Set up one wanted making turn

Say, “Make a tiny picture. What would you put in it?” Offer broad blank paper first, or the empty local maker. Let the child make or direct a wanted feature before the discussion grows. A simple repeated picture, funny invention or useful-in-play guide can work. One part is enough.

Before children arrive

Use a stable reachable work area, broad familiar paper/board and locally suitable markers. No cutting, small loose parts, adhesive, body handling, camera, voice recording or purchase is required. Check the ordinary material, access, supervision and storage arrangements. Do not move the child's body or communication equipment. Offer their established speech, sign, gesture, pointing, AAC (augmentative and alternative communication), exact description and wanted scribing. Any route can change; no learner style or diagnosis group is assigned.

For screens, read the maker setup (maker-setup.html), load its three local files, try Add/Next/clear on adult work and check keyboard reach/zoom and your local device policy. Keep sound quiet by design: this maker supplies no audio. It has no account, microphone, camera, upload, analytics, external library, persistent storage or autoplay. No child identity, location or private content should be entered. A neutral adult can operate actual buttons while the child owns choices; record both.

Run a small turn

Each script offers a flexible 25-minute planning start: approximately 3 invite, 4 model, 8 make/direct, 6 inspect/try, 4 close. It is not observed classroom pacing, an extra compulsory daily session, a universal attention prescription or a requirement to finish. Start in two minutes, split into sittings, sample a few children while others make, stop/rest/pass. No ten-form collection from every child.

Use the blank start before an ordinary model. Make your own different example and name your choices, then clear it. Ask a concrete question, wait for the child's contribution, operate only as directed and inspect the actual result. Accept keep, change, new idea, deliberate repetition, wordless or later. Do not assume a required story order, title, emotional effect or correct symbol meaning.

Evidence that stays truthful

- A child-selected arrangement actually fabricated by an adult can be an actual child-authored work; name adult operation. It is not independent child drawing/device handling.

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- A spoken specification with nothing made is a plan. An installed tool or adult's template is not the child's work.

- An actual paper reveal is a paper trial; an actual browser button/display interaction is a local digital trial. Neither is camera capture, sound production or a real outside audience.

- A genuine saved comparison and current work support a literal feature comparison. A missing before trace cannot be reconstructed as an observed first response. Preference is not automatically improvement.

- Exact descriptions are a valid access route, not evidence of independent visual reading. The child's usual communication remains their choice.

- Real sharing needs actual child-selected work, child permission, a willing real recipient and actual presentation. A puppet is rehearsal. A real reply or NONE stays separate from intention; no reply can coexist with sharing.

- E01 needs actual exploration of how/why arts matter to people/communities. A computer-written brief, encounter alone, feature notice, KEEP or purpose alone cannot supply it. The genuine maker pathway is below in Source scope (source-scope.html).

Ten practical starts

- Day 81: Make a picture you can change (day-81.html)

- Day 82: Give the next picture a new job (day-82.html)

- Day 83: Try the order for real (day-83.html)

- Day 84: Make a quiet stopping place (day-84.html)

- Day 85: A fresh little making job (day-85.html)

- Day 86: Leave a clue, or leave it wordless (day-86.html)

- Day 87: Keep a version and try another (day-87.html)

- Day 88: Make your own tiny show (day-88.html)

- Day 89: A real maker, and your choice to show (day-89.html)

- Day 90: A different fresh making turn (day-90.html)

Each day contains setup, model, question, child making, three genuinely different practical routes, observable sample and a specific next teaching move. C20 examples (worked-examples.html), H10 home (family-offers.html) and X10 extras (supplements.html) offer optional varied contexts. Do not expose a selected first/later stage's theme through ordinary examples.

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Choose a check, then teach the gap

Staff use stage selection away from the child's view. Six new matched families contain twelve individually complete source/four-question/own-blank stages. Suggested Day85/90 G is only a planning suggestion. Later needs preserved first response, actual component-specific teaching, documented interval, unused source and support/exposure check. Otherwise use an unused first family or ordinary play, without claiming matched comparison.

Record each component as observed with exact evidence, partly observed with a concrete gap, or not observed. Private, source absent, no response and different support are not errors. The original staff criteria do not replace official QCAA grading or justify full Foundation attainment.

Whole authority and actual Queensland conditions (source-scope.html) · Complete notice (source-notice.html)

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