

**Scott Darlow Presentations – Curriculum Connections**

**Opening Session – Presentation – Australian History and FLUTE**

Singer Songwriter and Aboriginal presenter, Scott Darlow, discusses Australian History. This is woven within Aboriginal History, stories from his family, ancestors, friends and associates, that give insight into the land we call home, Australia. He finishes by challenging listeners to make our home a better place, using the acronym FLUTE – forgiveness, love, understanding, tolerance and empathy.

This very engaging presentation runs for 65 minutes and is bookended with performances by Scott, his band as well as some special guest appearances.

While watching Scott describing some of the horrific events of Australia’s past, and offering hope for our present and future, 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 can connect to the following 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.

Darlow’s introduction and challenge to his audience regarding FLUTE, as well as sparking a clearer understanding and empathy with First Nation peoples, allows teachers to cover many elements of ACARA’s General Capabilities in an accessible and engaging forum.

**History**

Scott touches on the History of Australia from white colonialism and the movement to Australia, but also the impact of this on the original inhabitants.

An example of where this fits into ACARA’s History Curriculum is Year 9 into Year 10 History.

The Year 9 [History curriculum](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/?year=12320&year=12321&strand=Historical+Knowledge+and+Understanding&strand=Historical+Skills&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) provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance**and**contestability.** These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

**Victorian Curriculum Subject Areas**

This lesson on Australian History and FLUTE fits into many subject areas, such as History, Geography, English and Music. I have provided two specific examples for English and History.

For example: [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.

**English**

This mix of music, history, geography and culture can also be studied in part through a literary lens.

The [English Curriculum](https://victoriancurriculum.vcaa.vic.edu.au/english/english/introduction/rationale-and-aims) aims to ensure that students:

* learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
* appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
* understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
* develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

**Questions, and Extension Activities**

**Questions:**

1. What does FLUTE stand for?
2. Which one stood out the most for you and why?
3. Explain why what happened to Adam Goodes was so significant.

**Think/Pair/Share - Interview:**

Think about your own understanding, then interview the person next to you (or in your online forum) about their understanding of what Terra Nullius means and why the white people arriving in Australia used that term.

Come back to the class/group with some of your thoughts

**Extension Activity:**

Language Analysis

Study the words of the song (Solid Rock) that Scott Darlow sang with Goanna front man, Shane Howard.

* What is the main message/contention of this song?
* What is the purpose?
* Are there any Arguments?
* What examples/evidence is used to support the contention/point of view?