

Course: Welcome to Whadjuk Country		Lesson Three: A Collaborative Welcome	
Learning Area: The Arts, English		Strands: Visual Arts, Literacy	Time: 60 Minutes
		Year Level: 5-6	
General Capabilities: Intercultural understanding , Critical and Creative Thinking , Personal and Social Capability		Cross-Curriculum Priorities: Aboriginal and Torres Strait Islanders Histories and Cultures	
Content Descriptor: Visual Arts Year 5 and 6: Plan the display of artworks to enhance their meaning for an audience (ACAVAM11) English: Literacy interacting with others Year 5: Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) Year 6: Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)			
Learning Intention: To work collaboratively and create a welcome sign that includes all members of my community.			
Time	Learning Experiences		Preparation and Resources:
10 minutes	Developing our ideas together Olman welcomed us with words and music. - Why is welcoming people important? - What may happen if people don't feel welcome? - How do we welcome people in our school? - How can we welcome visitors to our class or school? - Do we have a school welcome sign? Where is it? What languages does it include? - Which languages could we include? - How can we make the language visible? - How can we ensure everyone is included? - Can visitors to our school easily recognise what Country they are on? Depending on the students' suggestions they could make a collaborative welcome sign. Students may also come up with their own ideas to pursue together.		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 and natural materials.

	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.	Preparation Invite community members to assist in the planning, research and execution of the sign.
40 minutes	Creating a collaborative welcome sign - What can we do to work together collaboratively? - What information could we include on the sign to tell the viewer something about the artists who made it and the place where it was made? Here are a few ideas to get you started: - Paint the words on a large piece of recycled cardboard or an 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 background. - Paint a mural of the land, sky and water and place the words on top. - Each student draws a self-portrait or takes a photo and glues it around the word/s. Please note that making the sign will probably take two sessions. This could be a project that students continue to add to when time across the week.	Going further - How could you learn more about your local language/s? - What could you do to encourage other people to learn this language? - How can we encourage people to learn our First Nation language/s? - Explore the Year 5-6 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 our First Nations' language is visible for others to read? - Why is it important to keep languages alive? - How can we ensure that all our community members belong?	