

Stage 3 and 4 TORRES STRAIT MODULE# 1: 'Taba Naba' – The lyrics - Tainga Savage

Outcomes:

St. 3: MUS 3.1, 3.2, 3.3

St. 4: MUS 4.1, 4.3, 4.4, 4.7, 4.8, 4.11, 4.12

Performing

- Introduction from Tai in Cobar to 'Taba Naba' written by his grandfather
- Tai demonstrates 'Taba Naba' with accompanying movements
- Exploring the background to the Eastern Islands Torres Strait Islands where the song (and Tai) comes from – the island of Erub (or Darnley Island)
- Warm up exercises for the face and the lips
- Exploring the first three phrases, as demonstrated by Tai in language, line by line
- Performing the first three phrases together in language
- Exploring the next three phrases as demonstrated by Tai focussing on the pronunciation of the words
- Performing the six phrases in language
- Shouting the word STYLE and spelling it out to finish!
- Performing the whole song twice with the same energy as Tai

Composing/Organising Sound

- Exploring vocal patterns and pronunciation of the words in language

Listening

- Listening to the vocal demonstration of 'Taba Naba'
- Listening to the expert instructor
- Listening to the different phrases of 'Taba Naba' demonstrated by Tai in language
- Listening to the pronunciation of the words of 'Taba Naba' demonstrated by Tai in his language

Valuing

- Appreciating the background to the song and how it belongs to Tai's grandfather who has generously agreed to share it with us.
- Appreciating the importance of the pronunciation of each word

Resources for extension

- Erub (or Darnley) Island in the Torres Strait - location
<https://www.bing.com/maps?q=erub+island+torres+strait&form=APMCS1&PC=APMC>
- Erub (or Darnley) Island in the Torres Strait – cultural information
<https://www.nma.gov.au/learn/encounters-education/community-stories/erub-darnley>
- 'Taba Naba' – sung by Christine Anu (with slightly different words to the version Tai's father taught him) https://youtu.be/XInq_AFSqT8
- Tainga Savage – background - <https://www.sbs.com.au/news/coronavirus-cancelled-tainga-s-big-stage-debut-now-he-ll-star-in-the-must-see-show-of-2021>
- Cheryl Porter 10 Minute Daily VOCAL WORKOUT! Vocal Exercise
<https://youtu.be/1XHZeZdnLOA?list=PLV37pTdJSuUJ0PpCBa4oXJqPXwhfNSb48>
- Please note the translation of the song used in the module as a teaching tool and attached as a pdf

Stage 3 and 4 TORRES STRAIT MODULE# 2: 'Taba Naba' – the movements of the Sit-Down Dance - Tainga Savage

Outcomes:

St. 3: MUS 3.1, 3.2, 3.3 St. 4: MUS 4.1, 4.3, 4.4, 4.7, 4.8, 4.11, 4.12

St. 3: DAS 3.1, 3.2, 3.3 St. 4 DAS 4.1.1, 4.1.2, 4.1.3, 4.2.1,4.2.2

Performing

- Revising the singing of the song 'Taba Naba' with Tai
- Warm up stretching exercises for the arms, shoulders and hands
- Slap eight beats on your thighs as an introduction whilst rocking from side to side
- Swipe your hands as you sing the first line of the song for eight counts
- For the next four lines tap the ground and your shoulder with your right hand and then your left hand as demonstrated by Tai
- Revise the song and movements for the first five lines twice (rewind and revise again if needed)
- Exploring the three different arm movements for each word - *Naba Taba Norem*
- Performing a movement of your choice for the word STYLE and a separate movement for the spelling of the letters of the word
- Performing the whole song with the accompanying movements of the Sit-Down Dance gradually getting faster
- Performing the song with the traditional Torres Strait shaker, the Kulap, and recorded drum accompaniment gradually getting faster
- Tai shares his story about meeting Michelle, working at Moorambilla, studying at WAPA, and performing with the indigenous musical *Bran Nu Dae*

Composing/Organising Sound

- Exploring the movements associated with each line of 'Taba Naba'
- Exploring your own movements for the word STYLE

Listening

- Listening to the demonstration of the Sit-Down Dance movements
- Listening to the expert instructor
- Listening to the way Tai gets faster as he repeats the song with the movements
- Listening to Tai's accompaniment on the traditional Torres Strait shaker – the Kulap

Valuing/Appreciating

- Appreciating the difference between the different movements for each line of the song
- Appreciating the background to the traditional Torres Strait shaker- the Kulap
- Enjoying performing the song faster and faster

Resources for extension

- Christine Anu performing the Sitting Down Dance 'Taba Naba' (with slightly different words to the version Tai's father taught him)
<https://youtu.be/58Xn9bTlxGI>
- Indonesian 'Arche' Clapping Dance - <https://youtu.be/CJGrIYRn5IE>
- Making Kulap Shakers with Athe - Traditional Instrument from the Torres Strait -
<https://youtu.be/FPN3jrdv2ic>

- *Bran Nue Dae* – an indigenous musical -
<https://www.waopera.asn.au/shows/past-seasons/season-2020/bran-nue-dae/>
- Cast of *Bran Nue Dae* includes Tai Savage <https://aussietheatre.com.au/news/full-cast-of-bran-nue-day-announced>
- Gheno Gela – Torres Strait Artist who worked with Moorambilla
<https://www.bing.com/videos/search?q=ghenoa+gela+story&&view=detail&mid=2BC57E98541E87798B162BC57E98541E87798B16&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dghenoa%2Bgela%2Bstory%26FORM%3DHDRSC3>
- Cheryl Porter INTENSE Boxing Glove Vocal Training
<https://youtu.be/vdKjLRNuOw?list=PLV37pTdJSuUJ0PpCBa4oXJqPXwhfNSb48>
- Please note the pdf of the movements and lyrics supplied by Tai as an attachment to the module

Stage 3 and 4 BODY PERCUSSION MODULE# 3: Advanced Body Percussion - Tainga Savage

Outcomes:

St. 3: MUS 3.1, 3.2, 3.3

St. 4: MUS 4.1, 4.3, 4.4, 4.7, 4.8, 4.11, 4.12

Performing

- Warm up with running on the spot, squatting, stretching arms, legs and hands, swinging arms and rolling wrists
- Tai demonstrates the body percussion sequence
- Exploring the basic body percussions elements– clapping, slapping chest, thighs and stamping feet.
- Exploring the movements of the body percussion pattern phrase by phrase
- Reinforcing the pattern section by section as a series of building blocks
- Rewind to revise as necessary
- Performing the whole sequence with a recording of the shaker Kulap
- Practise performing the sequence faster

Composing/Organising Sound

- Experimenting with different kinds of body percussion sounds.
Exploring clapping, slapping and stamping in time

Listening

- Finding and establishing pulse
- Listening to the expert instructor
- Listening to counts/vocables demonstrating the different sections of the body percussion pattern
- Listening to the accompaniment of the traditional Torres Strait Kulap shaker
- listening to the difference the faster accompaniment makes

Valuing

- Appreciating non-traditional sound sources
- Appreciating the role of body percussion sounds in developing an interesting performance
- Appreciating the role of vocal sounds in helping to remember a body percussion pattern

Resources for extension

- Refer Michelle Leonard’s Rhythmic Module #3
- Refer Anton Lock’s Body Percussion Module
- Keith Terry – Body Music – rhythmic blocks: <https://youtu.be/FOaJTH1jOto>
- A range of Body Music and where it comes from: <https://youtu.be/gKzko9z8jU8>
- The Percussion Show presents: Body Percussion: <https://youtu.be/sb-2VsE2y-U>
- Body Percussion performed by High school students: <https://youtu.be/FWmoLP7A0MY>

Stage 4 – Years 7-8 Music Outcomes	MUSIC
Performing	<p>4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts</p> <p>4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles</p> <p>4.3 Performs music demonstrating solo and/or ensemble awareness</p>
Composing	<p>4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing</p> <p>4.5 Notates compositions using traditional and/or non-traditional notation</p> <p>4.6 Experiments with different forms of technology in the composition process</p>
Listening	<p>4.7 Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas</p> <p>4.8 Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire</p> <p>4.9 Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study</p> <p>4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context</p>
Valuing	<p>4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform</p> <p>4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</p>

Dance

Objectives Students will:	Stage 4 Outcomes A student:	Stage 5 Outcomes A student:
<p>1. develop knowledge, understanding and skills about dance as an artform through dance performance as a means of developing dance technique and performance quality to</p>	<p>4.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances</p> <p>4.1.2 demonstrates aspects of the elements of dance in dance performance</p>	<p>5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances</p> <p>5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance</p>

communicate ideas	4.1.3 demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and dances	5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
2. develop knowledge, understanding and skills about dance as an artform through dance composition as a means of creating and structuring movement to express and communicate ideas	4.2.1 identifies and explores aspects of the elements of dance in response to a range of stimuli 4.2.2 composes dance movement, using the elements of dance, that communicates ideas	5.2.1 explores the elements of dance as the basis of the communication of ideas 5.2.2 composes and structures dance movement that communicates an idea

Objectives Students will:	Stage 4 Outcomes A student:	Stage 5 Outcomes A student:
3. develop knowledge, understanding and skills about dance as an artform through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context	4.3.1 describes dance performances through the elements of dance 4.3.2 identifies that dance works of art express ideas	5.3.1 describes and analyses dance as the communication of ideas within a context 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art 5.3.3 applies understandings and experiences drawn from their own work and dance works of art
4. value and appreciate their engagement in the study of dance as an artform	4.4.1 values and appreciates their involvement as a dance performer and 5.4.1 contributes to lifelong learning	

MUSIC	Early Stage 1	Stage 1	Stage 2	Stage 3
Performing	MUES1.2 Participates in simple speech activities demonstrating an awareness of musical concepts.	MUS1.1 Sings plays and moves to music demonstrating an awareness of musical concepts.	MUS2.1 Sings plays and moves to a music, demonstrating a basic knowledge of musical concepts.	MUS3.1 Sings plays and moves to music individually and in groups, demonstrating a knowledge of musical concepts
Organising Sound	MUES1.2 Creates own rhymes, and simple compositions.	MUS1.2 Explores, creates, selects and organises sound in simple structures	MUS2.2 Improvises musical phrases, organises sounds and explains the reasons for choices.	MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts.
		MUS1.3 Uses symbol systems to represent sounds.	MUS2.3 Uses commonly understood symbols to represent own work.	MUS3.3 Notates and discusses own work and the work of others.
Listening	MUES1.4 Listens to and responds to music	MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.	MUS2.4 Identifies the use of musical concepts and musical symbols in repertoire.	MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.

Dance				
Performing	DAES1.1 Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.	DAS1.1 Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement.	DAS2.1 Performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance.	DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities.
Composing	DAES1.2 Explores movement in response to a stimulus to express ideas, feelings or moods	DAS1.2 Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods	DAS2.2 Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods	DAS3.2 Explores, selects, organises and refines movement using the elements of dance to communicate intent
Appreciating	DAES1.3 Responds to and communicates about the dances they view and/or experience	DAS1.3 Gives personal opinions about the dances and their purpose that they view and/or experience	DAS2.3 Gives personal opinions about the use of elements and meaning in their own and others' dances	DAS3.3 Discusses and interprets the relationship between content, meaning and context in their own and others' dances.