



Kunja (Spirit Dance) 2: comparison with contemporary teenage dance



This is the second 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 Middar 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 Middar, 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
- categories and lists compiled in previous lesson, ***Kunja (Spirit Dance) 1***
- data projector
- overhead projector and transparency – see below (if teacher prefers to use this rather than distributing student copies)
- large sheets of butcher’s paper
- large felt tipped pens
- student copies (or teacher transparency) of **Learning Guide 1: *Kunja (Spirit Dance)*** by Bindjareb Middar – **discussion questions.**
- **Learning Guide 2 – Self Assessment Checklist**

LESSON STEPS

Whole class

- **Show** class video-clip of the dance, *Kunja*, by Binjareb Middar from the *Moorditj* CD-ROM once more.
- **Read** and discuss information about the dance from the CD-ROM.

Working in small groups

- **Distribute** butcher’s paper to groups.
- **Distribute** copies of **Learning Guide 1: *Kunja (Spirit Dance)*** by Bindjareb Middar – **discussion questions**, (or show transparency of this learning guide).
- **Read and answer** first discussion question.
- **Write** answers to relevant question only on butcher’s paper.

Whole class

- **Report** points/answers for that question to class (group reporter).
- **Note** similarities and differences between group findings, on whiteboard.

Repeat the last four steps for each question on **Learning Guide 1.**

Working individually

- Complete **Learning Guide 2: Self Assessment Checklist**

ASSESSMENT

Answers to questions about *Kunja (Spirit Dance)* can be found on the *Moorditj* CD. Other answers will vary, but these should demonstrate an awareness of task requirements, indicating student understanding.

OTHER ASSESSMENT STRATEGIES

In completing **Learning Guide 2: Self Assessment Checklist** students evaluate their observations and participation.

This learning guide may be adapted for peer or teacher assessment.

Acknowledgements / Thanks to contributors

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LEARNING GUIDE 2: Self Assessment Checklist

STUDENT OUTCOME

Students evaluate their **observational** skills and **contribution to group** after:

- discussing and answering questions about *Kunja (Spirit Dance)* by Bindjareb Middar and their own dances; and
- reporting these observations to the class.

INSTRUCTIONS

Complete this chart showing:

- how you feel you observed in this activity, and
- how well you contributed to your group

Name: _____

SELF ASSESSMENT CHECKLIST

HOW WELL I OBSERVED	MOST	SOME	VERY FEW
1. similarities in dance styles			
2. differences between dance styles			
3. similarities in reasons			
4. differences in reasons			
5. similarities in music			
6. differences in music			

MY CONTRIBUTIONS TO THE GROUP	MOST	SOME	VERY FEW
I listened to what others had to say.			
I contributed my observations.			
I stayed on task (didn't stray from topic or distract others).			
I helped keep my group on task by saying things like: 'Can anyone think of more points?' or 'We need to write this now because we're nearly out of time.'			
I showed that I valued other people's contributions by saying things like, 'Good point, George!'			
When I was a group leader I did a good job.			
When I was a scribe I did a good job.			
When I was a reporter I did a good job.			