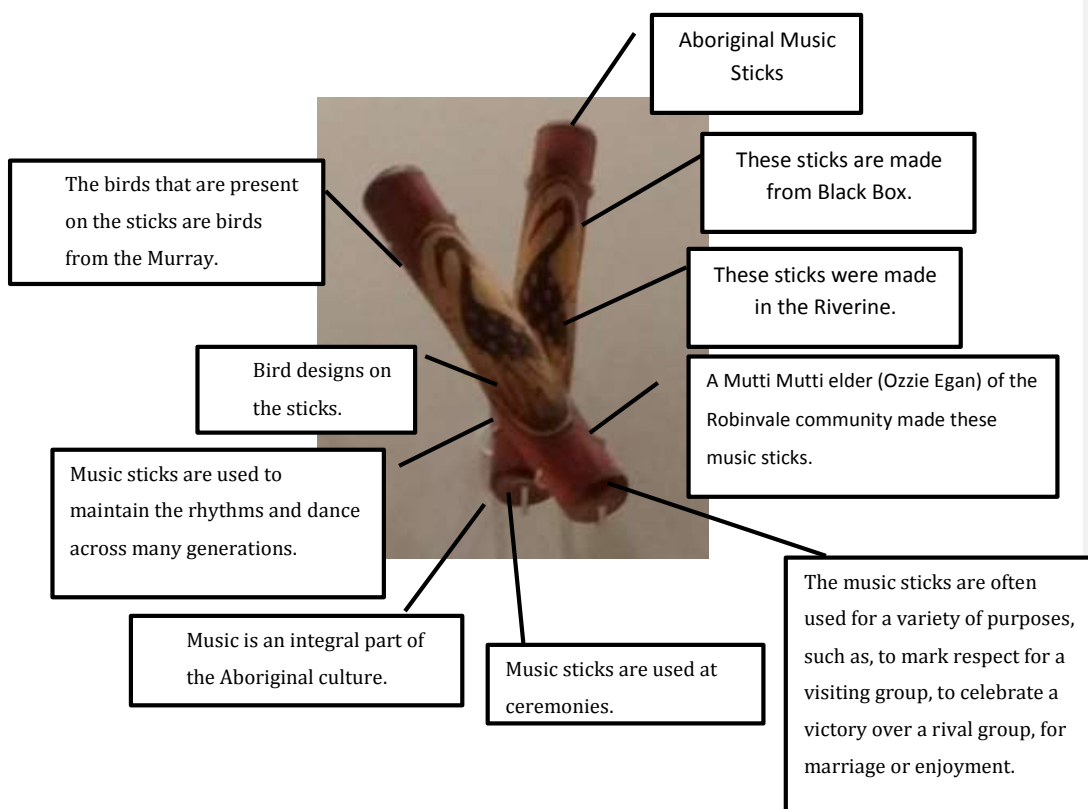


Assessment 2- Museum Artefact Reflection Task

Aboriginal Music Sticks



Comment [JV1]: 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

My annotations demonstrate that I have knowledge and an understanding of Aboriginal culture.

The artefact that I have chosen from the Melbourne Museum is Aboriginal Music Sticks. This artefact has specific application to student learning in the Primary Humanities classroom as students explore Aboriginal culture and histories. Within the Victorian Curriculum, there are three cross-curriculum perspectives that are used across all curriculum areas. One of these cross-curriculum perspectives are indigenous perspectives. Reynolds (2014) indicates that “this perspective is intended to ensure that all young Australians have the opportunity to learn about, acknowledge and respect the culture of Aboriginal people and Torres Strait Islanders” (p.22).

I chose the Aboriginal music sticks so that students are able to explore and appreciate the Aboriginal culture. The Australian Government (2016) state that “Music, song, ceremony, performance and dance was and is still today a very important part of Aboriginal life and customs. There were songs for every occasion, some of which were expressed in special ceremonies” (para, 2). Students will be able to understand that Aboriginal people valued song and dance. Students will understand that some of the songs and dances that were performed by Aboriginal people were related to the Dreaming, some told information about the history of land and how it was created and some songs were able to direct people to specific places (The Australian Government, 2016).

The relevance of Music Sticks can best be explored through the Humanities subjects Geography and History and the Music curriculum. Through the Geography curriculum, students explore the concepts of place and space within our world. The Victorian Curriculum (2016) state that “The concept of place develops students’ curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments.” By enabling students to evaluate and explore the Aboriginal Music Sticks through Geography, students are able to develop a sense of curiosity and respect for people, places and cultures.

Under the Geography subject, from foundation to level two students develop an understanding of the concept of place by looking at different features of places. Students explore why people are connected to specific places. The Victorian Curriculum (2016) indicates that students should have the ability to “describe and explain where places and activities are located (VCGGC058)”. Students can discover where and why Aboriginal people use the Music Sticks. The Victorian Curriculum (2016) also state that students “Identify how people are connected to different places (VCGGC059)”. Students are able examine ways that people are connected to places such as friends, family, beliefs, dance and music. The Victorian Curriculum (2016) also state that in foundation to level 2 students are able to show “Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia (VCGGK063).” Students are able to identify the ways Aboriginal people represent the location of Country/Place and their features. Aboriginal people do this through a variety of ways such as telling stories, painting, dancing and playing music.

Comment [JV2]: 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

It is vital that students learn about Aboriginal and Torres Strait Islander people so they are able to gain an understanding and respect for their history and culture.

Comment [JV3]: 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

This paragraph demonstrates that I have knowledge and an understanding of Aboriginal culture.

In levels 3 and 4 students explore, “The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)”. Students are able to explore how oral traditions were very important as they were used to describe places. Students can investigate how songs and music were used as a form of communication. The Music Sticks also have relevance with the History curriculum. Through History, students develop an understanding of Aboriginal and Torres Strait Islander people, their identity and their culture. It is essential that students have knowledge of other cultures within the world in order for them to be informed and active participants in society. In levels, three and four students explore “The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072)”. Students are able to learn how music and dance was a way of celebrating and showing appreciation for place.

As the artefact that I have chosen is Music Sticks, the Music curriculum is also relevant. From foundation to level six, students are able to play instruments to create and practice rhymes, songs and chants, including those that are used by cultural groups (Victorian Curriculum, 2016). In level one and two, students are able to discuss “where and why people make and perform music” (Victorian Curriculum, 2016). In level three and four students have to “discuss the purposes it was created for using music terminology”. In levels five and six students “explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations” (Victorian Curriculum, 2016).

Questioning students is essential when promoting higher order thinking. Questioning students is vital as it stimulates interest, enables students to stay on task; it deepens thinking and enables teachers and students to hear student’s thoughts and feelings (Reynolds, 2014). The questions that I chose are open-ended questions as they promote reflection and discussions, help students brainstorm ideas and get students to think outside the box. When students are given the opportunity to have group discussions they are able to listen to diverse views and perspectives of others, share ideas and most importantly learn from one another. Open-ended questions engage students in dynamic thinking and learning.

Year levels	Question	Justification of questions
Levels 3 and 4	<p>Why and where do Aboriginal people use the Music Sticks?</p> <p>Are they still used today?</p> <p>Are they used for the same purposes,</p>	<p>This question was chosen as students can gain knowledge about oral traditions of Aboriginal people.</p> <p>Students will learn that the Music Sticks were used for a range of</p>

Comment [JV4]: 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

These are questions I can pose to students about the Aboriginal Music Sticks. Students will then have to explore and research about Aboriginal culture and history. This will help students appreciate their culture and history.

The questions that I created demonstrate that I have knowledge and an understanding of Aboriginal culture and history.

	as they were years ago?	different ceremonial activities. By getting students to further research the history of Aboriginal traditions, they are then able to compare and contrast any changes that have occurred with the use of Music Sticks.
Foundation to level two.	How did Aboriginal people show that they belonged to an area?	This open question was chosen as it allows students to acknowledge how people are connected to different places and how they show this connection.
Three and four	Do all Aboriginal tribes use the Music Sticks? Why or why not? If they don't what else do they use?	There are three parts to this question because the first part is a closed question, therefore the second and third parts allow students to further investigate the question. Students will have to research multiple Aboriginal tribes to distinguish if traditions change between them.
Three and four	How are musical instruments made? What are Aboriginal musical instruments made of? Are they all using the same materials today? Are the materials found in the local area?	This question directs students to locate different Aboriginal tribes geographically. To answer the question fully, students will have to research where different materials are found within Australia.
Foundation to level two Three and four	Where is the Riverine? (This is where the Music Stick from the museum were made). Are the animals presented on the music stick native to the Riverine? What other animals could be presented on the Aboriginal Music Sticks?	Foundation to level two students can identify places on a map or globe. Students can locate where the Riverine is on a map of Victoria. Students can also explore places surrounding the Riverine; this will enhance students' geographical

		<p>knowledge.</p> <p>This question is also relevant to students in levels 3 and 4 as they can record relevant geographical data and can represent it by drawing a map.</p> <p>I chose to group three questions into one, as the first part is a closed question. The second and third questions get students to further enhance their geographical knowledge of the Riverine.</p>
Levels 3 and 4	How did the Aboriginal people represent the location of Country/Place?	This question was chosen to enable students to explore Aboriginal history and prompts the students to investigate the significance of land in Aboriginal culture. This open question allows students to research the many ways that Aboriginal people retold stories of significance.
Levels 3 and 4	How do Aboriginal music sticks connect people to their land?	This open question is asked as it gives students an opportunity to research about Aboriginal ceremonies and the importance they have in Aboriginal culture.
Levels 3 and 4	What can we learn about cultures through their music?	This open question was chosen as students can explore how different cultures use music to inform current generations about stories and historical events. Students can discover that music in some cultures is a way of communicating.

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