

Sing on Country Workshop

ALL AGES

QPAC's
OUT OF THE BOX
FESTIVAL FOR CHILDREN
EIGHT YEARS & UNDER

QPAC'S OUT OF THE BOX PRESENTS

SING ON COUNTRY WORKSHOP

Join Aboriginal and Torres Strait Songkeeper, Jessie Lloyd, to learn about our beautifully diverse country through song, language, and dance. In this fun and engaging workshop, Jessie will share a fresh collection of songs from across the country. Kids will sing about the colours and meanings of our First Nations flags and learn the traditional names of Australia's capital cities. Through a newly released Aboriginal & Torres Strait Songbook, Jessie aims for these songs – and many more collected through her Mission Songs and Ailan Songs Projects – to build on the songlines of Aboriginal Australia, a body of traditional songs that carries the 60,000-year history of the world's oldest living culture.

Each workshop will focus on one of the following songs:

Acknowledgement Song

Red, Black, Yellow

Zenadth Kes

Sing On Country

Sing on Country is an opportunity for students to experience a singing workshop designed from an Aboriginal and Torres Strait Islander perspective. Participants will sing and go away from the workshop with some new songs to practice and enjoy and a deeper understanding of the Songs of Aboriginal and Torres Strait Islander peoples.



About Your Facilitator:

Jessie Lloyd is an Aboriginal and Torres Strait Islander musician, educator, and cultural storyteller dedicated to preserving Indigenous music, supporting teachers, and empowering communities through songs, storytelling, and education. A musician, producer and creative entrepreneur, Jessie's mission is to produce, perform and progress Australian Indigenous music through innovative concepts, collaborative projects and cultural practice. Maintaining an authenticity that contributes to the diversity of Australian music and its audiences, and working towards positive and progressive social opportunities, values and attitudes.

CURRICULUM CONNECTIONS

Cross – Curriculum Priority

Aboriginal and Torres Strait Islander Histories and Cultures

General Capabilities

- Critical and Creative Thinking
- Intercultural Understanding
- Personal and Social capabilities

Early Years Learning Framework

- Children are confident and involved learners.
- Children are effective communicators.

AUSTRALIAN CURRICULUM V9.0

This workshop will provide teaching, learning, and assessment opportunities to cover the Achievement Standard aspects in the below examples from Prep to Year 2.

- Exploring and responding to
 - o music across cultures, communities and/or other contexts through listening and performing; for example, singing songs or moving to music.
 - o examples of music composed and/or performed by First Nations Australians and Torres Strait.

In The Arts Prep students:

- describe experiences, observations, ideas and/or feelings about arts works they encounter
- use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms. In The Arts Year 2 students:
- identify where they experience the arts
- demonstrate arts practices and skills across arts subjects
- create arts works in a range of forms
- share their work in informal settings.

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CONTENT DESCRIPTIONS THE ARTS

Explore how and why the arts are important for people and communities (AC9AMUFE01).

Content Elaboration

Listening to First Nations Australians talk about the importance of the arts for connecting to people, culture and Country/Place; for example, using resources created or co-created by First Nations Australians.

Drama: F-2

Explore examples of drama created and/or performed by First Nations Australians (AC9ADR2E02).

Music: F-2

Explore where, why and how people across cultures, communities and/or other contexts experience music (AC9AMU2E01).

Explore how and why the arts are important for people and communities (AC9AMUFE01). Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AMUFD01).

PREPARATION AND EXTENSION LEARNING EXPERIENCE

Key Words: Respect, elders, Country, Zendath Kes, songlines

Maps, Places and Songs!

Purpose: To explore Aboriginal and Torres Strait islander peoples' country.

Resources: First Peoples of Australia | AIATSIS corporate website

Step 1:

- Students explore and view a map of Torres Strait Regional Authority and a map of Indigenous Australia.

[DOC13-001711-TSRA-Map-Torres-Strait-Region-Feb-2013.pdf](#)

[Map of Indigenous Australia | AIATSIS corporate website](#)

- Discuss with students the names of islands and its geography near Australia.
- Explain to students that Torres Strait islanders may also refer to themselves as Zenadth Kes:

This term was created by the late Mr Ephraim Bani, a Torres Strait Elder and linguist who sought to redefine the European name for the region (the Torres Strait) which was named after the Spanish navigator Luis Vaez de Torres who sailed through the area in 1606. The term 'Zenadth Kes' is an amalgamation of Torres Strait language names for the four winds that pass through the region.

[First Peoples of Australia | AIATSIS corporate website](#)

Step 2:

Set up a Yarning circle with students and explain why it is an important part of Aboriginal and Torres Strait Islander culture.

(Implementing Yarning Circles in your classroom <https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles>)

Ask students about their experiences with music, songs and stories from Aboriginal and Torres Strait Islander culture:

- What is your favorite song?
- What can we learn from songs?
- When do you sing and why is it important?
- How does music make you feel?
- Discuss with students that they will be visiting QPAC and joining a workshop to learn some important new songs from First Nations and Torres Strait Islander culture.

POST-WORKSHOP LEARNING EXPERIENCES

Purpose: To recall the experience and extend knowledge of First Nations and Torres Strait islander culture.

Step 1

- Students create a post workshop painting of their group singing and name the painting of one of the songs they learnt.

(The workshops will use different songs but please find below an activity for the First Nations flag.)

Step 2

Discuss with students: (Please refer to websites below for further information)

- When the First nations flag was designed in 1970 by Harold Thomas, a Luritja man from Central Australia. Display the example.
- Where the flag is located in their school.
- The symbolism of the colours and what they represent?
- Discuss the Torres Strait Islander flag and that it was created by Bernard Namok in 1992. Display the example.
- Explore the symbolism of the flag its connection to the lands and seas.

<https://aiatsis.gov.au/explore/aboriginal-flag>

[Torres Strait Islander flag | AIATSIS corporate website](#)

Step 3:

- In class use the song book provided and sing the songs, rehearse and present to a suitable group for the class. Enjoy !

Additional Resources

Jessie's Classroom: <https://jessiesclassroom.com/>

First Nations protocols and frameworks:

<https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/frameworks>

Implementing Yarning Circles in your classroom

<https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles>

https://v9.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures?organising-idea=A_TSICP%2CA_TSIC%2CA_TSIP

<https://aiatsis.gov.au/explore/aboriginal-flag>

<https://www.australiancurriculum.edu.au/media/3739/guiding-principles.pdf>

[Torres Strait Islander flag | AIATSIS corporate website](#)