

A day in the life of a school

LEARNING AREA	Visual Arts
YEAR LEVEL(S)	Year 1-2

CONTENT DESCRIPTIONS	CONTENT ELABORATIONS
Use visual conventions, visual arts processes and materials to create artworks to create artworks AC9AVA2C01	<ul style="list-style-type: none"> Using a combination of digital art and analog art-making, such as using photography or drawing apps for painting and drawing, to create a collaged abstract work that represents feelings and emotions
Share artworks and/or visual arts practice in informal settings AC9AVA2P01	<ul style="list-style-type: none"> presenting an artwork they have made to the class, a small group or their teacher and explaining what they like about it

LEARNING AREA	Auslan L1
YEAR LEVEL(S)	Year 1-2

CONTENT DESCRIPTIONS	CONTENT ELABORATIONS
Notice that people use language in ways that reflect cultural identity AC9L1AU2U04	<ul style="list-style-type: none"> identifying different ways Deaf community members communicate with each other and with members of the wider hearing community using English or Auslan
Interact in classroom-related instructions and routines; and personal introductions AC9L1AU2C01	<ul style="list-style-type: none"> comparing likes, dislikes, pastimes and preferences sharing opinions and descriptions using DS and evaluative language and superlatives

A day in the life of a school

LEARNING AREA	Auslan L2
YEAR LEVEL(S)	Year 1-2

CONTENT DESCRIPTIONS	CONTENT ELABORATIONS
Identify connections between Auslan, cultural practices and identity AC9L2AU2U04	<ul style="list-style-type: none"> comparing aspects of their own lives with those of deaf children in their school or represented in digital images, video clips and stories such as ways of playing games, telling stories or interacting at school noticing that deaf people value Auslan just as hearing people value their languages
notice that people use language in ways that reflect cultural identity AC9L2AU2C01	<ul style="list-style-type: none"> making statements to express feelings and simple opinions using lexical signs and affective NMFs

LEARNING SEQUENCE OVERVIEW AND MATERIALS

Students view and discuss two images from the Victorian and South Australian deaf schools to gain information about a school at a particular time. They then create a similar art work based on their own school and present their work to the class, describing what they like about it.

SOURCES

‘A Visit to the Deaf and Dumb Asylum, St. Kilda Road’, Sept 2nd 1885. South Australian Institution Collage

SUGGESTED ACTIVITIES

- Activity 1 – Viewing the source images
- Activity 2 – Creating their own artwork
- Activity 3 – Presenting their own artwork

ACTIVITY 01

Viewing the source images

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LEARNING AREA	Auslan L2
YEAR LEVEL(S)	Year 1-2

CONTENT DESCRIPTIONS	CONTENT ELABORATIONS
Recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9L2AU2U04	<ul style="list-style-type: none"> comparing aspects of their own lives with those of deaf children in their school or represented in digital images, video clips and stories such as ways of playing games, telling stories or interacting at school noticing that deaf people value Auslan just as hearing people value their languages
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LEARNING SEQUENCE OVERVIEW

RESOURCES AND LINKS ON DEAF HISTORY COLLECTIONS

‘A Visit to the Deaf and Dumb Asylum, St. Kilda Road’, Sept 2nd 1885. South Australian Institution Collage

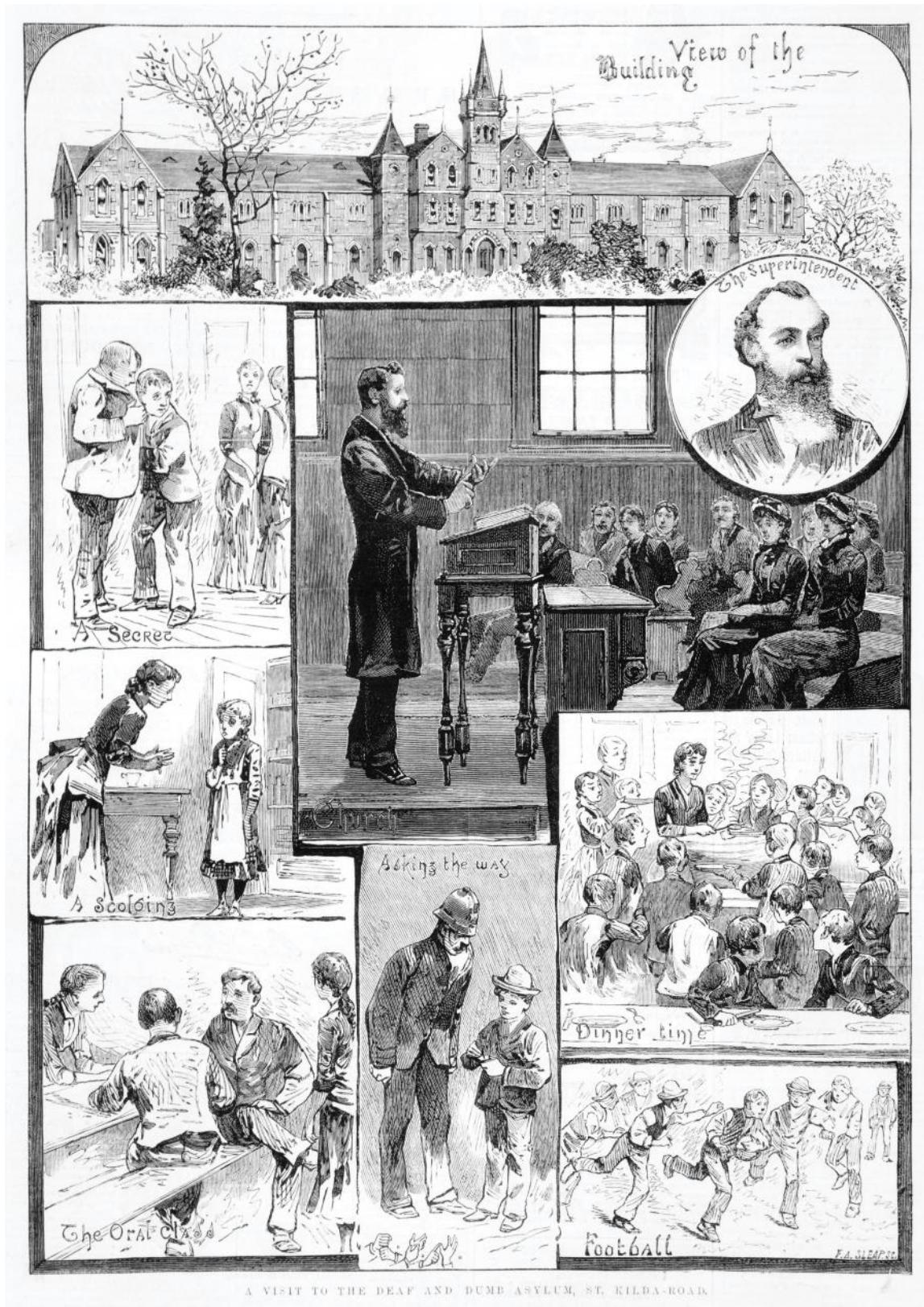
Viewing the source images

INSTRUCTIONS

1. Show students photos of their school and places around the school. Discuss what they see in the pictures: what places and activities?
2. Have the students look at the source pictures – preferably projected onto a smartboard, or otherwise by handing out copies.
3. Discuss what they see in the pictures:
 - a. Where do you think these pictures are from?
 - b. When do you think they are from? Why do you think that?
 - c. Who is in the pictures? What are they doing?
 - d. what kinds of language can you see being used? Writing, reading, speaking, signing.
 - e. Ask about the media and the artists: Who do they think might have made the pictures? How?
4. Tell students they will be making their own photo or drawing collage of their school life

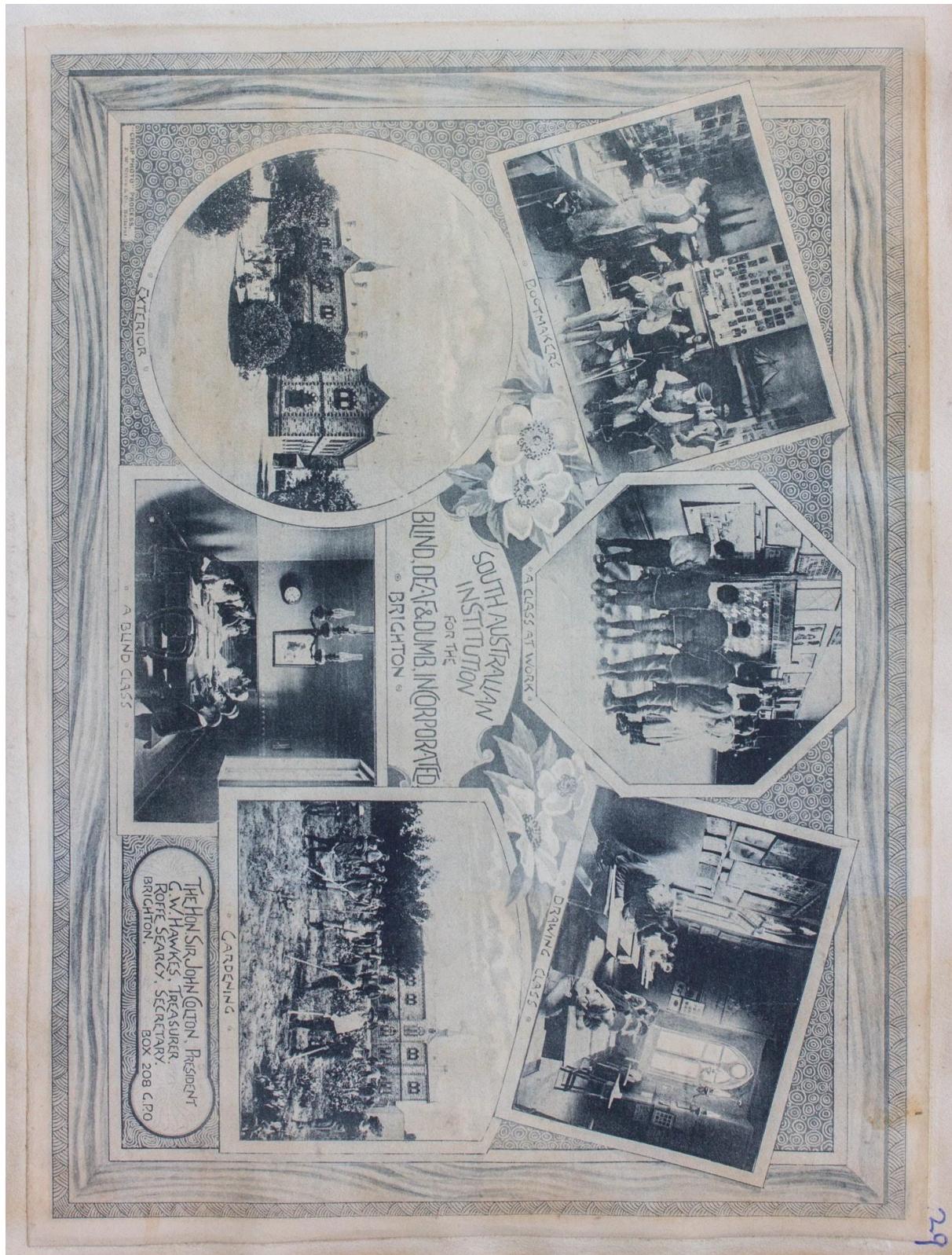
Viewing the source images

'A Visit to the Deaf and Dumb Asylum, St. Kilda Road', Sept 2nd 1885.



Viewing the source images

South Australian Institution Collage



Creating their own artwork

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YEAR LEVEL(S)	Years 1-2

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YEAR LEVEL(S)	Years 1-2

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Creating their own artwork

LEARNING INTENTION/S**RESOURCES AND LINKS ON DEAF HISTORY COLLECTIONS**

'A Visit to the Deaf and Dumb Asylum, St. Kilda Road', Sept 2nd, 1885. South Australian Institution Collage

INSTRUCTIONS

1. brainstorm what we might show about our school that would give someone else an idea of life as a student today.
2. Allocate students ipads or similar devices and have them take photographs around the school showing features of their daily school life.
3. When completed, have students print and cut out their photos and then choose how to present them in a collage. Alternatively, students can create a collage using software such as Microsoft Powerpoint.
4. Assist students in annotating or captioning their photos.

Presenting their own artwork

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Presenting their own artwork

LEARNING INTENTION/S

I will look at everyone's art collages about our school, and show how I feel about them.

RESOURCES AND LINKS ON DEAF HISTORY COLLECTIONS

'A Visit to the Deaf and Dumb Asylum, St. Kilda Road', Sept 2nd 1885. South

Australian Institution Collage

INSTRUCTIONS

1. Each student will present in their picture to the class, signing something they like about it.
2. Hang all students' work at eye level for their peers around a room.
3. Give each children a selection of post it notes or stickers equal in number to the art works around the room.
4. Each sticker or post it note should be given a category, such as "my favourite one", "most interesting one", "neatest one" etc
5. Students walk around the room, and attach stickers or post it notes below each picture.