

Aboriginal and Torres Strait Islander histories and cultures in this lesson






Students will explore the way Aboriginal peoples and Torres Strait Islander peoples understand movement. Knowledge about movement is used to recreate actions and movements of animals. This is shared in a variety of ways, including through stories and dance.

In this lesson, students watch the video 'Australian Tjapukai Aboriginal Dance'. Aboriginal peoples and Torres Strait Islander peoples are warned that this resource contains images of persons who may now be deceased.

Topic: Discovering movement and me

Exploring body movements

Lesson concepts

-  The way objects move depends on a variety of factors, including their size and shape
-  Questions can obtain responses
-  Observations can be made using the senses
-  Observations can be discussed and ideas can be represented
-  Observations and ideas can be shared

Learning alerts

Be aware of:

- students who are unable to isolate body parts for particular movements.
- Students not understanding the different movements of Aboriginal dancers.

Suggested next steps for learning

- Use a partner game where partners copy the movements of each other.
- Explain the connection between Aboriginal dance movements and their observations of animals and natural events.

Today students will:

- ▶ understand that body movements can be affected by a variety of factors.

Resources

Digital

Video — Music to move to! Audio track 1 (Time to go) (1:37)

Video — Australian Tjapukai Aboriginal Dance (3:45)

Find and prepare

Word cards (from previous lesson)

Music player

Sporting equipment (for example: tennis racquet, cricket bat, football, and swimming goggles)

(Optional) tunnels, balance beams, jump hoops, spin, ring toss, hopscotch, log roll, or rope climb

Key terms

observe, senses

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

Note

It is recommended that this lesson be taught in a space that allows students to explore body movements freely and without hazards such as furniture or being in close proximity to other students.

Note: The space needs sound and video equipment.

If you have internet access, additional dance clips for Aboriginal peoples and Torres Strait Islander peoples can be found at

- Video — **Saibai Islander dancers at Laura Festival** (Ludo Kuipers) https://www.youtube.com/watch?v=_xUSYZE6sL4
- Video — **Kawanji Aboriginal dancers from Cairns at Laura Festival** (Ludo Kuipers) <https://www.youtube.com/watch?v=DPxR75U7J9Q>
- Video — **World cultural dance Fit For A Feast** http://fitforafeast.com/dance_cultural.htm
(Useful website for traditional dances from many countries around the world.)

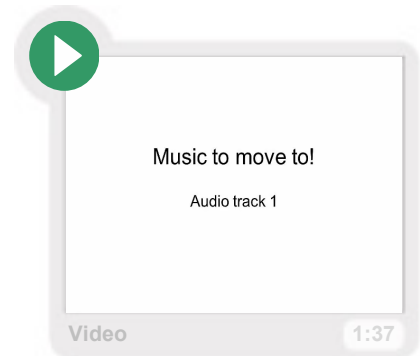
Explore body movements and new movement words

Say to students

‘ To begin our science lesson today, I will play another piece of music. When you move to the music, try to concentrate on moving one body part at a time and then change to another part. Try to concentrate on moving parts you normally don’t think about, like your knees, your little finger, your lips, your ears, or your eyebrows. ’

1. Play **Video — Music to move to! Audio track 1** (Time to go).

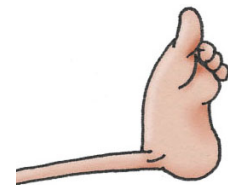
- a. Move to music with student to model moving individual parts rather than all parts at once.



Say to students

‘ Do you recall that these science lessons are all about movement? **Movement** is where there is a change in location or shape or both. Some things can move by themselves like people. Other things need help to move, like a car needing a person to make it drive or a windmill needing the wind to turn it around. But it is still all movement. The human body is amazing when it comes to movement because it has so many parts that can move, often in many different ways. Choose one body part and let’s explore how many different ways it can move. ’

- b. Explore different movements with the one part for example: fingers can push, hold, press, flick, shake, wriggle, make shapes, pick, point, poke, bend, scratch ...
- c. Compare this with a less movable part like your nose.



Say to students

‘ We are going to explore movement types rather than parts. I will display some cards with movement words on them. You will point to one of these and we will think about the parts of our body that can and cannot make this type of movement. ’

2. Display the word cards (wiggle, bend, twist, rotate).

- a. Student selects one and together you identify all the body parts that can make this action.
- b. Identify parts that cannot make this action and why.
- c. Repeat with one more card/movement type.



Say to students

Now, stand very still and focus on your body. Close your eyes if you wish. Even though you are trying not to move, there are some parts of our body that will keep moving. Tell me what movements you can observe.

3. Support student to identify movements like breathing, heart beating, blinking, coughing.

Say to students

These movements happen so automatically that we do not even realise that they are happening. These and other movements inside our bodies are very important to keep us alive.

Explore how body shape and size affect movement

Say to students

I am going to mime something and I want you to guess what I am doing.

4. Demonstrate, in slow motion, running a sprint race from crouching in the starting blocks to taking a few paces with arms moving and hands flat, legs stretching forward.

- a. Invite students to guess what the action is.
- b. Ask students to observe you again, but this time watch how your shape changes as you repeat the action.



Focus questions

Q: *Can you see how my shape changes from a crouched position? Why do you think this change of shape helps with the movements of running a race?*

A: For example: You push off the ground to start and then you can run faster when you are up tall.

Q: *What other movements do we make that help us run very fast? Think about your legs, hands and arms.*

A: For example: You move your arms forwards and backwards and keep your hands flat. If you stretch your legs out and take big steps, you can run faster.

Q: *If we were wanting to do a log roll, would we use this same shape and size?*

A: No, we would lie down with our arms straight by our sides and legs straight.

Say to students

Depending on what movement people are trying to make, they change their body shape and size. I am going to show you some items used to play different sports. I want you to mime, like I did in slow motion, the way you would change your size and shape to use this piece of equipment and play this sport.

5. Present the sporting items and support student to mime the different movements that might be performed to play this sport.

Identify that, even playing the same sport, we change our size and shape to perform different movements, for example: serving and forehand in tennis.



Say to students

It is important to understand that the shape and size of something will affect how it moves. If you curl up in a ball on the ground, you are not in a shape that allows you to climb a tree but you could be in a good shape and size for a game of Hide and Seek.

Explore cultural influences on movement through dance

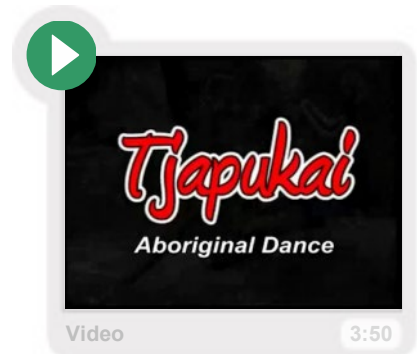
Say to students

Some of the movements we make or can make are also affected by what we are taught especially by our family and friends. If your parent is a really good dancer or football player then they will probably teach you the movements you can make to also be good at these things. This is part of our culture.

Australian Aboriginal peoples and Torres Strait Islander peoples teach their children dance movements that are special to their culture. We are going to watch a video to see some of these movements.

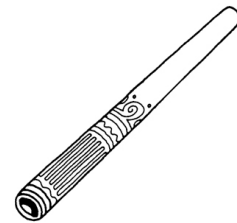
6. Display and view the **Video — Australian Tjapukai Aboriginal Dance.**

2008 Tjapukai Aboriginal Cultural Park, Queensland. Used with permission.
<https://www.youtube.com/watch?v=c4s8CbBOuuA>



Note

This video shows some Aboriginal men performing different dance movements to the rhythm of a didjeridu. Many of the movements replicate native animal movements. Should you wish to see more, additional clips are provided in the notebbox at the top of the lesson.



Focus questions

Q: *What movements were the dancers making?*

A: Answers will vary and may include shaking, bending, stamping, hopping, walking.

Q: *Where do you think the ideas for the movements may have come from?*

A: Guide students to elicit an answer like 'from observing native animals and movements in their environment'.

Q: *Do you know of any dance movements that are part of other cultures?*

A: Dances significant to a student's cultural background can be considered here.

Reflect on factors affecting body movement

7. Locate word cards — size, shape and culture.

Say to students

‘ In this lesson, we have learned how shape and size can affect movement. We have also learned how our culture can influence the movements we learn to make. These are the word cards for these three factors — size, shape and culture. ’

8. Add **word cards** to word wall or exercise book.