



Kunja (Spirit Dance) 1



This is the first in a series of two lessons

- **Kunja (Spirit Dance) 1**
- *Kunja (Spirit Dance) 2*: comparison with contemporary teenage dances

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
		✓	

This topic is recommended for use with students aged 12–13 years

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
✓						✓ ✓	

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓	✓	✓	✓	

TOPIC INFORMATION

PURPOSE

- To examine and compare the features and purpose of dance in Aboriginal and non-Aboriginal society.
- To provide an opportunity for students to study the use of dance as a courtship ritual in Aboriginal society and compare this with the place of dance in non-Aboriginal courtship rituals.

STUDENT OUTCOMES

- Students view video-clip of *Kunja (Spirit Dance)* by Bindjareb Middah and record their observations of the dance.
- Students compare these observations with aspects of dances they attend (and join in).

KEY BACKGROUND POINTS

- Dance in Aboriginal society fulfils many functions, for example: tells stories, performs religious rites, entertains, and maintains culture. This applies to both traditional and contemporary groups of Aboriginal people.
- *The Kunja (Spirit Dance)* dance is performed by Noongar young men to attract young women.

CULTURAL & PROTOCOL CONSIDERATIONS

Many Aboriginal dances are not to be seen by women (even Aboriginal women) or any non-Aboriginal people.

When presenting this lesson acknowledge the contribution of the Noongar people and Bindjareb Middah, also that we have their permission (via the publishers) to use their work.





RESOURCES

Medium	Author, producer, developer etc	Title	Source
CD-ROM	DUIT Multimedia	<i>Moorditj</i>	Available from DUIT Multimedia, The University of Western Australia.

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- CD-ROM *Moorditj – Kunja (Spirit Dance)* by Bindjareb Middar
- data projector
- large sheets of butcher's paper
- large felt tipped pens
- student copies of **Learning Guide 1: *Kunja (Spirit Dance)* – How well did I do?**

LESSON STEPS

Before you begin the lesson, organise students in groups of 3 or 4. You may wish to allocate roles (e. g. scribe, leader, and reporter - to report back to whole class), and rotate these roles during parts of the activity.

Whole class

- Play video-clip of *Kunja (Spirit Dance)* by Binjareb Middar from the *Moorditj* CD-ROM.

Working in small groups

- Discuss and list observations about video-clip, include everything, don't worry about relevance.

Whole class

- Instruct students to check their lists and watch for additional points.
- Replay video-clip.

Working in small groups

- Revise lists.
- Sort lists into categories, and think of a heading for each category.
- Write headings to go with categories.

Whole class

- Present categories and lists to the class (reporters), each group in turn.
- Compare and discuss categories and lists.

Working in small groups

- Use same headings to make new lists of observations about the last disco (or party) students attended.

Whole class

- Present categories and new lists to the class (reporters), each group in turn.
- Share and compare similarities and differences between lists.

ASSESSMENT

Answers will vary, but should demonstrate an awareness of task requirements and whether the student understood the features and purpose of the *Kunja (Spirit Dance)*, and their contemporary dances.

Acknowledgements / Thanks to contributors

This lesson is based on the work of Bindjareb Middah and the Noongar community of Western Australia. Sincere thanks are offered to these people for making their work available.

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Produced by DUIT Multimedia for the Aboriginal Perspectives across the Curriculum program





LEARNING GUIDE 1: *Kunja (Spirit Dance)* – How well did I do?

Student's name: _____

STUDENT OUTCOME

The student evaluates personal observational and group participation skills.

INSTRUCTIONS

Complete this chart.

List things you did well and things you'd like to improve, in the boxes under each heading.

Things I did well	Things I would like to improve
I observed on the video:	I missed on the video:
My suggestions for organising our observations:	Other organisation of observations could have improved if we:
My observations of dances (e. g. Blue Light Disco or party):	I missed at our dances (e. g. Blue Light Discos or parties):
My contributions to group discussions:	My contributions to group discussions:

