

Auslan Years R-2 Course Overview – Year A 2022

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
Module 1: LOOK AT ME <p>KEY QUESTION: Who am I?</p> <p>KEY CONCEPTS: self, experience, feelings</p> <p>KEY PROCESSES: interacting, greeting, asking/answering questions, describing</p>	Module 2: MY WORLD <p>KEY QUESTION: What is my family like?</p> <p>KEY CONCEPTS: Information, family</p> <p>KEY PROCESSES: identifying, categorising, responding, gathering</p>	Module 3: DEAF ART AND DRAMA <p>KEY QUESTION: How do we create Deaf Arts through art and music?</p> <p>KEY CONCEPTS: imagination, expression</p> <p>KEY PROCESSES: viewing, drawing, re-enacting, mimicking signing</p>	Module 4: THE FUTURE <p>KEY QUESTION: How do we play “Telephone” in Auslan?</p> <p>KEY CONCEPTS: imagination, expression, meaning</p> <p>KEY PROCESSES: identifying, noticing, recognising and understanding</p>
<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in simple interactions with their peers and teachers using high-frequently signs, non manual features and gestures to talk about self, family and class activities.</p> <p>CREATING Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs.</p> <p>IDENTITY Describe aspects of themselves, such as membership of family and</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in simple interactions with their peers and teachers using high-frequently signs, non manual features and gestures to talk about self, family and class activities.</p> <p>INFORMING Identity specific points of information in simple Auslan texts relating to people, places and things and use the information to complete guided tasks.</p>	<p>CONTENT DESCRIPTIONS</p> <p>CREATING Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs.</p> <p>TRANSLATING Create simple print or digital texts such as labels, posters, well charts or cards that use Auslan images and English words.</p> <p>REFLECTING Notice what is similar to or different from their own language and</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in guided group activities such as signing games and simple tasks using repeated language structures, facial expressions and gestures.</p> <p>CREATING Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs.</p>

<p>their school/class and languages they use, considering how these different elements contribute to their sense of identity.</p> <p>SYSTEMS OF LANGUAGES Recognise that groups of words are combined to make a clause and that Auslan has word classes such as nouns, adjectives or verbs, and distinguish between statements and questions.</p>	<p>IDENTITY Describe aspects of themselves, such as membership of family and their school/class and languages they use, considering how these different elements contribute to their sense of identity.</p> <p>LANGUAGE AWARENESS Recognising that Auslan is a legitimate language, one of many languages used in Australia and round the world</p>	<p>culture when interacting with stories, games and different forms of artistic expression in Auslan and from Deaf Culture.</p> <p>SYSTEMS OF LANGUAGE Recognise that meaning can be expressed through English words or Auslan signs and that signs have specific handshapes, movements and locations, and identify and reproduce them independently.</p>	<p>TRANSLATING Translate words used in everyday contexts from Auslan into English and vice versa.</p> <p>SYSTEMS OF LANGUAGE Understand that texts are made up of units of meaning such as groups of words or sentences and that different types of texts have different features that help serve their purpose.</p>
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Across the year



Auslan Resource: Sally & Possum TV episodes from ABC <https://iview.abc.net.au/show/sally-and-possum>

Auslan Years R-2 Achievement Standard

By the end of Year 2, students interact with teachers and each other to talk about themselves, their families, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective non-manual features (NMFs). They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT-me PRO1. Students ask and respond to simple questions and distinguish between statements and questions. They express likes, dislikes and feelings using lexical signs and affective NMFs. They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. They use culturally appropriate protocols, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table. They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG. Students demonstrate simple procedures using known signs, gestures, objects and list buoys. They recount and sequence shared events using familiar signs and visual prompts. They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, gesture, modelled signs or English. They use fixed handshapes in creative ways, for example to create amusing sequences of signs to enact movements, and portray characteristics through the use of constructed action. They identify similarities and differences in ways they interact when communicating in English and in Auslan.

Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of whole signs, gestures or fingerspelling. They identify and categorise signs according to handshape and they recognise major types of path movements. They know that some signs link to the appearance of a referent, for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing. They know that locations of signs can be modified to change meaning, for example when pointing to people. They recognise the importance of facial expression, eye gaze and other NMFs in a visual-gestural language and culture and know that sign order is flexible in Auslan.

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.