

Course: Welcome to Whadjuk Country		Lesson Three: Welcoming Our Community	
Learning Area: The Arts	Subjects/Strands: Visual Arts	Time: 60 Minutes	Year Level: 3-4
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures	
Content Descriptors: The Arts/Visual Arts Year 3 - 4: Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) Year 3 - 4: Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)			
Learning Intention: To create a welcome sign that respects the different languages in my community.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Developing our ideas Olman welcomed us by singing and speaking to us. - How can we welcome visitors to our school/class? - How could we greet someone respectfully? - Which languages could we include? - How can we encourage people to use our local language? - What languages are spoken in our community? - What languages are used on the signs in our school? You may like to take students for a walk to the front of your classroom environment/school reception area to trace the steps of new visitors to consider how welcoming these spaces feel.		Relevant online resources Deadly Arts Welcome to Wadjuk Country video Additional resources required Depending on the type of sign your students choose to make, a variety of art materials may be required such as, paper, pencils, crayons, paint, brushes, rollers, mixed media, natural materials.
40 minutes	Create a Collaborative Welcome Sign for your classroom or school - How can we create our sign? - What materials can we use?		Preparation Invite community members to assist in the planning, research and execution of the sign.

	• How can we ensure everyone is involved? • What message/s do we want to convey? • How do we ensure everyone feels welcomed? • What words and images do we want to include? • Are there any colours that have a symbolic meaning? • Who else could help us? Here are a few ideas you may like to use or adapt: • Paint the words on a large piece of recycled cardboard or old sheet. • Create the letters from natural materials outside and take a photograph of each letter. Print the letters for your sign. • Decorate each letter separately and stick them on a painted background. • Paint a mural of the land, sky and water and display the words on top. • Each student draws a portrait of themselves and places their picture around the word/s. Please note that making the sign will take two sessions.	Going further • Why is it important to keep languages alive? • How could you learn more about your local Aboriginal language? • What could you do to encourage other people to learn this language? • Explore the Year 3-4 Deadly Arts courses on ARTS:LIVE (Yarning and Traditional Dollmaking, Together We Sing On Noongar Boodja and Artists in our Community). • Learn more about the importance of Country with Rickeeta Walley and watch the Deadly Arts Six Seasons on Noongar Country video on ARTS:LIVE.
10 minutes	Reflection Use reflection questions to refine the artwork throughout and at the end of the project. • What does our artwork tell the viewer about our community? • What do you think it says about our community if we use all the languages spoken in our community? • Why is it important to make Aboriginal and Torres Strait Islander languages visible?	