Contemporary Aboriginal Performing Arts, Levels 3–6

Victorian Aboriginal Languages F–10

Sample unit of work

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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.