

AUSTRALIAN
CURRICULUM: THE ARTS
ACHIEVEMENT
STANDARDS –

REFLECTING AND EVALUATING

With the class, discuss and reflect on the following suggestions before asking students to each document their individual thoughts:

Evaluate your design.

- What did you have to do (what was the brief (or task set)?

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STUDENTS must decide how big the signs need to be in order to be easily seen from an appropriate distance and

ASSESSMENT: How would these factors be affected if someone was driving at speed?

Once finished, they can place the sign at the spot in the school they identified initially and take a photo for a visual record.

- Reflect as class and discuss the placement and success (effectiveness) of the signs.

OPTION: Gauge the effectiveness of the sign by observing, from a distance, how peers respond to it.

RELIP

1.6 Design, plan and organise for learning and teaching.

2.3 Create safe conditions for rigorous learning: Negotiate learning.

4.1 Personalise and connect learning: Build on learners' understanding.

4.3 Personalise and connect learning: Apply and assess learning in authentic contexts.

4.4 Personalise and connect learning: Communicate learning in multiple modes.

FORMER IDEA

Students could discuss other potential hazards or risks in the school, either with each other or with the

CLASS (RC), to possibly develop more student/parent-friendly signage for use around the school.

Discuss the **INCIDENTS (IC)**. What are they? When and how did they come about? When, where and why are they used? eg Flag semaphore.