1.1 Construction, Visual Arts and STEAM Activity Planning

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| This task requires you to plan and prepare for one activity that nurtures creativity in three children through construction, visual arts, and science, technology, engineering, arts and math (STEAM).  **IMPORTANT: You will implement this activity in Part II of this Skills Workbook.**  ***Read the instructions carefully before proceeding.***  **Steps to take:**   1. Consult with your supervisor regarding opportunities for you to plan and prepare for one activity that nurtures creativity with at least three children (ages of birth to six years) through construction, visual arts, and STEAM.   With the help of your supervisor, choose the three children who will participate in this activity.   1. Access and review the following:  * The service’s procedures for documenting information. * The service’s standards, policies, and procedures for:   + Educational program and practice   + Children’s health and safety   + Physical environment   + Relationships with children * Sections in the National Quality Standard (NQS) relevant to the areas above. * The relevant approved national learning framework for the children you have chosen.   *E.g. Belonging, Being, and Becoming - Early Years Learning Framework (EYLF), Victoria Early Years Learning Framework (VEYLF).*  Ensure that you follow these requirements as you complete this task in the service. |
| 1. Locate the *Learning Activity Experience Curriculum Design (LAECD) 1.1* template on the following pages.   The *LAECD 1.1* template outlines all the information you need to gather and consolidate to plan your construction and visual art activity.  **At this point of the assessment, you will complete Parts A through G of the template. The rest will be completed in Part II and III of this Skills Workbook.**  Review the instructions here and the contents of the *LAECD 1.1* template (specifically *Part A – G*) with your supervisor so you can prepare for this task.   1. Complete the *LAECD 1.1* template.   *Part A. Children Information*   1. Gather information of the three children who will participate in this activity, including:    * Age    * One interest of each child   *Interests may include but are not limited to hobbies, arts and crafts, pets and animals, toys, etc.*   * + Brief description of each child’s cultural background   *A child’s cultural background may include details on at least one of the following:*   * *Ethnicity* * *Religion* * *Race* * *Gender* * *Language* * *Socioeconomic status*  1. Document the information above in *Part A* of your *LAECD 1.1* template. |
| *Part B. Details of the Activity*   1. Indicate the name of the activity.   *E.g. Easter egg painting, finger painting, animal mask making, etc.*   1. Tick the areas that will be addressed in this activity. Areas selected must be construction, visual art and STEAM. 2. Explain the purpose of this activity.   This section must be consistent with the learning objectives you will document in *Part C. Learning Objectives*, e.g. knowledge, skill, behaviour, the developmental domain(s), and the curriculum objective that this activity aims to address/cover.   1. Describe the learning environment.   *E.g. indoors, outdoors, a classroom, the facilities available in the learning environment, etc.*   1. Outline the resources required for this activity.   This section must outline all resources (equipment and materials) you will list in *Part F. Learning Opportunities.*  **The activity must use:**   * **At least one recycled resource (equipment or material)** * **At least one natural resource, i.e. found in nature, such as leaves, flowers, etc.**  1. Indicate the total time required for this activity.   This section must be consistent with the time allocation you willset for each learning opportunity in *Part F. Learning Opportunities.*   1. Specify who will supervise the activity.   This section must include you and your supervisor and/or other endorsed observer(s). |
| *Part C. Learning Objectives*   1. Identify one knowledge you want the children to demonstrate at the end of this activity.   *E.g. names of secondary colours, knowledge on colour mixing (i.e. producing secondary colours from primary colours), basic shapes, different uses of recycled resources, knowledge on proper use and care of materials and equipment, etc.*   1. Identify one skill you want the children to demonstrate at the end of this activity.   *E.g. colour mixing, using recycled resources, arts and craft skills, such as constructing animal masks out of recycled materials, etc.*   1. Identify one behaviour you want the children to demonstrate at the end of this activity.   *E.g. working collaboratively with other children, sharing resources with other children, taking turns using the painting materials, etc.*  **The knowledge, skills, and behaviours you identify here must collectively:**   * **Be relevant to construction, visual art and STEAM.** * **Involve exposure to Aboriginal and/or Torres Strait Islander Peoples’ art forms and artists.** * **Involve the use of creativity to overcome challenges, e.g. figuring out how to incorporate recycled materials in their work.** * **Involve the use of creativity to improvise equipment and materials, including using recycled materials in their work.** * **Involve collaborating creatively with other children.** * **Include using and caring for materials and equipment appropriately.** * **Be relevant to sustainable outcomes, e.g. at the end of the activity, the children will have created an artwork using recycled/recyclable, diverse, and natural materials, or a product/output that can be reused in future activities.**  1. Specify the domain(s) that this activity aims to address, and for each domain you’ve specified, briefly describe the developmental milestones which your activity aims to address.   *E.g. Physical (2 – 3 years), holds crayon with fingers, uses a pencil to draw or scribble in circles and lines.* |
| 1. Identify one curriculum objective relevant to this activity.   This must be aligned with the relevant learning framework.  *E.g. Children must become socially responsible and show respect for the environment; Children take increasing responsibility for their own health and physical well-being.*  *Part D. Evidence of Learning*   1. List one acceptable evidence of the knowledge you identified in *Part C. Learning Objectives.*   *For example, children’s responses to oral questioning, e.g. asking them what colour they will get if they mix yellow and blue.*   1. List one acceptable evidence of the skill you identified in *Part C Learning Objectives.*   *For example, actual work outputs, e.g. painted animal masks created from recycled materials.*   1. List one acceptable evidence of the behaviour you identified in *Part C. Learning Objectives.*   *For example, records of educator’s observations, learning stories, anecdotal records, etc.*   1. Describe how you will assess the knowledge you identified in *Part C. Learning Objectives.*   *For example, oral questioning.*   1. Describe how you will assess the skill you identified in *Part C. Learning Objectives.*   *For example, observation and observation checklist, documenting and reviewing children’s work via portfolios, etc.*   1. Describe how you will assess the behaviour you identified in *Part C. Learning Objectives.*   *For example, observation and observation checklist, documenting children’s work via portfolios, etc.* |
| *Part E. Children’s Learning Needs*   1. Describe one current knowledge of each child in relation to the target knowledge you have identified in *Part C. Learning Objectives.*   *For example, if the target knowledge identified in Part C is the names of secondary colours, knowledge on colour mixing to produce secondary colours from primary colours, basic shapes, different uses of recycled resources, or knowledge on proper use and care of materials and equipment, etc. describe what each child already knows in relation to this target knowledge, e.g. knows names of primary colours.*   1. Identify one learning need of each child in relation to the target knowledge you have identified in *Part C. Learning Objectives.*   *In relation to the example given above, a learning need may be the child needs to learn the names of secondary colours as a result of mixing primary colours.*   1. Describe one current skill of each child in relation to the target skill you have identified in *Part C. Learning Objectives.*   *For example, if the target skill identified in Part C is colour mixing, using recycled resources, or arts and craft skills, such as constructing animal masks out of recycled materials, etc., describe what each child can do in relation to these target skills, e.g. does not know how to mix primary colours yet.*   1. Identify one learning need of each child in relation to the target skill you have identified in *Part C. Learning Objectives.*   *In relation to the example given above, a learning need may be the child needs to learn to mix primary colours to produce secondary colours.*   1. Describe one current behaviour of each child in relation to the target behaviour you have identified in *Part C. Learning Objectives.*   *For example, if the target behaviour identified in Part C is working collaboratively with other children, sharing resources with other children, taking turns using the painting materials, etc., describe what each child can already demonstrate in relation to this target behaviour, e.g. the child can play with others.* |
| 1. Identify one learning need of each child in relation to the target behaviour you have identified in *Part C. Learning Objectives.*   *In relation to the example given above, a learning need may be the child needs to learn to take turns with other children on the use of arts and crafts materials.*  **Learning needs you identify here must collectively:**   * **Be relevant to construction, visual art, and STEAM.** * **Involve exposure to Aboriginal and/or Torres Strait Islander Peoples art forms and artists.** * **Involve the use of creativity to overcome challenges, e.g. figuring out how to incorporate recycled, diverse, and natural materials in their work.** * **Involve the use of creativity to improvise equipment and materials, including using recycled materials in their work.** * **Involve collaborating creatively with other children.** * **Include using and caring for materials and equipment appropriately.** * **Be relevant to sustainable outcomes, e.g. at the end of the activity, the children will have created an artwork using recycled/recyclable, diverse, and natural materials, or a product/output that can be reused in future activities.**   *Part F. Learning Opportunities*   1. Identify at least three learning opportunities you will use for this activity.   Outline a step-by-step method of how each learning opportunity will be conducted with the children.  These learning opportunities must collectively involve construction, visual art and STEAM and must align with children’s interests and cultural backgrounds, as identified in *Part B. Children Information.*  *Learning opportunities may include but are not limited to constructing animal masks out of recycled materials and painting them afterwards, etc.* |
| **IMPORTANT: Learning opportunities here must collectively address the learning needs identified in Part E. They must:**   * **Be relevant to construction, visual art, and STEAM.** * **Involve exposure to Aboriginal and/or Torres Strait Islander Peoples’ art forms and artists.** * **Involve the use of creativity to overcome challenges, e.g. figuring out how to incorporate recycled materials in their work.** * **Involve the use of creativity to improvise equipment and materials, including using recycled materials in their work.** * **Involve collaborating creatively with other children.** * **Include using and caring for materials and equipment appropriately.** * **Be relevant to sustainable outcomes, e.g. at the end of the activity; the children will have created an artwork using recycled/recyclable materials, or a product/output that can be reused in future activities.**  1. Describe one intentional teaching strategy you will use at each learning opportunity.   *Intentional teaching strategies may include but are not limited to allowing children to explore what they can do with recycled materials, encouraging and motivating, and asking questions that prompt children to reflect and talk about their artwork, etc.*   1. Describe how you will engage the children at each learning opportunity.   *For example, aligning the activity and instructions with the children’s interests, e.g. if they are interested in animals and pets and have a cat for a pet at home, have them make an animal mask that looks like their cat, etc.*   1. Research on resources you can use for this activity.   *You may research online or look at the resources your service is currently using.*   1. Identify at least one equipment to be used at each learning opportunity.   *Equipment includes furniture and fixtures such as painting easels, activity tables, and chairs, etc.* |
| 1. Identify at least one material to be used at each learning opportunity.   *Materials may include but are not limited to painting materials, canvas, drawing paper, pencils, colouring materials, cardboard, etc.*  **The three learning opportunities must collectively use at least one recycled resource (equipment or material) and at least one natural resource, i.e. found in nature, such as leaves, flowers, etc.**   1. Specify where you’ve sourced each of these materials and equipment   *E.g. Pinterest, educational websites, etc.*   1. Provide a time allocation for each learning opportunity.   There must be sufficient time allocated at each learning opportunity to allow the children to demonstrate creativity.  *Time allocated for an arts and crafts activity must account for educator providing the instructions, demonstrating the activity, and the children working on the activity.*  *Part G. Feedback Mechanism*   1. Identify the people you will gather feedback on the activity.    * At least one member of each child’s family    * Two other educators 2. Describe how you will gather feedback from the following people:    * The three children    * At least one member of each child’s family you’ve identified above    * Two other educators who you’ve identified above   *How you will gather feedback from the people above may involve oral questioning, formal and informal meetings and discussions, etc.*   1. Once you’ve completed all of *Parts A – G* of your *LAECD 1.1* template, have your supervisor complete and sign the *Part A – G Supervisor Declaration* section (found right after *Part G* of the template). Their signature must be handwritten.   Secure this partially accomplished *LAECD 1.1* template. You will be completing the rest of the template in *Task 2.1* and *Task 3.1*. |
| IMPORTANT REMINDER  Remember to ensure the privacy and confidentiality of the participants of this assessment activity (e.g., children, family members, and colleagues) at all times.  Do not include their real names in your submissions. Use placeholders instead.   * Replace children’s names with Child A, Child B, etc. * Replace family names with Family A, Family B, etc. * Replace colleagues’ names with Colleague A, Colleague B, etc.   Do not use aliases as this might cause unintended breaches of privacy and confidentiality.  Although you are using placeholders to refer to people in the centre, the content of your submissions must always be real and factual. |