

Year Level:		7	Subject:	Art
Curriculum descriptor: Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork			Materials/Resources: Scrap paper. Pencils	
Learning goal: <ul style="list-style-type: none"> Students will be able to identify Aboriginal and Torres Strait art Students will know how to create a story using symbols, colour and line 				
Teaching strategy		Content	Resources and ICT	Adjustments for needs of learners
Orientation	Warm up	Students are asked to draw simple symbols eg. Circles, swirls, lines ¹ Ask students what they know about aboriginal symbols and asked to draw it on the white board.	Visual art diary, pencils, colours, access to internet	Students who may be cognitively ² or physically ³ impaired may need a scribe and visual aids, modelling examples and peer buddy
	Learning goal	<ul style="list-style-type: none"> Students will be able to identify Aboriginal and Torres Strait art Students will know how to create a story using symbols, colour and line Explain these and ask students to write in their workbooks ⁴	Note pad or visual art diary or one note page	ADHD- wait time, one instruction at a time ⁵ (five words max.), actively praise the student, sit them at the front.

¹ Basic warm up to starting visual art. Observing basic understanding of shapes and lines. Uses *Teach Like a Champion* technique number 5, 'show me' (Lemov, 2015). Organises students for activities in the rest of the lesson.

² Students who are cognitively or physically impaired often need someone to aid them while doing simple tasks. A cognitively impaired student may need assistance for prompts when transitioning to different tasks. Simple worded instructions will not overload the student with information.

³ Physically impaired students have different requirements that depend on their individual impairment. Students who are deaf or blind will need an aid to assist them to draw circles or utilise technology.

⁴ Displaying and mentioning the learning goals at the beginning of a lesson sets the expectation that students will know what they need to learn. Learning goals are a strategy for teachers to meet Australian Curriculum (2022) descriptors but also allowing students to understand what they are learning.

⁵ Catering for students with ADHD creates a space that they can thrive and benefit from. Students with ADHD are sometimes overloaded with information which makes it difficult to focus on prioritising tasks. Giving simple worded instructions allows the student to process what they need to do without being overloaded and narrows area for misbehaviour. |

Body	I do ⁶	Demonstrate symbols to class- campsite, emu tracks and clearly show what is expected Make a story based off symbols on board.	Whiteboard and markers	
	We do ⁷ Cold call ⁸	Ask students to draw the same symbols one at a time in their art journals, ask to show their understanding. Ask students to provide the meaning behind each symbol. Eg. A circle with smaller circles inside is for a campsite Example questions: 'Can you copy the symbols I have drawn on the board into your books?' 'Hold your page up high, show me your drawings' 'Sarah, <u>what's</u> the meaning of the repeated circles?' 'Matt, can you tell me why I chose this symbol?'		
	You do ⁹	Ask students to independently create a story by using the symbols demonstrated or research their own. 'Now I would like you to have a go, you can use the same symbols as me or you can find your own to make your own stories.'	Laptop or tech device to research new symbols	Break down each section or repeat each section so students with ADHD and cognitive/physical developments are not <u>over loaded</u> with tasks.
Endig.	Cold call	Call on random students to tell their story and ask what new symbols they used. 'Alex, show the class your story. Have you used new symbols?'		

⁶ 'I Do' is a strategy that teachers use to model correct work and what they want or expect from their students (Killian, 2021). This strategy ensures that students are engaged so they can complete activities during the 'We Do' and you do section of the lesson.

⁷ 'We Do' is a strategy that gradually releases responsibility for students. This strategy allows the teacher to know what their students are capable of and sets them up for independent learning. By breaking down the task into sections, the 'We Do' section builds from the first part, this allows teachers to decide if they need to re-teach a concept or if they can move on.

⁸ The cold call technique from *Teach Like a Champion* (Lemov, 2015), is a strategy that engages the entire class when the teacher is asking questions. If a student is inattentive and the teacher calls on them prompts them to participate.

⁹ Active learning—a style of learning which involves hands on activities more than listening (Dale, 1969)—is developed during a 'You Do' section of a lesson, this section combines the practise work from the 'We Do' and the expectations from the 'I Do'. This allows for students to work independently while actively learning, students will be able to identify if there is an area that they are unfamiliar or struggle with. This section is designed for teachers to judge which students were engaged and what changes and improvements could be made for future lessons.

		'Dylan, can you tell me your story?' 'Emily, why did you use that symbol and what does it mean?'		
	Revisit learning goal	Students should be able to understand how to create a story by using colours, symbols and line They should also be able to identify Aboriginal and Torres Strait art Exit ticket ¹⁰	Exit ticket hand out exit ticket.pdf	