Differentiating existing learning sequences for English as an Additional Language students

Visual Arts, Levels 1 and 2, for EAL learners at Level A1

Existing learning sequences linked to particular learning areas in the Victorian Curriculum F–10 can be adapted to support differentiated teaching for English as an Additional Language (EAL) students. Teachers can adapt, remove or add to elements of their learning sequences in order to cater for all students in their classrooms.

1. Identify an existing learning sequence

**Existing learning sequence:** Expressing emotions in artworks using art elements and principles

**Curriculum area and levels:** Visual Arts, Levels 1 and 2

2. Identify the level of language learning of your students

The EAL curriculum is a continuum structured as three EAL pathways (A, B, C). Each pathway describes a different stage of English-language learning (early, mid and late), and each pathway is divided into different levels of language learning (A1, A2, BL, B1, B2, B3, CL, C1, C2, C3, C4).

While the implementation of the EAL curriculum is the responsibility of all teachers, the EAL specialist plays a leading role in its delivery, as the expert in the field. Your EAL specialist will determine the most appropriate pathway for each EAL learner in your classroom and advise you of their current level of learning.

**The differentiation suggestions provided in this document are for students working at Level A1 of the EAL curriculum.**

EAL learners at Level A1 will typically be able to:

* listen and occasionally participate in class discussions, using single words or simple sentences
* produce simple descriptions and reflections, with support and modelled structures
* copy words from provided lists.

3. Adapt the learning sequence to differentiate for EAL students

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| Existing learning sequence | Differentiated teaching for EAL learners at Level A1 |
| **Overview** | Overview |
| **Learning intentions:**   * Students will understand that images can represent emotions * Students will recognise different emotions being conveyed in a range of artworks * Students will discern the choices artists make in order to convey particular emotions * Students will make choices in their own drawings to convey particular emotions * Students will reflect on their artworks and critique the choices they make | **Learning intentions:**   * Students will learn and use vocabulary for a selection of emotions discussed in class * Students will notice emotions evident in selected artworks * Students will produce drawings that convey their own emotions, and explain the choices they make |
| **Relevant content descriptions in Visual Arts, Levels 1 and 2:**  Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create ([VCAVAE021](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE021))  Experiment with different materials, techniques and processes to make artworks in a range of art forms ([VCAVAV022](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV022))  Create and display artworks to express ideas to an audience ([VCAVAP023](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP023))  Respond to visual artworks, including artworks by local Aboriginal and Torres Strait Islander peoples, by describing subject matter and ideas ([VCAVAR024](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR024)) | **Additional EAL Level A1 content descriptions:**  Recognise and use words from lexical sets related to immediate communicative need, interest or experience ([VCEALL026](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL026))  Identify familiar words and simple sentences and match them to images ([VCEALC032](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC032))  Understand that texts are meaningful ([VCEALA035](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA035))  Handwrite, draw or choose materials with particular care when writing for special purposes ([VCEALA064](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA064)) |
| **Relevant achievement standard:**  By the end of Level 2, students make artworks using different materials, techniques and processes to express their ideas, observations and imagination. Students describe artworks they make and view, including where and why artworks are made and viewed. | **Relevant achievement standard:**  At Level A1 students communicate in basic English in routine, familiar, social and classroom situations … [they] communicate their ideas and experiences simply through drawings, copied writing, dictated texts and their own basic writing … |
| Teaching and learning activities | Teaching and learning activities  Differentiated teaching is required to support EAL learners with the following learning activities. |
| **Activity 1: Class discussion**  As a class, discuss the focus question:   * How can I express emotions in an artwork using a tree as a metaphor?   The following questions can be used to expand on the focus question.   * What are some different emotions or feelings? * What colours match these emotions?   Write student responses on the board. | **Activity 1: Class discussion**  Before posing the focus question, have students demonstrate their understanding of emotions. Ask students to make a face that is ‘angry’, a face that is ‘sad’ and a face that is ‘happy’. Choose individual students to show their emotive faces to the class.  Show images of common emoji or cartoon images of ‘happy’, ‘sad’, ‘frightened’ and ‘angry’ (or other emotions of your choosing). Stick these up on a board for students to view.  Hold up different coloured objects or pieces of coloured paper. Elicit the names of each of the colours from students. Then, inform students that different colours can match with different emotions. Explain that red is associated with anger but also love. Use facial expressions to convey anger and love. Hold the coloured paper up next to the emoji images to further illustrate this relationship.  **Tip:** This is a good opportunity to encourage plurilingualism (a student’s interconnected knowledge of multiple languages) in the classroom. Have students share the names of different colours in their home languages. Students may find it interesting that many colours have similar-sounding names in different languages.  Ask students which colours are likely to match which emotions. Stick the coloured card or paper next to the emoji images for students to see.  **Tip:** Colours carry different meaning in different cultures. This would be a good opportunity to ask students to share the meaning they derive from different colours. For example, in western countries, white is associated with purity and peace but in Asian countries, such as India, it is associated with mourning.  Ensure the focus question is written on a board. Before asking the question, pre-teach the vocabulary ‘metaphor’ and ‘emotions’. Follow these steps to teach the vocabulary:   1. Write the word on the board as you say it aloud. 2. Have students repeat the word. 3. Explain its meaning. Provide a number of simple examples to make this clear. For example:   Rocks = strong  I am a rock = I am strong  Sun = bright, happy  I am the sun = I am happy   1. cartoon of a man lifting weightsUse an image to illustrate the word. For example:   illustration of a rock  ‘I am a rock’  = metaphor  **Tip:** Some students may find it easier to understand ‘metaphor’ by first having ‘similes’ explained; that is, ‘I am *like* a rock’.   1. Elicit a similar example from a student. 2. Repeat or chorus the word as a class. |
| Show students a variety of images of trees by different artists from different cultures and periods. Ask students to identify the visual conventions in each artwork (see the tip box below). Ask students to describe the feelings or emotions expressed in the artworks and to explain why they think those feelings are shown. Some suggested questions include:   * What feelings or emotions do you think the artwork expresses? * What colours, shapes and lines did the artist use in this artwork? * What emotions or feelings do you think the artist is trying to express in this artwork?   Ask students to explain and give evidence for their responses by asking ‘What makes you say that?’  **Tip:** Visual conventions may include combinations of:   * the conventions such as composition and style; the art elements of line, shape, colour, tone, texture, form, sound, light and time * the art principles of emphasis, movement, rhythm, unity, variety, space, repetition, balance, contrast and scale. | Hold up an artwork to show the students. Describe some of the conventions (refer to the tip box in the original learning sequence, left) that you can see to the students. For example, you may notice a shape, a colour and a line. Indicate these to the students and as you do so, repeat the words ‘shape’, ‘colour’ and ‘line’.  Show the students an image of a tree. Tell them the emotion it conveys; for example, happiness. Indicate this emotion to the students by pointing to the relevant emoji image on the board.  Explain to the students that the choices of line, shape and colour convey this emotion.  **Tip:** EAL students will find it easier to spot conventions after being told the relevant feeling or emotion, rather than being asked to explain or identify an emotion.  After modelling, hold up other images and have students notice conventions themselves. You may need to model this repeatedly to ensure that EAL learners comprehend. |
| **Activity 2: Lines, shapes, colours and emotions activity**  Have each student select a colour copy of an artwork from the class discussion, and then cut and paste it onto one side of a double page in their art journal. On the facing page, tell students to write the headings ‘Lines’, ‘Shapes’, ‘Colours’ and ‘Emotions’ down the page, with spaces between for writing or drawing. Have students identify the lines, shapes and colours in the artwork and draw them under the appropriate headings. Under the heading ‘Emotions’, have students write the emotions expressed in the artwork. | **Activity 2: Lines, shapes, colours and emotions activity**  Provide EAL students with pre-written headings to cut and paste into their journals.  Model the cutting and pasting of headings, and instruct students to leave a precise amount of space; for example, ‘Count six lines between each heading’.  Some EAL students may need you to tell them *what* to find in their image. For example, you may instruct them to find a line, a shape and a colour. Others will be able to locate these independently.  Give each EAL student a sheet of emoji with the corresponding emotion vocabulary next to each. Have students use this sheet and copy the emotion words or emojis into their journals; for example:  sad emojiSad |
| **Activity 3: Student drawings**  Have students create three preliminary drawings of trees in their art journals. Ask students to draw trees from their imagination, inspired by the artworks they viewed in the previous lessons. Tree drawings can be abstract or realistic. Through discussing the visual conventions used by different artists in their artworks, students should have enough reference material to spark their own imaginations, but if students are struggling to imagine a tree, get them to look at a tree in the schoolyard.  Advise students to complete one drawing per page. At the top of each drawing, ask them to write the emotion being expressed in the artwork.  Ask students to annotate their drawings by writing a reflective comment for each drawing. To prompt them, write sentence starters or questions such as the following on the board:   * What worked well? * What would you change or do differently next time? | **Activity 3: Student drawings**  Show students a selection of artworks featuring trees. Repeatedly point to the trees in the images and repeat the word ‘tree’ so students are aware of the focus of their artwork.  Provide students with the same vocabulary and emoji handout from Activity 2, so they have a master from which to copy vocabulary and/or images.  Provide students with partially completed sentence stems (cloze sentences). This will work best if a teacher writes them directly into the student’s journal.  For example:  It worked well when I used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  I used a \_\_\_\_\_\_\_\_\_\_\_ pencil to show the emotion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Next time, I will try to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Further scaffolding could be provided by including lists from which students can circle and select a response.  For example:  It worked well when I used (circle one):   * charcoal * pencil * a \_\_\_\_\_\_\_\_ pencil * crayon for shading |

Additional resources

You can access the EAL curriculum on the [Victorian Curriculum F–10 website](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims).

You can access a range of resources to assist with implementing the EAL curriculum on the [VCAA English as an Additional Language webpage](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english-as-an-additional-language/Pages/default.aspx), including profiles of EAL learners, sample progressions through the EAL pathways, a language and learning interview, FAQs, professional learning opportunities and links to external resources.