



# The *Pure* Drop

## Study Guide for Episode 4 — Endangered Words



*Nardi Simpson and Kaleena Briggs from the Stiff Gins.*

### Before you start

Print this study guide and then use The Pure Drop website to complete the activities relevant to you.

The resources referred to in this study guide can be found on The Pure Drop website in Episode 4 — Endangered Words.

[http://thepuredrop.com.au/ep\\_endangered/](http://thepuredrop.com.au/ep_endangered/)

### Curriculum Links in this study guide

Music \_\_\_\_\_ pages 2 to 4

HSIE/SOSE \_\_\_\_\_ page 5

English \_\_\_\_\_ page 6

Aboriginal Studies \_\_\_\_\_ page 7



## Activities for Music Curriculum topics

Go to Episode 4 on The Pure Drop website [http://thepuredrop.com.au/ep\\_endangered/](http://thepuredrop.com.au/ep_endangered/)

Watch the Endangered Words video.

In Dig Deeper  refer to the following links:



Meet the Stiff Gins.



Watch the full interview.

Answer the following questions...

1. Where did Nardi and Kaleena first meet and what happens in this place? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Why is 'gin' a derogatory word for Aboriginal people? Why have Nardi and Kaleena used it as part of the name of their group? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What motivates Nardi and Kaleena to include Indigenous language in their songs? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Go to Episode 4 on The Pure Drop website [http://thepuredrop.com.au/ep\\_endangered/](http://thepuredrop.com.au/ep_endangered/)

In Dig Deeper  refer to the following link:



Song Yundal — watch the video or listen to the mp3.

Answer the following questions...

1. List the instrumentation of this piece. \_\_\_\_\_

\_\_\_\_\_

2. Draw a diagram describing the overall texture of this piece.



# The Pure Drop

Study Guide for Episode 4  
Endangered Words

[http://thepuredrop.com.au/ep\\_endangered/](http://thepuredrop.com.au/ep_endangered/)

3. What is the musical term used to describe several different melodies playing at the same time? \_\_\_\_\_  
-----
4. Describe the tone colour of both voices. How are they different from each other? \_\_\_\_\_  
-----
5. The notation for the main vocal refrain is transcribed below. Clap the rhythm of both parts and then learn to sing or play them on your instrument.

6. This excerpt uses the mixolydian mode. Write out the scale and name the intervals between each note.

7. Describe the main melody of the refrain. Name the intervals between the vocal parts under the notes in bars 5-8. \_\_\_\_\_  
-----




# The Pure Drop

Study Guide for Episode 4  
Endangered Words

[http://thepuredrop.com.au/ep\\_endangered/](http://thepuredrop.com.au/ep_endangered/)

8. What observations can you make about the harmony between the two parts? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Listen to the recording again. Which singer sings which part? \_\_\_\_\_  
\_\_\_\_\_

Go to Episode 4 on The Pure Drop website [http://thepuredrop.com.au/ep\\_endangered/](http://thepuredrop.com.au/ep_endangered/)  
In Dig Deeper refer to the following link:  
 Song Bloodlines — watch the video or listen to the mp3.

Answer the following questions...


1. What are the languages used in this piece? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Discuss the use of dynamics in this piece. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How have different vocal tone colours or timbres been used? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you notice about the chords played by the guitar? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Discuss the use of contrast in this piece. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Go to Episode 4 on The Pure Drop website [http://thepuredrop.com.au/ep\\_endangered/](http://thepuredrop.com.au/ep_endangered/)  
 Instruments — read the information on the Guitar.

Answer the following question...

1. What is a capo and why do musicians such as Nardi use it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# The Pure Drop

Study Guide for Episode 4  
Endangered Words

[http://thepuredrop.com.au/ep\\_endangered/](http://thepuredrop.com.au/ep_endangered/)

## Activities for HSIE/SOSE Curriculum topics

Go to Episode 4 on The Pure Drop website [http://thepuredrop.com.au/ep\\_endangered/](http://thepuredrop.com.au/ep_endangered/)

Watch the Endangered Words video.

In Dig Deeper  refer to the following links:



Meet the Stiff Gins.



Watch the full interview.



Song Yundal — watch the video or listen to the mp3.

Answer the following questions...

1. Where are Nardi and Kaleena from and who are their people? Find their hometowns on the hybrid map. \_\_\_\_\_

2. Find the different tribal areas mentioned by Nardi and Kaleena on a map of Australia. \_\_\_\_\_

3. Culture is very closely related to language. How important is it to preserve Aboriginal languages and consequently Aboriginal culture? \_\_\_\_\_

4. What role are the Stiff Gins playing in the preservation of Aboriginal languages? Is this effective? How do you think this affects young Aboriginal people? \_\_\_\_\_

5. Why is it important to preserve songs from the past? How have the Stiff Gins been doing this? \_\_\_\_\_



## Activities for English Curriculum topics

Go to Episode 4 on The Pure Drop website [http://thepuredrop.com.au/ep\\_endangered/](http://thepuredrop.com.au/ep_endangered/)

Watch the Endangered Words video.

In Dig Deeper  refer to the following link:



Meet the Stiff Gins.



Watch the full interview.



Song Yundal — watch the video or listen to the mp3.

Answer the following questions...

1. The word 'gin' has had several meanings in Australia. Give four different definitions.
2. How are Nardi and Kaleena reclaiming the word 'gin'? Why have they used it in the name of their group?
3. Why is language so important in the preservation of a culture? How are the Stiff Gins helping to preserve Aboriginal culture?
4. Nardi says: 'We all need to have a say on how language is interpreted; language that is used to describe us is interpreted.' What do you think she is trying to say here?
5. Debate the following statement by referring to the information in Episodes 4, 5 and 11 on The Pure Drop website: 'It is important to keep endangered languages alive.'



## Activities for Aboriginal Studies Curriculum topics

Go to Episode 4 on The Pure Drop website [http://thepuredrop.com.au/ep\\_endangered/](http://thepuredrop.com.au/ep_endangered/)

Watch the Endangered Words video.

In Dig Deeper  refer to the following links:



Meet the Stiff Gins.



Watch the full interview.



Song Yundal — watch the video or listen to the mp3.

Answer the following questions...

1. What is the significance of the name Stiff Gins? What did 'gin' originally mean and why did it become a derogatory term?
2. Where are Nardi and Kaleena from and who are their people?
3. Do Nardi and Kaleena feel at home with their Aboriginal communities?
4. What motivates Nardi and Kaleena to include Indigenous languages into their songs?
5. When they travel overseas, why do they sing songs in their traditional language?
6. Nardi compares the diversity of Aboriginal languages to that of European languages. Why are there so many Aboriginal languages?
7. Why is it so important to hold onto things, like language, from the past? How have Aboriginal people been trying to keep their languages alive?
8. Why are translations from Aboriginal to English languages so difficult?