



#C Term 2 - Lesson 18

Deaf Artist Study - Grade 2

The Victorian Curriculum (F - 2) Strand: Communicating, Sub-strand: Creating (VCASFC132) Strand: Understanding, Sub-strand: Language Awareness (VCASFU143)	The Australian Curriculum (V9 1 - 2) Strand: Communicating meaning in Auslan, Sub-strand: Mediating meaning in and between languages (AC9L2AU2C03) Strand: Understanding language and culture, Sub-strand: Understanding the interrelationship of language, culture and identity (AC9L2AU2U04)
NSW Syllabus Code(s): Role of Language, Culture and Identity: Language and cultural awareness (AUE-RLC-01)	

Preparation prior to the lesson	Teacher to print out a hand template for each student to decorate in indigenous lines, shapes and dots. Choose between left and right handed palms.
Learning Intention	I will <ul style="list-style-type: none"> • Meet Daniel McDonald and find out about his indigenous paintings and specifically his painting called 'Inclusion'. • Watch for signs that I might know or recognise.
Success Criteria	I can <ul style="list-style-type: none"> • Recognise and sign 'Inclusion'. • Create a design on the hand template inspired by Daniel's indigenous dots and shapes.

Time	Teacher	Resources
5 mins	Set up the video to watch. Students seated on the floor.	
5 mins	<p>Introduction: Introduce the topic - Deaf Artist Study</p> <p>Daniel McDonald is a Deaf Indigenous Artist from Sydney. He is a proud Gadigal and Wonnarua man. His family taught him to represent aboriginal art through dot paintings. He has been an artist for 15 years. Each of his paintings has a story that he is representing.</p> <p>Today we see Daniel signing about himself, his art and we see one of his paintings, 'Inclusion'.</p> <p>Watch to see the sign 'inclusion' where the fingers of your preferred hand move into your other cupped hand.</p> <p>(Start of Lesson)</p> <ul style="list-style-type: none"> • Read and discuss the Learning Intention and Success Criteria. • Check for understanding, clarifying vocabulary as necessary. 	
10 mins	<p>Explicit Teaching: Watch the video</p> <p>Use teacher discretion to decide if the class needs to watch any part of the video a second time.</p> <p>Taught this lesson: About Daniel McDonald and his indigenous paintings. We see and he signs about one of his paintings called 'Inclusion'.</p>	Lesson 18 video
5 mins	<p>Explanation of Activity:</p> <ul style="list-style-type: none"> • Inclusion means including, accepting and giving opportunities to all people. Letting all people join in. • Discuss Indigenous artwork - colours, shapes etc. What do the students know about this? • Hand Artwork: Use indigenous lines, dots and circle shapes to create a design/artwork on the hand template 	Hand template for right or left palm (see below)
15 mins	<p>Activity:</p> <ul style="list-style-type: none"> • Discussion • Artwork on hand template inspired by Indigenous art. 	

5 mins

Reflection with Students: (Select from the following options)

- Have you seen Indigenous paintings before? What did they notice?
- Daniel's painting shown on the video is called 'Inclusion'. Discuss what this word means (teacher directed, see below). This can be simplified for Grade 2, e.g., including, accepting and giving opportunities to all people.

Inclusion: (Some Dictionary definitions)

The practice or policy of:

- providing equal access to opportunities and resources for people who might otherwise be excluded.
- including and integrating all people and groups in activities, organizations, political processes etc.
- embracing all people irrespective of race, gender, disability, medical or other need.

Next year in our program, we have a specific lesson on Deaf Access (inclusion).

ACTIVITY SHEET:  **palm hand templates.pdf**