

School Education Program

GOOMBLAR'S DREAMING

Goomblar's Dreaming is a live interactive learning experience of Aboriginal story and culture, featuring traditional dance performances, song and Yidaki (didgeridoo).

For school education groups the show is extended to allow for direct conversations, questions and discussion with the performers. This extended session can be either open discussion or question and answer that is more tailored to the specific learning needs of different age groups and study stages.

Goomblar's Dreaming is a valuable education experience that relates directly to the aims, objectives and learning outcomes of the Aboriginal Studies Syllabus, and assists in building a greater knowledge and understanding of the dynamic nature of Aboriginal Peoples' cultures, lifestyles and ongoing contributions and interactions with the wider Australian society.

Our hope is to pass on an understanding and recognition of the fundamental importance of land and spirituality to all Peoples.



A STAGE 1-6 My Place K-6

Goomblar's Dreaming can assist teachers and students by providing a performance learning experience that communicates concepts of belonging that Aboriginal people and their cultures established through the use of story and visual enhancements. Of particular focus in the show is how Aboriginal people use story, song and dance to establish and teach knowledge and relationships of people to the land and to the animals and birds who share our environment.

ABORIGINAL TECHNOLOGY STAGE 3 -6

Goomblar's Dreaming provides specific examples and explanations to assist students to develop a greater understanding of Aboriginal people and the importance of the traditional way of life. The dances and songs portrayed in the performance demonstrate the interrelationships of technology with culture, environment, hunting cycles, and the transmission of culture through a live performance. Goomblar's Dreaming provides a dynamic example of how Aboriginal people can utilise the most ancient and the most modern technologies in the teaching and experience of Aboriginal culture.

What stories did you learn about today from Goomblar's Dreaming show?

There are many ways to learn and a story-how were the stories told today?

Was it different to how you usually learn a story?

Why do you think Aboriginal people have so many stories about animals and birds?

What is your favourite bird or animal?

How can you protect this bird or animal?

What birds and animals live near you?

What is a boomerang used for?

What Aboriginal musical instruments do you know about?

RELATING GOOMBLAR'S DREAMING CONTENT TO ABORIGINAL STUDIES Syllabus Years 7-10 Core and Options.

LEARNING OUTCOMES

Core Part 1 Aboriginal identities Stages 4&5

Core Part 2 Aboriginal Autonomy Stages 4&5

Aim: To assist students to maximise their achievement in Aboriginal Studies through the acquisition of additional knowledge, understanding, skills, values and attitudes.

OPTION 3 PERFORMING ARTS STAGES

Issues surrounding cultural appropriation, the protection of intellectual and artistic copyright, and the varying and sensitive roles of individuals, communities, and language and cultural groups in the development and expression of Aboriginal performing arts are investigated.

Students can learn about

- Aboriginal Peoples' development and expression
- Factors that contribute to and influence an individual's personal, cultural and national identity- the importance and interrelationship of land and spiritual identity as expressed through a wide range of cultural expression
- The ways in which Aboriginal peoples celebrate their cultures
- The diversity of cultural expressions and interpretations in the practice of Aboriginal cultures- recognising the factors that determine, diversity of cultural expressions and interpretations that include geographical location, history, environment, technology
- The use of a combination of pre-invasion and contemporary adaptations in the expression of culture- particular focus on the use of musical instruments – Yirdaki, clap sticks boomerang with song and dance performances.

STAGE 4 OUTCOMES

4.1 Identifying the factors that contribute to an Aboriginal persons identity

4.2 Outlining ways in which Aboriginal peoples maintain their identity

STAGE 5 OUTCOMES

5.1 Gaining a direct understanding and being able to describe the factors that contribute to an Aboriginal persons identity

5.2 Gaining knowledge of the ways in which Aboriginal peoples maintain their identity

5.3 Experiencing the dynamic nature of Aboriginal cultures

5.4 Gaining understanding of the changing nature of Aboriginal cultural expression across time and locations

Board of Studies New South Wales, Aboriginal Studies Curriculum 2003

SPECIFIC CONTENT AREAS

Part 1 Core-Aboriginal identities

Options

3. Aboriginal Performing Arts

The significance of performing arts to the survival of cultures and identities of Aboriginal Peoples within Australian society

7. Aboriginal Technologies and the Environment

