

**Scott Darlow Presentations – Curriculum Connections**

**Lesson 2 – Presentation – Digeridoo (*Yidaki*) and Cultural diversity**

Singer Songwriter and Aboriginal presenter, Scott Darlow, discusses the diversity of Aboriginal culture across the Australian Aboriginal landscape of many countries. He also gives some history of the musical and storytelling instrument that we naively call a Digeridoo.

This entertaining presentation runs for 25 minutes and is bookended with performances by Scott and his band.

While watching Scott describing both the cultural and musical attributes of the instrument, as well as the diversity of Aboriginal culture found within the 300 odd countries that make up the continent of Australia, as teachers we make connections with the varying subject areas, skills and knowledge we aim to foster in our students.

This lesson is approachable for Years 7-11 and below are some examples of where it can connect to areas in the Australian and Victorian Curriculum.

**ACARA General Capabilities:**

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

* Intercultural Understanding

For Example: Intercultural understanding stimulates students’ interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours. Though all are significant in learning to live together, three dispositions – expressing empathy, demonstrating respect and taking responsibility – have been identified as critical to the development of Intercultural Understanding in the Australian Curriculum.

Scott’s presentation cultivates both an understanding of the diverse and ancient history of first nation’s peoples, and a curiosity amongst students to further their studies in this area of our history.

**Music**

In the Year 7-10 [Music Curriculum,](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music/?year=12749&year=12750&capability=ignore&capability=Literacy&capability=Numeracy&capability=Information+and+Communication+Technology+%28ICT%29+Capability&capability=Critical+and+Creative+Thinking&capability=Personal+and+Social+Capability&capability=Ethical+Understanding&capability=Intercultural+Understanding&priority=ignore&priority=Aboriginal+and+Torres+Strait+Islander+Histories+and+Cultures&priority=Asia+and+Australia%E2%80%99s+Engagement+with+Asia&priority=Sustainability&elaborations=true&elaborations=false&scotterms=false&isFirstPageLoad=false) students can build on the following relevant skills through Scott’s lesson on how to play and understand the *Yidaki*:

* their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing
* aurally identify layers within a texture
* recognise rhythmic, melodic and harmonic patterns and beat groupings
* draw on music from a range of cultures, times and locations as they experience music
* explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
* learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
* learn that over time there has been further development of techniques used in traditional and contemporary styles of music as they explore form in music
* explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music
* consider social, cultural and historical contexts of music
* evaluate the expressive techniques used in music they listen to and experience in performance

**Victorian Curriculum Subject Areas**

This lesson on Aboriginal culture and music fits into many subject areas. I have provided two specific examples for Music and Intercultural Capabilities.

For example the [Music Curriculum](https://victoriancurriculum.vcaa.vic.edu.au/the-arts/music/introduction/rationale-and-aims) is based on the following understanding from VCAA:

Music exists distinctively in every culture and is a basic expression of human experience. Students’ active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding, which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

The relevant rationale and aims for [Intercultural Capabilities](https://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/introduction/rationale-and-aims) is:

Intercultural interactions have become a part of everyday life in our increasingly multicultural and globalised world. Developing intercultural knowledge, skills and understandings is an essential part of living with others in the diverse world of the twenty-first century. The Intercultural capability curriculum assists young people to become responsible local and global citizens, equipped for living and working together in an interconnected world.

Intercultural capability enables students to learn to value their own cultures, languages and beliefs, and those of others. Students learn about diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

The*Melbourne Declaration on Educational Goals for Young Australians* recognises the fundamental role that education plays in building a society that is ‘cohesive and culturally diverse, and that values Australia’s Indigenous cultures.’ The Intercultural capability curriculum addresses this role, developing students who are active and informed citizens with an appreciation of Australia’s social, cultural, linguistic and religious diversity, and the ability to relate to and communicate across cultures at local, regional and global levels.

**Aims**

Intercultural capability aims to develop knowledge, understandings and skills to enable students to:

* demonstrate an awareness of and respect for cultural diversity within the community
* reflect on how intercultural experiences influence attitudes, values and beliefs
* recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.

**Questions, and Extension Activities**

**Questions:**

1. How many Aboriginal nations/countries are there in the Australian continent?
2. What are the origins of the word ‘Digeridoo’?
3. What Aboriginal country does Scott Darlow come from?
4. What are some differences from one country to another?

**Extension Activity:**

Research the Aboriginal country that you are living on provide answers to these questions, plus any other interesting information you discover.

* What is the name of the country you are living on?
* What Aboriginal language(s) are spoken?
* Are there any Dreaming stories or songs that are specific for this country?