

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – DANCE

DEPARTMENT OF
EDUCATION
learners first

YEAR 10

The
Orb
DANCE

THE DREAMING

Learners explore the relationship between scientific understanding and the cultural practices of the Aboriginal and Torres Strait Islander peoples. Learners evaluate factors that establish sustainable systems, including artistic expression and dance.

CROSS CURRICULUM PRIORITY

Sustainability

Organising idea 4

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.

Aboriginal and Torres Strait Islander Histories and Cultures

Organising idea 3

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

ACHIEVEMENT STANDARDS

Dance

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent.

Science

Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

CONTENT DESCRIPTORS

Dance

Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts (ACADAR026).

Science

Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community (ACSHEI91).

GENERAL CAPABILITIES

Critical and Creative Thinking

Generating ideas, possibilities and actions

Imagine possibilities and connect ideas

Level 6 – create and connect complex ideas using imagery, analogies and symbolism

Intercultural Understanding

Reflecting on intercultural experiences and taking responsibility

Reflect on intercultural experiences

Level 6 – reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others

Learning Goals

Learners will:

- » Describe how science has changed through the development of technology.
- » Explore the benefits or challenges posed by change and technology.
- » Understand that sustainable practices pre-date modern methods.

Learning Sequence

Activating and Engaging

Deconstruct-Reconstruct

Discuss with learners:

- » What does science teach us?
- » Why did humans develop a scientific framework for explaining the world around us?

Have learners develop a sentence to answer the question: *Why do humans need science?*

Ask learners to share their responses with the class.

Ask learners:

- » If there was no such thing as science, would we be able to manage our earth's resources sustainably?

Have learners complete a Polar Debate to explore the question.

Exploring and Discovering

Non-linear

Watch the [First Footprints' Episode 3: 'The Great Flood: 18,000-5,000 years ago'](#).

Ask learners:

- » What does the correlation between myth and science tell us?
- » How do cultural practices (such as art, myth, dance) inform our understanding of technological development?
- » What evidence is there in the artefacts that Aboriginal & Torres Strait Islander peoples managed the land sustainably?

Have learners in pairs explore the question:

- » How does myth differ from science?
- » How does observation inform both science and myth?

Learning Maps

Have learners observe art from First Peoples around the world. Use a Venn diagram to explore the evidence of technology, sustainable practice, and scientific understanding.

Ask learners:

- » How do modern scientific methods compare with the knowledge making of the past?
- » What if we didn't use writing to communicate modern scientific idea? What would we use instead?
- » If understanding the environment was the difference between living and dying, how could you ensure that knowledge was transferred?

Have learners choose a scientific understanding and present it to the class using dance, visual art, or storytelling. For example:

- » A dance about the movement of atoms in different states of matter.
- » An illustrated diagram of electricity.
- » A story to describe background microwave radiation.

Have learners share their performance of understanding.

Ask learners:

- » Do you understand your topic better or differently by presenting your understanding in this way?
- » Does the way we present information change how we interact with the knowledge?

Synthesising and Applying

Deconstruct-Reconstruct

Have learners compare an Aboriginal Dreaming story with a scientific understanding. This might include:

- » Creation story (astrology, geography, geology)
- » Animal Dreaming (biology)
- » Kinship stories (Genetics)

Have learners share their comparative texts and reflect upon:

- » What is the purpose of scientific method?
- » Can you manage the environment sustainably without science?
- » What role does observation play in any scientific method?

Success Criteria

Learners:

- » Explain the connection between science and the Dreaming, especially in regard to land management and responsibility.
- » Describe the interconnections between cultural practice and the communication of environmental management.
- » Describe how science has developed from different systems of thinking and communicating.

GOING FURTHER:

Explore scientific method and whether this is a constant in science practice.

Investigate with the learners:

- » What is science without scientific method?
- » What might science look like one hundred years into the future?
- » Would science exist without humans?

Have learners respond to the statement:

'(All) too often it is the Indigenous researcher who is taught the scientific method and forced to adapt his or her cultural reality to that model. Western scientists need the same exposure to TEK (traditional environmental knowledge).'

Laurelyn Whitt

Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email Aboriginal.education.library@education.tas.gov.au or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » Polar Debate: Ask learners to divide themselves into two groups: for or against the topic/statement. Groups assemble at opposite sides of the room and take turns to state their argument.
- » ABC Program: [First Footprints](#)
- » Science Learning Hub: [Myths of the Nature of Science](#)
- » Science Learning Hub: [The role of Observation in Science](#)
- » Lauren Whitt, Science, Colonialism, and Indigenous Peoples: The Cultural Politics of Law and Knowledge

Glossary

Cultural Practice

Objects, events, activities, social groupings and language that participants use, produce and reproduce in the context of making meaning in everyday life. IGI

Scientific Method

A method of procedure that has characterized natural science since the 17th century, consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses. D

Sustainability

Avoidance of the depletion of natural resources in order to maintain an ecological balance. O

Dispossession

The action of depriving someone of land, property, or other possessions. O

Recognition

Acknowledgement of the existence, validity, or legality of something. O

Title

The legal basis of the ownership of property. G

Terra nullius

A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. AM

English law

The system of law that has developed in England from approximately 1066 to the present. W

Aboriginal law

Also known as Lore. Handed down by the Creation Ancestors and upheld by Aboriginal communities for thousands of generations, Law includes the accepted and traditionally patterned ways of behaving and shared understandings relating to land, language, ways of living, kinship, relationships and identity. AM

Mabo Day

Commemorates the efforts of Eddie Koiki Mabo to overturn the fiction of terra nullius (land belonging to no-one), the legal concept that Australia and the Torres Strait Islands were not owned by Indigenous peoples because they did not 'use' the land in ways Europeans believed constituted some kind of legal possession. AHO

Treaty

A written agreement between two or more countries, formally approved and signed by their leaders. C

Land handback

The return of land to its original owners, often Aboriginal people. G

Compensation

Money that is paid to someone in exchange for something that has been lost or damaged or for some problem. C

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| AHO | Aboriginal Heritage Office |
| AM | Australian Museum |
| C | Cambridge Dictionary |
| D | Dictionary.com |
| G | General understanding |
| IGI | IGI Global |
| O | Oxford Online Dictionary |
| W | Webster |



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