

Kombumerri Dreaming Story – Gwondo

Exploring Dreaming stories through movement

Academic Years 03 – 06

Created in collaboration with Kombumerri Traditional Custodian Uncle Max Dillon and Doctor Beth Tailby from Toogoolawah State School. Students explore themes from the Kombumerri Dreaming story of Gwondo, shared by Uncle Max Dillon, through warm-up exercises, storytelling, improvisation, and choreographic tasks, emphasising community, cooperation, and connection to nature.

Learning Objectives:

- Experience a Kombumerri story of the Dreaming and recognise the Kombumerri people's connection to Country and cooperation with living creatures and Community
- Explore themes of story through movement
- Work in groups to choreograph movement that communicates a clear message and idea

This workshop explores themes of the Kombumerri Dreaming story of Gwondo, shared with us by Kombumerri Traditional Custodian, Uncle Max Dillon, also known by his traditional name, Kupae Girramun Galeen Kombumerri Nunukul. Students will take part in a warm-up inspired by the landscape of beautiful Kombumerri country before hearing the story of Gwondo, the grandfather dolphin, told by Uncle Max. Students will then be guided to participate in improvisation and more structured choreographic tasks that explore and respond to some of the themes of the story, focusing on community and cooperation, and a connection to place and nature. The workshop will culminate in a sharing and celebration of student work. The cross-curricular benefits of this workshop are immense. This workshop provides opportunities for students to work across ACARA General Capabilities in Critical and Creative Thinking, Digital Literacy, Literacy (speaking and listening) and Personal and Social Capability.

This workshop was created in collaboration with Dr Beth Tailby from Toogoolawah State School and Queensland Ballet's Community and Education team. We sincerely thank Uncle Max Dillon for sharing his Kombumerri stories and teaching us about his People, Country and culture, and how to listen with our binnung (ears) as well as our chinnung (feet on Country).

Relevance to ACARA V9 The Arts: Dance Strands, Content Descriptors and Elaborations

Year 03 and 04

<p>Exploring and responding</p> <p>AC9ADA4E02</p>	<p>Developing Practice and Skills</p> <p>AC9ADA4D01</p>	<p>Creating and Making</p> <p>AC9ADA4C01</p>	<p>Presenting and Performing</p> <p>AC9ADA4P01</p>
<ul style="list-style-type: none"> • Responding to a story that expresses connection to and responsibility for 	<ul style="list-style-type: none"> • Contrast and repetition = generate new movement in response to stimuli (story) 	<ul style="list-style-type: none"> • Creating dance sequences (running, sliding, stretching, bending, swinging, walking; variety of 	<ul style="list-style-type: none"> • Use of expressive skills to communicate dance ideas to an audience

<p>Country/place, culture and people</p> <ul style="list-style-type: none"> Resources co-created by First Nations Australians 	<ul style="list-style-type: none"> Elements of dance used to communicate ideas, such as exploring how (themes from/"aspects of") cultural stories can be shared through dance 	<p>levels and directions</p> <ul style="list-style-type: none"> Using learning from stories and lessons that communicate First Nations Australians' connection to and responsibility for Country/Place to devise dance that communicates their own thoughts and feelings about the themes from the Kombumerri Dreaming story. Taking care to follow protocols for respecting Indigenous Cultural and Intellectual Property rights 	<ul style="list-style-type: none"> Attentive audience, providing constructive feedback
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Post-workshop extension

Teachers could repeat the performance of the students' *Kombumerri Dreaming Story - Gwondo* choreography for other informal audiences and/or take notes during the Queensland Ballet workshop. Observe and record students:

- Experimenting with working safely in the dance space – being spatially aware, using the new fundamental movement skills, following instructions, participating in warm up/cool down phases etc
- Using their response-to-stimulus ideas and the elements of dance to choreograph dance that communicates ideas, perspectives and/or meaning
- Participating in discussion about Uncle Max's use of Cultural Protocol, and how they worked throughout the workshop with respect to the Kombumerri Dreaming story and creating dance based on the themes of the story.
- Participating in discussion about how themes from within the Kombumerri Dreaming story explore the people's connection to their Country and nature.
- Sharing their artwork in the workshop activities, performance of their own *Kombumerri Dreaming Story - Gwondo* sequences

Relevance to ACARA V9: The Arts: Dance Strands, Content Descriptors and Elaborations

Years 05 and 06

Exploring and responding AC9ADA6E02	Developing Practice and Skills AC9ADA6D01	Creating and Making AC9ADA6C01	Presenting and Performing AC9ADA6P01
<ul style="list-style-type: none"> • Use resources co-created by First Nations Australians to explore how and why cultural expressions are critical for sharing, continuing, revitalising cultures • Experience how First Nation Australians' telling of ways, stories and ideas communicate connection and responsibility for Country/place (eg. Story communicates knowledge of caring for land and animals) • Explore First Nations' stories that maintain culture and communicate knowledge 	<ul style="list-style-type: none"> • Improvise to communicate ideas in response to stimuli • Explore and experiment with elements of dance – relationships, shapes, contrasting dynamics and tempo 	<ul style="list-style-type: none"> • Explore a stimulus to devise a variety of movement possibilities such as different ways to jump and land, roll and stand, spiral down to the ground à then select, combine, arrange and refine movements • Create a dance that explores a theme 	<ul style="list-style-type: none"> • Perform using technical and expressive skills to communicate ideas. • Use questions based on Viewpoints about forms and elements

Post-workshop extension

Teachers could repeat the performance of the students' *Kombumerri Dreaming Story - Gwondo* choreography for other informal audiences and/or take notes during the QB workshop. Observe and record students:

- Completing their exit ticket responding prompts about how themes from the *Gwondo* Dreaming story helps to share learning, continue and revitalise culture.
- Developing ways to work safely in the dance space – being spatially aware, using safe dance technique, following instructions, participating in warm up/cool down phases etc
- Experimenting and exploring use of the elements of dance and choreographic devices: applying movement prompts accurately to manipulate and structure their dance sequences
- Creating a dance by manipulating elements of dance and/or choreographic devices that communicates ideas, perspectives and/or meaning explored in the workshop eg. Cooperation, connection to nature, connection to place and animals.
- Practicing dance using technical and expressive skills relevant to the movement learnt in the workshop
- Sharing their artwork in the workshop activities and/or performance of their own *Kombumerri Dreaming Story - Gwondo* sequence