

Teacher Notes

The Arts Teaching and Learning

This unit of work is a three lesson sequence designed using the Australian Curriculum: The Arts Foundation to Year 10. It aims to develop and enhance students' imaginations and creativity through individual and collaborative means using voice, body, and instruments in visual and performance art.

These lessons complement the TrackSAFE Education English units of work, where students will already have developed the necessary vocabulary. These lessons will be particularly valuable when catering for the different student learning styles within the classroom.

It is intended that these lessons can be used by classroom teachers and Music, Visual Arts and Drama specialists. Teachers can use The Arts lessons as an additional source of assessment information against the TrackSAFE assessment criteria.

School proximity to trains and tracks, and student experiences will be varied. The TrackSAFE Education photos and video provided on our [student site](#) will allow teachers to extend and enrich lessons where a visual cue is needed. A glossary of terms has been provided. Teachers should be aware that infrastructure can vary across Australia, so a variety of images are available. The basic elements are consistent with the exception of platform line colour in South Australia. South Australian teachers should refer to the 'white line' whenever 'yellow line' is mentioned.

Teachers of students with disability should adjust the following learning sequence and/or use appropriate learning activities included in other year levels' sequences to ensure that the learning is meaningful for their students' individual needs, strengths and interests. Further information is available in *Student Diversity and the Australian Curriculum Advice for principals, schools and teachers*. <http://www.australiancurriculum.edu.au/StudentDiversity/Students-with-disability>

Assessment – The Arts

Lessons have been designed using the Australian Curriculum: The Arts Foundation to Year 10. Opportunities for assessment for, as and of learning throughout the lessons will assist teachers in reporting progress and achievement of students in Dance, Drama, Music and Visual Arts.

Australian Curriculum: The Arts F-10 Applicable Content Descriptions

Years 5 and 6

Dance

- Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning ([ACADAM009](#))
- Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination ([ACADAM010](#))
- Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community ([ACADAM011](#))

Drama

- Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations ([ACADRM035](#))
- Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action ([ACADRM036](#))
- Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience ([ACADRM037](#))
- Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama ([ACADRR038](#))

Music

- Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns ([ACAMUM088](#))
- Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community ([ACAMUM089](#))
- Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience ([ACAMUM090](#))
- Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait

Islander music ([ACAMUR091](#))

Visual Arts

- Develop and apply techniques and processes when making their artworks ([ACAVAM115](#))
- Plan the display of artworks to enhance their meaning for an audience ([ACAVAM116](#))
- Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks ([ACAVAR117](#))

TrackSAFE Aims For This Unit of Work

The aim of this unit of work is for students to learn and engage in meaningful lessons in The Arts with a train and track safety focus.

For all students, from those who have regular exposure to trains or tracks, to those who have no exposure to trains or tracks at all, it is important to learn and practise rail safety actions. All students should be well prepared so they know what to do to keep themselves safe around train tracks and why these safety actions are so important.

Students of this age and stage of development must be supervised by an adult at all times when around train tracks, whether on a platform or at a pedestrian level crossing. They should walk while holding hands and be given prompts by the supervising adult about safe places to walk and stand (e.g. behind the yellow line). They should practise procedures for crossing at a pedestrian level crossing (STOP, LOOK, LISTEN, THINK). Supervising adults should be aware that sudden occurrences may cause a student to act impulsively without consideration of the safety consequences, for example a dropped ball or other item onto tracks may cause the student to attempt to retrieve it. Procedures for how to manage these occurrences should be reinforced (e.g. ask for help from staff, press the emergency help button).

TrackSAFE Outcomes

By the end of this unit of work, students should be able to:

- identify and describe the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.) and their purpose
- describe how adults keep us safe near trains or train tracks, and why they do those things
- describe what they themselves need to do to stay safe on the train network, and why they need to do those things
- teach others how to stay safe near trains and tracks

Assessment of TrackSAFE Outcomes

Whilst the learning activities in this unit of work are focussed on The Arts achievement standards, it has ultimately been developed specifically to improve students' knowledge, skills and attitudes around train and track safety.

Measuring change in student understanding, skills, and attitudes against the TrackSAFE Outcomes will help you to track student progress and assess the benefits of completing this unit of work in your classroom from a train and track safety perspective.