



cultural infusion
Building Harmony & Wellbeing

NAIDOC WEEK

LESSON PLANS

For Foundation - Year 6

T. 1800 010 069

E. INFO@CULTURALINFUSION.ORG.AU

W. EDUCATION.CULTURALINFUSION.ORG.AU



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LEARNING ABORIGINAL CULTURE THROUGH MUSIC INSTRUMENTS LESSON PLAN (75 MIN)

SECTION	TIME	DESCRIPTION
Introduction	5 mins	Connecting Aboriginal map with the music instruments
Icebreaker	5 mins	What are we doing today?
Video watching	15 mins	Aboriginal music videos of how to play these instruments
Discussion	20 mins	Connect the characteristics of Aboriginal music with Aboriginal culture
Break Time	5 mins	
Main activity	20 mins	Self-created music with Sound Infusion
Conclusion	5 mins	What we learnt today

PREPARATION

Overview:

The vision of this session is for students to gain cultural awareness and understanding. By providing students with an authentic introduction to the musical traditions and cultural significance of Aboriginal instruments, a deeper appreciation and respect for the diversity of Aboriginal cultures across Australia can be fostered. It creates opportunities for cross-cultural dialogue and interaction between students and Aboriginal performers which facilitates the sharing of knowledge, stories, and perspectives related to Aboriginal musical traditions.

Objectives:

- To introduce Aboriginal Australia
- To teach the Aboriginal culture in terms of music
- To stimulate creativity
- To build cultural safety

Preparation before the lesson:

Arrange for class to be held in suitable room that fits students

Decide what boundaries need to be set with students before they use the digital device to create their own Aboriginal music with Sound Infusion

Print Aboriginal map and today's Australia map

Print discussion questions

Set up the Sound Infusion on the computer of each student

Materials:

- Printed discussion questions
- Printed A1 sized Aboriginal map/ showed on screen
- Printed A1 sized Today's Australia map/ showed on screen
- Sound Infusion
- Student sheet

LEARNING ABORIGINAL CULTURE THROUGH MUSIC INSTRUMENTS

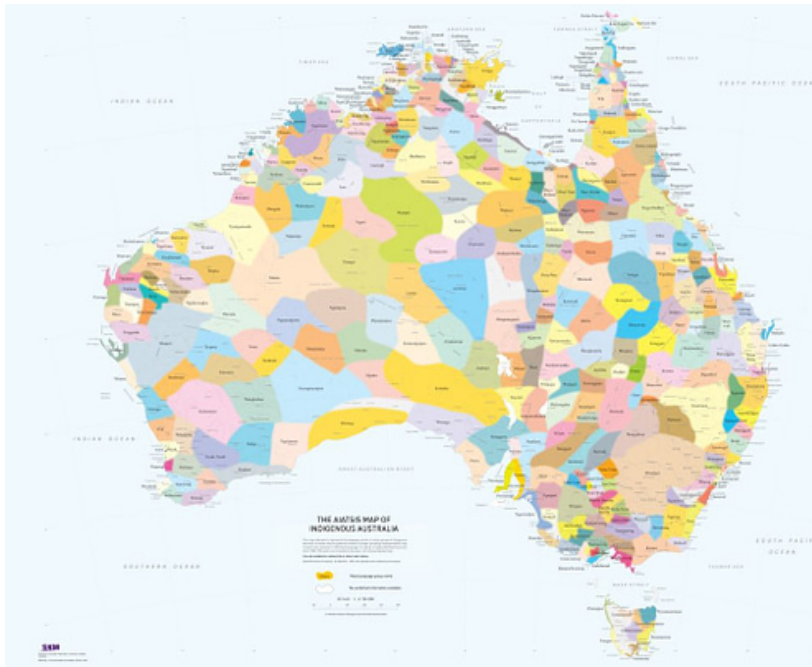
Activities (a)

Introduction: Connecting Aboriginal map with the music instruments

Time allowed: 5 mins

Overview:

Teacher and students can have a visual overview of the entire course at the beginning. The map is an introduction for the lesson to give students an idea that there are hundreds of Aboriginal nations around Australia.



Objectives:

The map would be an eye-catching tool to engage students in the lesson.

Instructions:

Bring students together around a large piece of Aboriginal map and a large piece of Australia map nowadays. Ask students which one is Australia and acknowledge them both maps are Australia. Let students know which country they are standing on.



Activities (b)

Icebreaker: What are we doing today?

Time allowed: 5 mins

Objectives:

To talk student through the process of the coming dialogue, and to engage them with the discussion questions. Move students' attention from the map to the Aboriginal music.

Instructions

Ask students to read questions about identification of Aboriginal music instruments on the first page of student sheet and try to describe the instrument.

Activities (c)

Video watching: How are these instruments played?

Time allowed: 5 mins

Objectives:

To get in touch with the Aboriginal music and built interest on it

Instructions:

Play the following video links which represent the four Aboriginal musical instruments. Allow students to imitate the sound of the instrument after playing the clips of each instrument.

Didgeridoo:

[Melody Street - Meet Nathan and his Didgeridoo \(Musical Guest\) \(youtube.com\)](#) (0:49-1:51)

Bullroarer:

[Wiruungga with Bullroarer \(youtube.com\)](#)

Gum-leaf:

[Ossie Cruze: Aboriginal Elder Plays Gum Leaf \(youtube.com\)](#) (0:14-0:45)

Clap sticks:

[Clap Sticks Performance \(youtube.com\)](#)

Activities (d)

Discussion: Connect the characteristics of Aboriginal music with Aboriginal culture

Time allowed: 20 mins

Objectives:

To acknowledge students with the Aboriginal culture through musical instruments.

Materials

- Printed discussion questions for students
- Student sheet

Instructions::

Ask students to fill in the names of Aboriginal musical instruments on the student sheet. Discuss with students with the list of discussion question based on the fact sheet of the four Aboriginal musical instruments.

Possible discussion question:

What kinds of instruments do Aboriginal people use to make music?

How does Aboriginal music connect to the natural world and the land?

How can learning about Aboriginal music help us understand and appreciate their traditions?

Activities (e)

Main activity: Self-created music with Sound Infusion

Time allowed: 20 mins

Objectives:

To have hands-on experience in creating their own Aboriginal music

Materials

- Sets of devices with Sound Infusion

Instructions:

Filter the audio library with the category 'Australia'. Choose any of the Aboriginal music audio and drag to the timeline. Play the self-created music. Invite a few students to share their Aboriginal music in front of the class and ask the ground what instruments are included in the music.

Activities (f)

Conclusion: What we learnt today

Time allowed: 20 mins

Objectives:

To instill a language structure with which to process the new information and connect with the topic.

Instructions:

Ask students to discuss the overview of subjects covered today See if they can remember all the activities. Prompt students to share what they personally discovered in each one. End discussion with teacher thanking students for their participation and recapping in a sentence or two they learnt and what we will be covering next week.

LEARNING ABORIGINAL CULTURE THROUGH MUSIC INSTRUMENTS

1. IDENTIFY THE NAME OF THE FOLLOWING MUSICAL INSTRUMENTS.



a. _____



b. _____

LEARNING ABORIGINAL CULTURE THROUGH MUSIC INSTRUMENTS

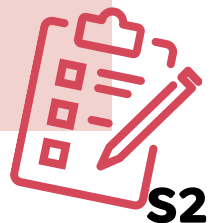
1. IDENTIFY THE NAME OF THE FOLLOWING MUSICAL INSTRUMENTS.



c. _____



d. _____



LEARNING ABORIGINAL CULTURE THROUGH MUSIC INSTRUMENTS

2. REFERRING TO THE FACT SHEET, WHAT ARE THE CONNECTIONS BETWEEN THE ABORIGINAL MUSICAL INSTRUMENTS AND THE NATURAL WORLD?



LEARNING ABORIGINAL CULTURE THROUGH MUSIC INSTRUMENTS

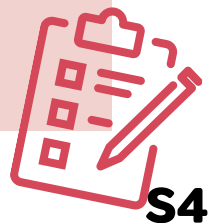
Fact sheet of the Aboriginal musical instruments

1. The Didjeridu

- a simple wooden tube blown with the lips like a trumpet
- looks like bamboo trumpets and bronze horns in other cultures.

Relationship with Aboriginal Australia

- absence of tubular plants like bamboo, presence of termites in Northern Australia
- the wooden tube of 1.2-1.5 metres in length is hollowed out by natural termites
- paints traditional tribal designs with pigments made from soil and ash with resinous tree gum to produce white, red-brown and black colours
- the blowing end is smoothed by adding a rim of beeswax



LEARNING ABORIGINAL CULTURE THROUGH MUSIC INSTRUMENTS

Fact sheet of the Aboriginal musical instruments

2. The Bull-roarer

- a simple wooden slat whirled in a circle on the end of a cord
- produces a pulsating low-pitched roar

Relationship with Aboriginal Australia

- absence of bull-like animals in Australia made it 'secret-sacred'
- pulsating sound with a frequency around 80Hz
- important feature of Aboriginal initiation ceremonies



LEARNING ABORIGINAL CULTURE THROUGH MUSIC INSTRUMENTS



Fact sheet of the Aboriginal musical instruments

3. The Gum-leaf

- a leaf from a Eucalypt tree
- the sounding pitch is controlled by vocal tract resonances and is typically about an octave above the female singing voice

Relationship with Aboriginal Australia

- one of the most primitive musical instruments
- Eucalypt trees grew throughout Australia



LEARNING ABORIGINAL CULTURE THROUGH MUSIC INSTRUMENTS



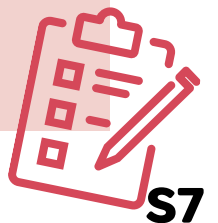
Fact sheet of the Aboriginal musical instruments

4. The Clapsticks

- as a percussive instrument in ceremonies

Relationship with Aboriginal Australia

- provide a rhythmic foundation for other traditional Aboriginal musical instruments
- an integral part of many Aboriginal ceremonies, rituals, and spiritual practices
- powerful symbol of Aboriginal culture, representing the resilience, creativity, and continuity of Indigenous traditions in the face of colonization



LEARNING ABORIGINAL CULTURE THROUGH MUSIC INSTRUMENTS

1. Identify the name of the following musical instruments.

- a. Didgeridoo
- b. Bullroarer
- c. Gum-leaf
- d. Clap Sticks

2. What are the connections between the Aboriginal musical instruments and the natural world?

- didgeridoos are traditionally made from the hollow trunk of the tree
- gum-leaf is just a leaf from eucalyptus tree which was very common throughout Australia
- Instruments are made by materials from the natural environment (bee wax, wood, eucalyptus tree)
- mimic the sounds of animals (bullroarer mimic sounds of bull)

other reasonable answers are also accepted

