



# DanceRites 2024

Teacher Resource

Years 7-12, Stages 4-6



# What is DanceRites?

A Celebration of First Nations dance groups from across the country.

DanceRites continues the traditions that have taken place over tens of thousands of years on Bennelong Point, known to its traditional custodians as Tubowgule.

In 2024, almost 20 dance groups took to the Sand Circle to perform at Tubowgule, showcasing the richness and diversity of their cultures. Each group showcased their local storytelling and language in the Cultural Dance and Song cycle, competing in heats on Saturday and finals on the Sunday, with many groups also performing an optional 'Wild Card' dance to demonstrate their unique style.

Witness the powerful coming together of traditional customs and contemporary culture, as hundreds of First Nations dancers from more than 40 nations and clans across Australia performed on the Sydney Opera House Forecourt.

# Activities in the classroom



# Pre-screening Activities

This resource and worksheets have been designed to go along with the on demand recording of DanceRites 2024 and directly reference this [recording](#).

1. What is Dance Rites? Teacher to show class through SOH page [Dance Rites | Sydney Opera House](#)
2. In preparation for viewing the video students explore the following questions:
  - Who are the local Aboriginal people and places Sydney Opera House acknowledge and pay respect to?
  - Teacher provides an Acknowledgement of Country with specific inclusion of the Aboriginal Peoples and Place you are on. Explain the significance to students.
  - Students to write their own Acknowledgement of Country
  - Class discussion/yarn why this is an important and respectful cultural practice
3. There are two dance groups in the video answer the following questions:
  - What is the name of their group?
  - Where do they come from?
  - Why did they choose these dances to share at Dance Rites?
  - How does dancing relate to cultural expression; cultural practices; identity; belonging; traditions; heritage; Country and Place; People/s; culture/s; kinship.  
(suggested Worksheet at the end of document)
  - What is the meaning of the group's name?
  - Which language does this name belong to?
  - How is their culture shared?

# During the viewing



## Torres Strait Island

1. How important is song and dance to culture for the Torres Strait Island people?
2. Who is 'Uncle Toby' and why is he significant for the Torres Strait Islander Peoples?
3. Who are some of the other important people identified by the dancers in their interviews?
4. One dancer said, "when *he is away, he feels very disconnected*". Discuss as a class what they think he means by this. Students to write a short explanation of how they feel when they are feeling disconnected from a special or significant place for them.
5. Explore what is meant by '*growing up off-Country*'
6. What is the name of some the instruments used by the dance group?

\*up to 8:40m

## Uncle Toby Cedar - Mui Mui Bumer Gedlam

List some of the key points Uncle Toby mentions in his yarn.

- Uncle Toby says 'Don't say we can't do it'
  - What do you think he means by this?
- Outline the importance of dance as a form of cultural expression
- Describe how Uncle Toby links language with identity

# During the viewing



## Mui Mui Bumer Gedlam

- What is the meaning of this group's name?
- Which language does this name belong to?
- How is Torres Strait Island culture shared?
- Write the english names of these instruments:

Baur	
Sarik and Kep	
Weres	
Warup	

\*Up to 12:30m

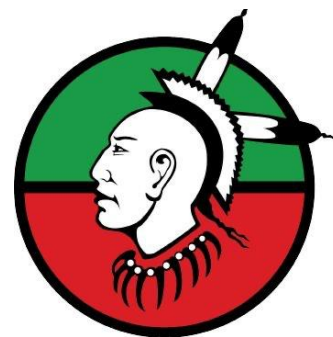
In the second dance, the group uses a canoe carved like a Dugong in their performance. It tells a Torres Strait Island Creation Story of all Dugongs.

- What is a Creation Story?
- Explain why dance is a vital aspect in sharing knowledge for the Torres Strait Islander People
- Discuss the concept of totems to students
- Describe the significance of the Dugong for the Torres Strait Islander People
- How does the sound, tempo and rhythm of the music enhance the meaning and message of the dance?
- Why are they significant to both Aboriginal and Torres Strait Islander peoples and cultures?

\*up to 19:37m



# During the viewing



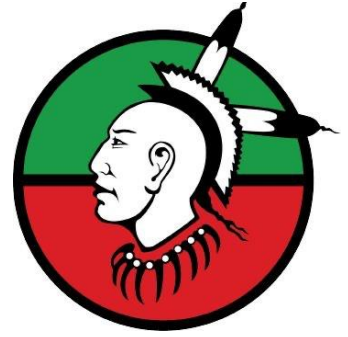
## International Indigenous Community People of the Red Earth Meskwaki Nation

1. How important is song and dance to culture for Native Pride?
2. List the things Larry Yazzie says he is sharing in his dance.
3. What are the key elements of the 'Fancy Dance'?
4. Explain the meaning of his 'regalia'.
5. Describe Larry's connection to dance and song.
6. Discuss as a class what they think mean by connection to spirit.  
Students to write a short explanation of how they feel when they are feeling connected/ disconnected from a special or significant place for them.
7. Explore the meaning of the following key words

War Dance	
Fancy War Dance	
POW WOW	
Regalia	

8. What is the name of some of the instruments used by Native Pride?
9. Some of the key points in this section of the video.
  - Government recognises 574 American Indian Tribes and Alaskan Native Entities
  - November is 'Heritage Month' – celebrate traditions, language and storytelling
  - Only federal recognised 18 and over can legally possess eagles' feathers for religious purposes. They may apply for a permit
10. It is stated that '*the eagle is more related to the Spiritual rather than celebration*'
  - What do you think he means by this?
  - Outline the importance of dance as a form of cultural expression
  - Describe how language is linked with identity

# During the viewing

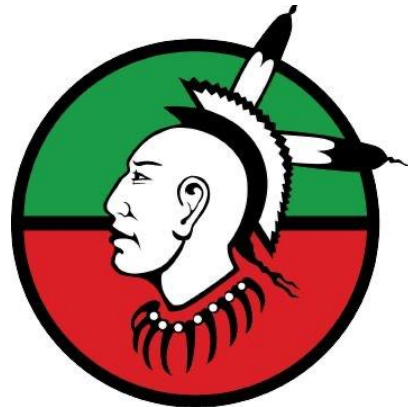


11. Why are Feathers significant for Native Americans?
12. When were Native Americans granted citizenship?
  - Indians Citizenship Act signed into law June 2, 1924
  - Some already due to 1887 Dawes Act and accepted land grants
  - Although given full citizenship many were denied right to vote
  - Voting rights were up to the state
13. What is a War Dance?
14. What is meant by the term 'Fancy War Dance'.
15. Why are horses and eagles important in story and spirituality?
16. Discuss contemporary adaptation by many cultures and the importance of Indigenous Cultural and Intellectual Property (ICIP) in the creative and performing arts.
17. The woman uses terms '*Skyworld and Skywoman*'. Explain they mean?
18. What is a Creation Story? Discuss the concept of spirituality with students
19. Explain why dance is a vital aspect in sharing knowledge for Native Pride.
20. Describe the significance of eagles and horses for Native Pride.
21. How does the sound, tempo and rhythm of the music enhance the meaning and message of the dances?
22. Why is dance significant to both Aboriginal and Native American Peoples and cultures?



# Post-viewing

1. Provide students with time to research the following terms/ points mentioned in the video clip
  - POW POW
  - Fancy War Dance
  - Indians Citizenship Act signed into law June 2, 1924
  - 1887 Dawes Act
  - Citizenship, Voting rights
  - Spirituality
  - Significance of animals e.g. eagles, horses
2. Complete the comparison table (*next page*)
3. Class discussion on the similarities and differences between the dance groups



# Post-viewing

Research the background and history of the group. Find a local Aboriginal or Torres Strait Island dance group to compare and contrast.

	Torres Strait Island dance group	Native American dance group	Local Aboriginal/Torres Strait Island dance group
Name			
Location			
Culture			
Héritage			
Identity			
Language			
Storytelling			
Dance			
Song			
Country			
Cultural instruments			
Cultural practices			
Animals			
Resources			

# Curriculum links and NESAs



# Curriculum Links - Dance

KLA	Stage 4	Stage 5	Stage 6 Preliminary	Stage 6 HSC
Dance	<p>DA4-APP-01</p> <p>Describes dance works from a range of contexts using the elements of dance</p>	<p>DA5-PER-01</p> <p>demonstrates safe dance practice and dance technique in preparing the body to express and communicate an intent</p> <p>DA5-PER-02</p> <p>manipulates the elements of dance to demonstrate performance quality and interpretation in context</p> <p>DA5-APP-01</p> <p>investigates and explains how social, cultural and historical factors shape the development of dance</p> <p>DA5-APP-02</p> <p>evaluates dance works based on context, the elements of dance, the dancing body and theatrical elements</p>		

# Curriculum Links – Aboriginal Studies

KLA	Stage 4	Stage 5	Stage 6 Preliminary	Stage 6 HSC
Aboriginal Studies	<p>AST4-ADJ-01</p> <p>in Stage 4 teachers may adjust the Stage 5 outcomes as appropriate to the needs of students in Years 7 and 8</p> <p><a href="https://curriculum.nsw.edu.au/learning-areas/hsie/aboriginal-studies-7-10-2024/content/stage-4/fa00d2006b#cg-b62e0ecc-ece9-4e41-b8e2-f6130854bed5">https://curriculum.nsw.edu.au/learning-areas/hsie/aboriginal-studies-7-10-2024/content/stage-4/fa00d2006b#cg-b62e0ecc-ece9-4e41-b8e2-f6130854bed5</a></p>	<p>AST5-IDE-01</p> <p>Describes the diverse factors that contribute to an Aboriginal person's identity</p> <p>AST5-IDE-02</p> <p>explains ways in which Aboriginal Peoples maintain and celebrate identity</p>	<p>P2.1</p> <p>Explains the meaning of the Dreaming to Aboriginal peoples</p> <p>P2.2</p> <p>Explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples</p> <p>P4.3</p> <p>investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples</p>	<p>H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples</p> <p>H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity</p> <p>H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life</p>

# NESA - NSW Education Standards Authority

[Dance 7–10 - Course overview | NSW Curriculum | NSW Education Standards Authority](#)

## **Protocols for collaborating with Aboriginal and Torres Strait Islander Communities and engaging with Cultural works**

NESA is committed to working in partnership with Aboriginal communities and supporting teachers, schools and schooling sectors to improve educational outcomes for Aboriginal children and young people.

In Dance, consideration of the dynamic and evolving Cultural Knowledges of Aboriginal and/or Torres Strait Islander dance works, practices or practitioners are informed by principles and protocols. Cultural Knowledge holders include Aboriginal and/or Torres Strait Islander Peoples who have choreographed and performed dance works as well as Communities, families or people who own the Cultural Knowledges associated with the dance works.

Community roles, such as Elders, men and women, may influence how dance can be embodied and shared with audiences. In Dance, students should be taught respectful protocols for performing, composing and appreciating dance developed by or in collaboration with Aboriginal and/or Torres Strait Islander practitioners and local Communities. The sites or locations of customary and ceremonial Aboriginal and Torres Strait Islander performances hold Cultural significance.

[dance-7-10-2023-teaching-advice-additional-stage-4-and-5-working-with-aboriginal-and-torres-strait-islander-content.docx](#)



## **Let's keep in touch**

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