern soundtrack of Australia’
	+ brainstorm responses to the statement above
	+ create a presentation to explain the origins and work of the Spinifex Gum project to present to the class.
	+ select a song from the project to support your findings in your presentation.
* Investigate the participation of Aboriginal Peoples at Eurovision – read the article [Celebrating Diversity at Eurovison](https://www.aussievision.net/post/celebrating-diversity-at-eurovision-international-day-of-the-world-s-indigenous-peoples). Particularly focus on the involvement of Aboriginal Australian performers. Complete the following tasks:
	+ How did these singers represent Australia?
	+ What were the responses to these performances, both at Eurovision and in Australia?

## Learning sequence 5: Accountability for the performing arts

Students:

* explain the concepts around public accountability in relation to Aboriginal and Torres Strait Islander performing arts, including:
	+ Indigenous Cultural and Intellectual Property (ICIP) and intellectual property (IP) rights
	+ ownership of copyright in relation to the presentation of performing arts by Aboriginal Peoples
	+ cultural misappropriation
	+ principles and protocols for community consultation regarding performing arts by Aboriginal Peoples, eg music, cultural movement, stories, production elements such as set, costume, lighting, prop design
* explain how technological change has influenced accountability in relation to performing arts practices by Aboriginal Peoples, for example:
	+ designing a protocol statement
	+ designing and developing an information resource, eg infographic, video, blog, vlog, podcast

### Concepts around public accountability

#### **ICIP and IP, technological change and accountability**

* Access to materials (images audio and video) on the internet has made it increasingly difficult to protect intellectual property.
	+ Develop and publish a website that explains and provides examples of [Indigenous Cultural and Intellectual Property (ICIP)](https://www.artslaw.com.au/information-sheet/indigenous-cultural-and-intellectual-property-icip-aitb/) and [intellectual property (IP)](https://www.ipaustralia.gov.au/understanding-ip/getting-started-ip/indigenous-knowledge) rights. Google Sites would be a useful tool to create your website.
	+ Your website should include examples of inappropriate use of Aboriginal intellectual property and ways of combatting and addressing this, particularly to access via the internet.
	+ Your website also needs a protocol statement to guide accountability around the use of Aboriginal Intellectual property.

**Ownership of copyright**

* Watch the following video and read the article listed below:
	+ [Indigenous Cultural Intellectual Property: Arts Law's Artists in the Black Service](https://www.youtube.com/watch?time_continue=48&v=hISy0D05zO4&feature=emb_logo) (duration 2.10)
	+ [What is Indigenous cultural intellectual property and copyright and how can I respect it?](https://www.abc.net.au/news/2020-05-11/what-is-indigenous-cultural-intellectual-property-and-copyright/12150308)
* Brainstorm the issues and strategies for addressing ownership of copyright in relation to Aboriginal performing arts:

**Cultural appropriation and misappropriation**

* Research the origin of the popular Aboriginal lullaby [Inanay](https://www.youtube.com/watch?v=1xGWMFBfKi8):
	+ Sing it with friends (in harmony if possible).
	+ Explain why this lullaby has outlived a clear translation of its language.
	+ How do the cultural appropriations of this lullaby on YouTube portray Aboriginal family and identity?
* Write an essay exploring the social media comment below regarding a Didgeridoo and the Orchestra performance. Your essay needs to address the themes of accountability, representation and cultural misappropriation in Aboriginal performing arts:

‘I see a piece where the didgeridoo is a metaphor for the voice, and presence of a shaman, or sage leading the uninitiated on a dreamlike journey through the spirt world up and, down the dark valleys, and billabongs of imagination through the dream time. The orchestra should be there only to provide the sounds of nature in the background the birds, breezes, cracking thunder, insects, and to enhance the presence of (beings) in the story, a programmatic story of guided musical imagery. I'd compose it myself but I can't write music. I see the whole scenario like an imaginary stage performance, an Aboriginal dance crossed with a ballet, but of ‘musical imagery’ perhaps even performed on a large enough stage where Aboriginal dances, and cave painting images could be broadcast on the back of the stage or walls of the theatre, a walkabout or the lighting of seasonal fires. The orchestra and didgeridoo dance together smoothly, one seamlessly meshing with the other in synchrony, then counterpoint, then dissonance.’ (adapted from a [YouTube comment](https://www.youtube.com/watch?v=Gl38QD1Xu7g) by Peter Mullen in 2016).

**Principals and protocols of community consultation**

* Reflect on the following statement:

“Aboriginal plays reflect the culture and lifestyle of the nation they are written in – as there is no homogenous Aboriginal nation, but a diverse group of people, traditions, languages and cultural practices.” (Adapted from a quote by Wesley Enoch (2015) in [Contemporary Australian Plays: The Hotel Sorrento; Dead White Males; Two; The 7 Stages of Grieving; The Popular Mechanicals](https://books.google.com.au/books?id=IUgACwAAQBAJ&dq=In+the+same+way+that+there+is+no+homogenous+Aboriginal+nation+(accepting+the+fact+that+we+are+a+collection+of+peoples+of+this+continent+but+with+a+diversity+of+languages,+cultural+practices+and+geographies)+there+is+neither+a+generic+Aboriginal+experience+to+write+of.+Wesley+Enoch&source=gbs_navlinks_s)).

* Considering the statement above, discuss the importance of the consultation process when studying First Nation plays. Complete the following tasks:
	+ How important is this information when considering the identity of Aboriginal peoples?
	+ explain how it would influence the depiction of characters, roles and relationships of Aboriginal and non-Aboriginal people in plays.

### How technological change has influenced accountability

* Access the [Protocols for producing Indigenous Australian performing arts](https://www.australiacouncil.gov.au/aboriginal-and-torres-strait-islander-arts/). Summarise the purpose and application of the protocols.
* Create a poster to inform and advise individuals working in the performing arts industry of the appropriate practices around Indigenous performing arts, especially with the emergence of technological platforms. Include some of the following examples:
	+ music
	+ cultural movement
	+ stories
	+ set
	+ costume
	+ lighting
	+ prop design

## Learning sequence 6: Contribution of performing arts practices by Aboriginal Peoples

Students:

* evaluate the contribution of performing arts practices by Aboriginal Peoples and Torres Strait Islander Peoples to Australia’s identity and its international image
* assess the impact of performing arts practices by Aboriginal Peoples on the local, regional and national economy

### Contribution of performing arts practices

* Watch the following videos:
	+ [Jessica Mauboy at Eurovision 2018](https://www.youtube.com/watch?v=yizRoV7uPKo) (duration 3:18)
	+ [Bangarra on international tour 2017](https://www.youtube.com/watch?v=zCOITEotILs) (duration 2:17)

Use the information presented in the videos and conduct additional research on the Bangarra dance company’s international tours and Jessica Mauboy’s international career

* Create a [PMI](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551?clearCache=afa2a5e7-edf2-cd45-2248-66ec7374696) chart to evaluate the impact of these tours on Australia’s identity and international image. For your PMI chart, change the I to improvements and suggest ways to improve the contribution of Aboriginal performing arts practices to Australia’s identity and international image

### Impact of the performing arts on the economy

* Using the Australian Bureau of Statistics [Culture and the Arts](https://www.abs.gov.au/AUSSTATS/abs%40.nsf/Lookup/4102.0Main%2BFeatures40Jun%2B2011) page, conduct research into the value of Aboriginal performing arts Australia’s local, regional and national economies.
* Create a table (using [Microsoft Excel](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/104#.X4feAvoaII4.link) or [Google Sheets](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/69#.X4feAu47vlI.link)) that summarises the contribution of Aboriginal performing arts to Australia’s local, regional and national economies.
* From the table, create a graph or chart that demonstrates how this contribution has changed over time.

## Case study

In the planning, delivery and evaluation of case studies, schools should work in partnership with their local Aboriginal community, or appropriate knowledge holders to identify suitable resources, including additional contacts and appropriate publications. The study of a contrasting community allows students to develop an understanding of the diversity of Aboriginal cultures and Torres Strait Islander cultures and expressions of identity.

### Aboriginal Peoples and the performing arts case study

Students:

* apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
* demonstrate understanding of ethical responsibilities surrounding Indigenous Cultural and Intellectual Property (ICIP)
* investigate performing arts practices by Aboriginal Peoples, using local examples where possible
* communicate findings and conclusions of the case study effectively and appropriately

**Teacher note** – access to local artists may be impacted by a school’s geographical location. Explore a range of online opportunities for connecting with artists if a local artist is not able to be accessed.

* Review the protocols for consultation.
* Research a local artist in a performing arts field (music, drama, dance or other performing art). View their performances online and compile questions you would like to ask the artist. Questions could relate to:
	+ storytelling
	+ cultural identity
	+ performing arts pathways
* [Write a letter](https://www.readingrockets.org/article/introduction-letter-writing) to the artist reflecting on the story told in the performance you have viewed. Use this opportunity to ask the artist any questions you have about themselves, their performances or the performing art field.

## Assessment task

**Teachers note** –When using this task, ensure it is placed on the school template and follows assessment requirements.

Each marking criteria is linked to a syllabus outcome. This is to ensure clarity when allocating grades for each outcome.

### Outcomes

* **AST5-4** explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* **AST5-10** identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

### Task

* Create a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.X4kZtIuDgTw.link) of 8-10 images or video clips exploring how technological change has influenced performing arts practices by Aboriginal Peoples.
* Each image or clip must have a justification explaining:
	+ How it shows changing performing arts practices in Aboriginal Cultures
	+ How this change was influenced by technology.
* In must also include a one-page statement explaining how you applied ethical research practices to gather, protect and interpret data for the gallery walk.

### Marking criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture
* Demonstrates highly developed skills and processes throughout the creative process, identifying and applying appropriate ethical research practicesto gather, protect and interpret data
* Effectively communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings by creating a gallery walk.
 | A |
| * Demonstrates thorough knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture
* Demonstrates well-developed skills and processes throughout the creative process, identifying and applying appropriate ethical research practices to gather, protect and interpret data
* Clearly communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings by creating a gallery walk.
 | B |
| * Demonstrates sound knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture
* Demonstrates some skills and processes throughout the creative process, identifying and applying appropriate ethical research practices to gather, protect and interpret data
* Communicates ideas in an appropriate manner by attempting to select and use a range of research techniques and technologies to locate, select, organise and communicate information and findings by creating a gallery walk.
 | C |
| * Demonstrates basic knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture
* Demonstrates limited skills and processes throughout the creative process, identifying and applying appropriate ethical research practices to gather, protect and interpret data
* Communicates ideas in a descriptive manner by attempting to select and use a range of research techniques and technologies to locate, select, organise and communicate information and findings by attempting to create a gallery walk.
 | D |
| * Demonstrates elementary knowledge of how technological change has contributed to the changing nature of performing arts practices in Aboriginal culture
* Demonstrates elementary skills and processes throughout the creative process, identifying and applying appropriate ethical research practices to gather, protect and interpret data
* Demonstrates elementary skills in communicating ideas and selecting information.
 | E |