



'Country'

August 31st 2019



"Island Home" Artist, Kelly Roe-Hunter

Presenters:

Valerie Harrold and Kelly Roe-Hunter

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OBJECTIVES:

By the end of this workshop, participants will have the opportunity to experience:

👂 Elements and techniques of Drama through activities associated with the Drama Praxis (Making) of Tableaux, Creating an Environment, Improvisation, using simple props, Storytelling and ways to engage in Responding.

👂 The possibilities of embedding Drama into other areas of the curriculum.

👂 Assessment criteria in Drama; a breakdown of Drama skills and Drama dispositions.

AGE GROUP: Years Early Childhood -Year 3

THE EARLY YEARS LEARNING FRAMEWORK FOR AUSTRALIA

Belonging, Being, Becoming

Outcome 1: Children have a strong sense of identity -Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others

Outcome 2: Children are connected with, and contribute to their world- Children's connectedness and different ways of *belonging* with people, country and communities helps them to learn ways of *being* which reflect the values, traditions and practices of their families and communities. Over time this learning transforms the ways they interact with others.

Outcome 3: Children have a strong sense of wellbeing- Wellbeing includes good physical health, feelings of happiness, satisfaction and successful social functioning.

Outcome 4: Children are confident and involved learners - Children use processes such as exploration, collaboration and problem solving across all aspects of curriculum.

Outcome 5: Children are effective communicators – Children are social beings who are intrinsically motivated to exchange ideas, thoughts, questions and feelings, and to use a range of tools and media, including music, dance and drama, to express themselves, connect with others and extend their learning.



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Australian Curriculum 2017-Drama

The Drama curriculum is organised through two interrelated strands that, across the bands, present a sequence of development of knowledge, understanding and skills: Making and Responding. www.australiancurriculum.edu.au

Making

Involves using knowledge, techniques, skills and processes to explore drama practice. Students have the opportunity to present, perform and produce their own drama. Students learn and practise these skills through experimenting, reflecting, performing, communicating and viewing.

Responding

Students explore, respond to, analyse and interpret the performances they experience as performers and audience members.

Students learn to understand, appreciate and critique the works of others and their own.

General Capabilities

Literacy	<input checked="" type="checkbox"/>	Critical and Creative Thinking	<input checked="" type="checkbox"/>	Personal and Social Competence	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	Ethical Behaviour	<input checked="" type="checkbox"/>	Intercultural Understanding	<input checked="" type="checkbox"/>
				ICT	<input type="checkbox"/>

CROSS CURRICULAR PRIORITIES

Sustainability	<input type="checkbox"/>	Asia and Australia's engagement with Asia	<input type="checkbox"/>	Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>
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STRANDS AND CONTENT DESCRIPTORS

Years F-2 Achievement Standard: By the end of Year 2, students communicate about what happens in drama they make, perform and view and where and why there is drama. Students make drama using role, situation and focus in dramatic play and improvisation.

Years 3-4 Achievement Standard: By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others use the elements of drama and story structures. Students collaborate to plan, make and perform drama that communicates ideas. They use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama.

F-2 Content descriptions

2.1 Explore role and dramatic action in dramatic play, improvisation and process drama'
General capabilities: Lit, ICT, CCT, PSC, EU Cross-curriculum priorities: SUST

2.2 Use voice, facial expression, movement and space to imagine and establish role and situation.
General capabilities: Lit, Num, PSC Cross-curriculum priorities: SUST

3-4 Content descriptions

4.1 Investigate ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama.
General capabilities: Lit, CCT, PSC, EU, ICU Cross-curriculum priorities: SUST

4.2 Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place.



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2.3 Present drama that communicates ideas, including stories from their community, to an audience.

General capabilities: Lit, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST

2.4 Respond to a range of drama and consider where and why people make drama, starting with drama from Australia including drama of Aboriginal and Torres Strait Islander people.

General capabilities: Lit, ICT, CCT, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST

Content Elaborations:

www.australiancurriculum.edu.au

General capabilities: Lit, Num, CCT, PSC Cross-curriculum priorities: SUST, AAEA

4.3 Shape and perform dramatic action using narrative structures and tension in devised and scripted Drama including, exploration of Aboriginal and Torres Strait Islander drama.

General capabilities: Lit, Num, CCT, PSC, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST

4.4 Observe and identify intended purposes and meaning of drama, starting with drama in Australia including drama of Aboriginal and Torres Strait Islander people, using the elements of drama to make comparisons.

General capabilities: Lit, PSC, EU, ICU Cross-curriculum priorities: ATSIHC, AAEA, SUST

Overview:

We will be working through a variety of activities purposefully utilizing a variety of ATSI methodologies, demonstrating that through the use of Drama as a pedagogy, we can enable children to gain a deeper understanding of First Nations everyday practices and deeper their cultural understandings.

INQUIRY QUESTION: 'WHY AND WHEN DO WE DO A WELCOME/ACKNOWLEDGEMENT TO COUNTRY?'

Activity

– Welcome song,

Niina Marni

Niina marni? Niina marni? >> Marni'ai. Marni'ai

Wanti niina? Wanti niina? >> Wardli-ana, Wardli-ana.

© Cherie Watkins

Translation:

Niina marni? 'How are you?' (lit. you good)

Marni'ai. 'I'm good' (lit. good-I)

Wanti niina? 'Where are you going?' (lit. where-to you)

Wardli-ana. '(I'm going) home' (lit. home-to)]

Yarning circle -Where is your country? Write an acknowledgement for where you were born. Share in the Yarning Circle.

Resources

Kaurna Welcome Song
'Niina Marni'

https://www.adelaide.edu.au/kwp/resources/radio/201307/201307_09-Song_NiinaMarni.html

Song:

https://media.adelaide.edu.au/kwp/resources/radioshows/201307-09_songniinamarni.mp3

Paper and pens to write acknowledgement



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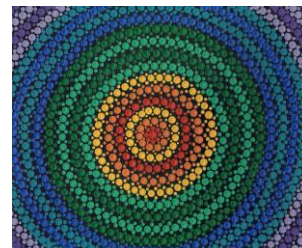
Valerie Harrold and Kelly Roe-Hunter

<p><u>Activity</u></p> <p>Getting into groups activity: Play music and all move anywhere around the space. When the music stops,</p> <ol style="list-style-type: none"> 1. Number is called out -Form that group . 2. Teacher will then say an Australian animal, or icon -form that item/animal with your group members 3. Music starts, say goodbye to your group members and move on again. <p>Teacher ends the activity when the desired number of children in each group is formed. For the next activity we need 2 groups.</p> <p>N.B. -For young children, it is best to undertake these tasks as a whole group, with adult assistance, or ensure there is an adult with each group.</p>	<p><u>Resources</u></p> <p>Music: <i>Timeless Land from Healing Stone-The Best of Yothu Yindi</i></p> <p>Speaker, Phone</p>
<p><u>Create a Country:</u></p> <p>Each group is given a <u>Country Card</u>:</p> <ul style="list-style-type: none"> • Brainstorm what your country will look like -are there mountains, a river, the sea etc. • Give your country a name • Name the people who live there • What is your most valuable resource? <ol style="list-style-type: none"> 1) After you have brainstormed -draw your map 2) Create your county using whatever you can find in the room. (Teacher can move from group to group, asking probing questions, recording observations/taking photos. Students can spend as much time as teacher would like, improvising and creating) <p>The teacher will tell the children that she/he is going to take a photo of their county, so get the children to freeze into a Tableau (Freeze Frame) so a photo can be taken.</p> <p><u>Share:</u></p> <p>Each group will now show/share</p> <ul style="list-style-type: none"> • Their Tableau • Their map • Explain how they have made their country. • State what their most valuable resource is. <p>Each group is now given a <u>Task Card</u>:</p> <ul style="list-style-type: none"> • The country next to yours has something you want. • How are you going to get it? Work out the different ways, then try one. 	<ul style="list-style-type: none"> • Country Cards • Large pieces of paper • Textas/pencils • Prop box • Rope/material to indicate the border between the counties • Task Cards:



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<p>Each group to have discussion time -record their ideas.</p> <p><u>Improvisation:</u> Each group in turn will now get to improvise the idea that they have decided upon.</p> <p><u>Discussion Time With Kelly:</u> INQUIRY QUESTION: 'WHY AND WHEN DO WE DO A WELCOME/ACKNOWLEDGEMENT TO COUNTRY?'</p> <p>One member to volunteer/or be chosen to demonstrate the Aboriginal way. Further discussion regarding 'Announcing Your Intention" <u>Old Way -New Way</u></p> <p>Discussion regarding creating an acknowledgement with your own children.</p>	<p><u>Prop Box</u> Make use of any props or items around the room</p> <p><u>PowerPoint</u> <i>Welcome To Country</i> by Aunty Jo Murphy and Lisa Kennedy</p> <p>Examples of Acknowledgements from young children.</p>
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Activity:



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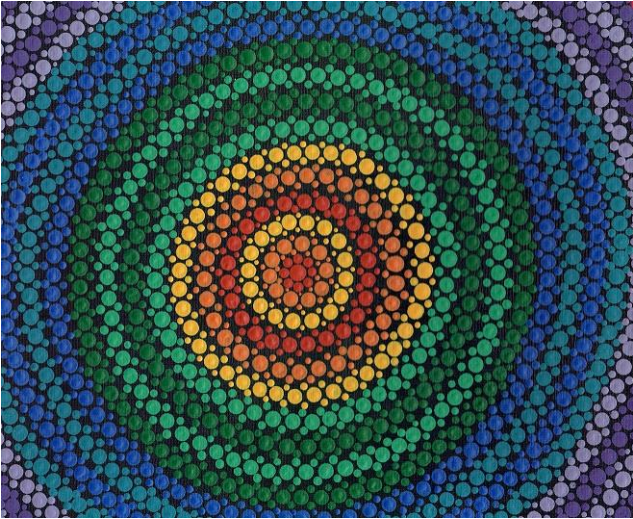
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<p><u>Cool Down</u></p>	
<p><u>Feedback/Questions/Acknowledgements</u></p>  <p>"Island Home" This painting represents my Island home. The fire in the middle is the meeting place, the green is Melville Island and the blue represents the ocean. Artist, Kelly Roe-Hunter</p>	