



Didge, Beats and Culture

First Nations Incursions – Didge, Beats & Culture aligns with the **Early Years Learning Framework (EYLF V2.0)** and the **Victorian Early Years Learning and Development Framework (VEYLDF)**. The analysis draws on the program details and national/state framework principles.

Program Highlights — *Didge, Beats & Culture*

- A **45-minute** dynamic cultural incursion designed for children aged 3–5 (max. 25 per group).
 - Combines two immersive experiences—**live didgeridoo music with electronic beats, clap-stick participation**, and **interactive exploration of Aboriginal artefacts** including exploration of animal skins, hunting tools, and arts & crafts.
 - Educator transports participants through didgeridoo music & animal sounds, with movement and electronic accompaniment. Followed by hands-on artifact exploration.
 - Delivered with cultural materials: authentic Indigenous artefacts and music instruments, animal skins, pull-up banners, clap sticks and amplification.
-

Alignment with EYLF V2.0

1. Aboriginal and Torres Strait Islander Perspectives (Principle)

By blending live music, cultural artefacts, and First Nations storytelling, the program authentically embeds Indigenous perspectives and fosters cultural respect.

2. Learning Outcomes

- **Outcome 2 – Children are connected with and contribute to their world**
They develop knowledge of Aboriginal culture - its music, tools, and traditions - promoting respect and connection to Australia's First Peoples.

- **Outcome 4 – Children are confident and involved learners**
Active engagement - through music-making, rhythm and dance, and hands-on artifact exploration - builds curiosity, persistence, and creative engagement.
- **Outcome 5 – Children are effective communicators**
Expression through music, movement, and tactile storytelling enriches their communication beyond verbal language.

3. Principles & Practices

- **Cultural responsiveness**
The integration of First Nations-led music, storytelling, and artefacts champions cultural inclusivity and authenticity.
- **Play-based, intentional learning**
The session is structured to be experiential yet richly playful, engaging multiple senses and supporting deep learning.

Alignment with VEYLDF

The program aligns seamlessly with VEYLDF's five learning outcomes:

- **Identity:** Cultivated through cultural storytelling, music, and artifact interaction—strengthening self-awareness in a cultural context.
- **Connectedness to Community:** Engagement with Aboriginal cultural practices supports understanding of community and respect for cultural heritage.
- **Wellbeing:** Movement, participation, and sensory experiences nurture emotional engagement and physical vitality.
- **Learning and Confidence:** Hands-on rhythm participation, dance and artifact exploration foster confidence and curiosity.
- **Communication:** Creative expression through rhythm and movement enriches non-verbal and symbolic communication abilities.

Furthermore, the program upholds VEYLDF principles around respectful engagement and culturally safe learning environments through First Nations educator leadership and authentic content.

Summary Table

Program Feature	EYLF Outcomes & Principles	VEYLDF Alignment
Live didgeridoo + electronic beats	Outcomes 2, 4, 5; Indigenous perspectives principle	Connectedness, Learning, Communication
Artifact exploration + storytelling	Outcomes 2, 4; cultural responsiveness	Identity, Learning, Wellbeing
Clap-stick participation + dance/movement	Outcomes 4, 5; play-based learning	Confidence, Communication, Wellbeing
First Nations educator facilitation	Cultural responsiveness and inclusion	Respectful engagement, Cultural safety

In Summary

The **First Nations Incursions – Didge, Beats & Culture** program is a vibrant, culturally immersive learning experience that aligns strongly with EYLF V2.0 and VEYLDF learning outcomes. It supports children's **connectedness, confidence, communication, and cultural identity** through a creative blend of music, storytelling, movement, and artefact interaction - guided authentically by Indigenous educators.