

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 units of work in English, 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 Descriptors

Years 3 and 4

Dance

- Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices ([ACADAM005](#))
- Practise technical skills safely in fundamental movements ([ACADAM006](#))
- Perform dances using expressive skills to communicate ideas, including telling cultural or community stories ([ACADAM007](#))

Drama

- Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama ([ACADRM031](#))
- Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama ([ACADRM033](#))
- Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons ([ACADRR034](#))

Music

- Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns ([ACAMUM084](#))
- Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community ([ACAMUM085](#))
- Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume ([ACAMUM086](#))
- Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples ([ACAMUR087](#))

Visual Arts

- Use materials, techniques and processes to explore visual conventions when

making artworks ([ACAVAM111](#))

- Present artworks and describe how they have used visual conventions to represent their ideas ([ACAVAM112](#))

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.

This is a teacher reference to introduce the terminology used throughout the TrackSAFE Education lessons, and vocabulary which may be introduced through students' own investigations and enquiries. Words are listed in alphabetical order.

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
Ballast	Rocks around the tracks and sleepers which help support the weight and vibrations of the train.	

Word or phrase	Meaning	What it can look like *Varies state to state
Emergency Help button	<p>A designated button which calls using a direct line to an officer who can speak directly to the person requiring help, ask questions and call for assistance from emergency services. Located on most train station platforms across Australia. Often linked to a CCTV camera which activates on button press.</p> <p>Should be used in emergencies to ask for help from:</p> <ul style="list-style-type: none"> • Ambulance – e.g. sick or injured person • Police – e.g. when feeling unsafe due to being followed, a fight • Fire service – e.g. fire at station or surrounding area • Train control – e.g. to warn of potential fatal incident such as person on tracks • Similarly to the misuse of Triple Zero (000), penalties can apply for misuse. 	 

Word or phrase	Meaning	What it can look like *Varies state to state
Gap	<p>The space between a train and a platform which can vary in size, Variations exist, depending on the curve of the platform, the location of the carriage (end or middle of platform) and the make of train.</p> <p>The safety message 'Mind the gap' is often used to help prevent injuries from people falling into the gap.</p>	


Level Crossing





A designated area on the road designed for vehicles to cross train tracks. Level crossing users are protected by a combination of one or more of the following safety features:



- Road sign (Railway Crossing)
- Stop/give way sign
- Stop line
- Warning lights (flashing)
- Warning bells (ringing)
- Boom gate
- Barrier/flag person
- No safety features (usually on private property e.g. farm)



Can be separate or adjacent to a pedestrian level crossing.


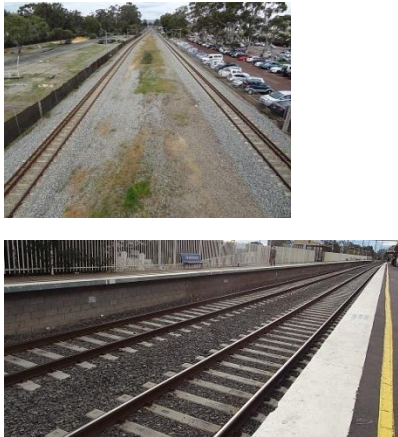



Word or phrase	Meaning	What it can look like *Varies state to state
Overhead power lines	<p>High voltage electrical wires which power electric trains. Highly dangerous due to the high voltage levels – can be between 1500V DC and 25 kV AC.</p> <p>Also known as overhead wires.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
Pedestrian Level Crossing	<p>A designated crossing area designed for use by pedestrians to cross train tracks. Pedestrian level crossing users are protected by a combination of one or more of the following safety features:</p> <ul style="list-style-type: none"> • Road sign (Railway Crossing) • Other warning signs (e.g. DO NOT CROSS WHILE LIGHTS ARE DISPLAYED OR ALARM SOUNDING) • Warning lights (flashing) • Warning red man lights (flashing) • Warning bells (ringing) • Gate, boom gate or other barrier • Maze (to make people look left and right) • Stop line • Double lines to walk between • No safety features (usually on private property e.g. farm) <p>Can be separate or adjacent to a level crossing.</p>	   

Word or phrase	Meaning	What it can look like *Varies state to state
Platform	A place for train passengers to stand while waiting for the train, which is at the same height as the train's floor area. Can be above ground or underground. Can be covered or open. Often features a slight slope towards the tracks to allow for water runoff.	
Signals	Lights which tell the train driver when to stop, use caution and go (similar to traffic lights).	

Word or phrase	Meaning	What it can look like * Varies state to state
Sleepers	Rectangular concrete or wooden supports for train tracks, which are laid perpendicular to (between) the tracks. Help spread the weight of the train and keep the tracks parallel.	
Train	<p>A large metal machine consisting of a driver's cabin and carriages. Can be used to transport passengers or freight such as goods, coal and cane. Modern trains are powered by electricity or diesel fuel. Older trains are powered by steam from coal fire.</p> <p>Have wheels which run on tracks. Only run in forward (not reverse) so driver switches ends when moving a train in the opposite direction.</p> <p>Also known as passenger train, freight train, goods train, coal train, cane train, diesel, and steam train.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
Train station	<p>A place where people catch a train.</p> <p>Also known as railway station or station.</p>	
Train tracks	<p>Two parallel steel rails designed to allow train wheels to roll forward and back. Usually supported by sleepers and ballast.</p> <p>Also called railway lines, train lines or tracks.</p>	

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
Yellow line (or white line)	<p>A line made of yellow paint or tactile tiles, to warn people where the safe area of the platform finishes. Designed to protect people from being hit by a train or falling off the platform. Can also be used at a pedestrian level crossing for people to stop behind. Can also appear as double lines to walk between at a pedestrian level crossing.</p> <p><small>*Note: in South Australia, this line is white.</small></p>	

Lesson 1: Visual Arts

The Arts Curriculum links

Visual Arts

- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)
- Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)

TrackSAFE outcomes of this lesson

Students should be able to:

- **Identify** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Describe** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Explain** the purpose of the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things to stay safe on the train network.

1.0 Whole class learning session (25mins)

Weaving my safety

Preparation/resources: pieces of woven fabric; A3 card; strips of coloured paper; coloured wool; A3 black and white print of a photo of a yellow/white line (see Media Library on [student website](#)).

Develop a learning intention and success criteria for representing ideas visually *and/or* develop a learning intention and success criteria for explaining how purpose can influence the display and exhibition of artworks.

Introduce students to some of the elements and principles used when woven fibre artists represent ideas visually.

Talk about weaving as an ancient indigenous art making method found in many different cultures across the world. The art making method continues to have currency today with contemporary artists weaving art works using many different materials including plant and animal fibres, hair, yarn, wool, paper, silk, pliable twigs, glass, nylon, plastic, fibre optics, and aluminium.

Visit, or view online, traditional and contemporary public artworks, created using woven fibre. Invite a woven fibre artist/s from your local community to talk about their work and the messages and meanings it holds.

Discuss the way the woven fibre artists use the **elements** like the use of line, point, texture, colour, form or mass, shape, and or space in a woven artwork. Talk about the use of **principles** like balance, rhythm, tension, or contrast in the woven artworks. Talk about the purpose, the significance, and ways in which the woven artworks were made and exhibited.

Discuss how the artists have used different materials to compose shape, colour, lines, and textures to express ideas and messages relevant to their communities.

Suitable work includes the work of Aboriginal and Torres Strait Islanders who make a variety of objects from weaving animal and plant fibres.

For example:

- Mavis Warrngilna Ganambarr - one of Australia's leading fibre artists: <http://www.powerhousemuseum.com/lovelace/index.php/country/australia/yuta-badayala-in-a-new-light> <http://www.powerhousemuseum.com/lovelace/index.php/country/australia/mavis-ganambarr-and-koskela>
- Floating Life: Contemporary Aboriginal Fibre
Art: http://www.qagoma.qld.gov.au/exhibitions/past/recently_archived/floating_life

Also view the artworks of contemporary artists, who are pushing boundaries - predicting, experimenting, and innovating with visual language and devices to enhance knowledge and practice with skills, techniques and processes in woven art forms.

For example:

- American artists Eric Markow & Thom Norris who have developed the process of weaving glass: <http://wovenglass.com/>
- Robert Davidovitz's "Woven Paint" Series (photos): http://www.huffingtonpost.com/2012/02/13/rob-davidovitzs-woven-paintings_n_1273908.html
- Laura Bacon – contemporary woven willow artwork:
<http://www.lauraellenbacon.com/>
- <http://www.trendhunter.com/trends/laura-bacon>
- Mark Leonard "Weaving #13," 2011: <http://www.artscenecal.com/archive/636-mark-leonard>

Ask students to:

- **Define** weaving. (What is weaving?)
- **Identify** places where we can see woven objects and materials. (Where can we see weaving? Where can you find examples of weaving in the classroom?).
Pre-prepare some simple weaves if needed.
- **Make** a vocabulary list from the terms that arise in the discussion. For example:
 - **Weaving** - Creating cloth or fabric by interlacing materials.
 - **Warp** - Strips the same length used as the base for weaving.
 - **Weft** - Strips used for weaving through the warp.

Demonstrate a simple weaving technique using a piece of heavy paper, with vertical parallel cuts beginning 2 cm from the top, and finishing 2 cm from the bottom. Describe the sections of paper divided by cuts as the warp. Use strips of paper (the weft) to weave through the warp to demonstrate weaving technique. After weaving a few strips, cut out some wavy shaped strips and weave them, then some wool, or other material to demonstrate how to vary the 'look'.

Show students an A3 black and white print of a photo of a yellow/white line on a platform or pedestrian level crossing (see Media Library on the [student website](#)).

Discuss:

- What is an important safety message needed in your local community? What do people need to be reminded about?
- How can you use weaving to make an art work with a message about train and track safety that would be relevant for your local community?
- What form should the artwork take?
- What is the best place to display the artwork so its message can influence people in the local community?

Accept any responses that involve weaving and sending a community relevant message about safety on train platforms. For example, if students suggest the issue lies with behaviours around the yellow line, you could discuss how to create a woven artwork to emphasise the line. (Cut parallel slots perpendicular to the yellow line and weave a yellow strip of paper to emphasise the yellow line.)

Discuss how this artwork could be used as a safety message about safe behaviours on station platforms and where it would be best displayed.

Explain why the safety message expressed in the artwork is important.

Reflect on how well the artwork meets the success criteria for representing ideas visually and or for predicting, experimenting, and innovating with visual language and devices.

Extension: Find a railway journey in Australia or overseas where the trains “weave” through the rock of a mountain or a mountain range.

For example view this YouTube video showing the Canadian Pacific Railway’s spiral tunnels, *CPR Spiral Tunnel 3 parts of same train at once in shot!*: <http://youtu.be/gEe9d69NpyM>

Imagine the train as the “weft” and the mountains as “the warp”. Think about woven artwork in a new way and come up with a different approach to use weft and warp to create art to represent a message about keeping safe around trains and tracks.

Activities

You can allocate the following activities to groups according to student learning needs.

Activities are designed so that students can complete their activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

In all activities, if Stanley knives or similar are to be used for cutting, safe practices should be reinforced.

Activity 1.1 Weaving a safety message (30mins)

Preparation/Resources: strips of coloured paper including yellow; A3 black paper; photos from the Media Library of the [student website](#) cut with warps

Develop a learning intention and success criteria for representing ideas visually *and/or* for explaining how purpose can influence the display and exhibition of artworks.

Ask students to:

Create a woven artwork with a message about TrackSAFE actions on station platforms.

- **Choose** weft strip paper colours to represent the yellow line, platform and train tracks.
- **Write** a TrackSAFE action message multiple times on the weft strip papers.
- **Weave** the weft strips through a piece of black card cut with warps to create a representation of a station platform.
- **Use** the message as a title for their woven artwork.
- **Display** your artwork in a setting where it will best influence the safe behaviours of a group of people in your local community who use trains and tracks.
- **Explain** how the purpose of the artwork can influence where it will be best displayed

Reflect on how well the artwork meets the success criteria for representing ideas visually and/or for predicting, experimenting, and innovating with visual language and devices.

Extension: Create a woven artwork with a message about TrackSAFE actions using materials commonly discarded at railway stations. **Reflect** on the impact of these items on the environment and community. **Discuss** the use of recycling/upcycling/repurposing items for art.

Before you start research the work of other artists who work with found materials, such as:

- Art Museum Image Consortium (AMICO): <http://www.amico.org/home.html>
- The Artchive: <http://www.artchive.com/>
- World Wide Art History Index: <http://wwar.com/artists/>
- Artcyclopedia: <http://www.artcyclopedia.com/>
- ArtsConnectEd: <http://www.artsconnected.org/>
- The Getty Museum: <http://www.getty.edu/>

Activity 1.2 Weaving a safety image (30mins)

Preparation/Resources: coloured wool; A3 card; strips of coloured paper; A3 photos of rail infrastructure in black and white (see Media Library on the [student website](#))

Develop a learning intention and success criteria for representing ideas visually *and/or* for explaining how purpose can influence the display and exhibition of artworks.

Ask students to:

- **Cut lines** to create warps over images of features of importance for safety (warning bells or boom gates etc.).
- **Use** brightly coloured lengths of wool to weave just that area to draw attention to it.
- **Write** a title for the artwork that reinforces the feature and a relevant TrackSAFE action message.
- **Display** your artwork in a setting where it will best influence the safe behaviours of a group of people in your local community who use trains and tracks.
- **Explain** how the purpose of the artwork can influence where it will be best displayed.

Reflect on how well the artwork meets the success criteria for representing ideas visually and/or for predicting, experimenting, and innovating with visual language and devices.

Extension: Create a woven artwork with a message about TrackSAFE actions using materials commonly discarded at railway stations. **Reflect** on the impact of these items on the environment and community. **Discuss** the use of recycling/upcycling/repurposing items for art.

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- World Wide Art History Index: <http://wwar.com/artists/>
- Artcyclopedia: <http://www.artcyclopedia.com/>
- ArtsConnectEd: <http://www.artsconnected.org/>
- The Getty Museum: <http://www.getty.edu/>

Activity 1.3 STOP LOOK LISTEN THINK and WEAVE (30mins)

Preparation/Resources: A3 black card; strips of coloured paper; pens or markers.

Develop a learning intention and success criteria for representing ideas visually *and/or* for explaining how purpose can influence the display and exhibition of artworks.

Ask students to:

- **Sketch** block letters on black card to form separate TrackSAFE action words *STOP*, *LOOK*, *LISTEN*, *THINK*.
- **Cut** warps within the letters and weave in bright colours.
- **Join** four pieces together to form the safety message STOP, LOOK, LISTEN, THINK.
- **Write** a title to explain the importance of the message.
- **Display** your artwork in a setting where it will best influence the safe behaviours of a group of people in your local community who use trains and tracks.
- **Explain** how the purpose of the artwork can influence where it will be best displayed

Reflect on how well the artwork meets the success criteria for representing ideas visually and/or for predicting, experimenting, and innovating with visual language and devices.

Extension: Create a woven artwork with a message about TrackSAFE actions using materials commonly discarded at railway stations. **Reflect** on the impact of these items on the environment and community. **Discuss** the use of recycling/upcycling/repurposing items for art.

Before you start research the work of other artists who work with found materials, such as:

- Art Museum Image Consortium (AMICO): <http://www.amico.org/home.html>
- The Artchive: <http://www.artchive.com/>
- World Wide Art History Index: <http://wwar.com/artists/>
- Artcyclopedia: <http://www.artcyclopedia.com/>
- ArtsConnectEd: <http://www.artsconnected.org/>
- The Getty Museum: <http://www.getty.edu/>

Activity 1.4 Whole class sharing (5mins)

Preparation/Resources: digital camera

Prompt students to share their artwork by describing both the artistic decisions they made and the safety message they have emphasised and why it is important. Photograph the artworks for communicating the safety message in the wider school community. Print some photos for the students to share at home. Consider linking with the local train station to arrange a display of the artwork, and uploading to the [feedback and giveaways](#) page of the TrackSAFE Education website to share with the rail safety education community.

Lesson 2: Drama

The Arts Curriculum links

Drama

- Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama ([ACADRM031](#))
- Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama ([ACADRM033](#))
- Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons ([ACADRR034](#))

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network
- **Explain** why they need to do those things to stay safe on the train network
- **Teach** others how to stay safe near trains and tracks

2.0 Whole class learning session (10mins)

Safety should always be on play!

Preparation/resources: Yellow tape

Revise TrackSAFE actions if the students have covered these in the English lessons. See the English unit of work and create a quick summary if students have not completed these lessons.

Discuss:

- **Actions** help keep people in your community safe when around trains and tracks. Use the terms STOP, LOOK, LISTEN, THINK for discussions around crossing at a pedestrian level crossing.
- **Actions** that can be achieved with a remote control while watching a DVD. Use the terms 'pause', 'stop', 'rewind', 'fast forward' and 'play'.

Use tape as a yellow line to mark off part of a room.

Ask students to move around the room as if they were milling around on a station platform.

Put one student in charge of an imaginary remote control.

Let the student control the actions of the people milling around the imaginary station using the 'pause', 'stop', 'rewind', 'fast forward' and 'play' button.

The crowd must respond to any action called by the "remote controller".

The student with the remote control must try to keep the people 'behind' the yellow line.

When people stray over the yellow line the remote control gets passed to another student.

Pose the question – *Wouldn't it be great if we could do this in real life? What are the benefits if we could prevent someone moving to an unsafe area?*

Relate a personal story where you were in an unsafe situation, and you wished you could have pushed the 'pause' button to give you time to think about what you should do next; or when you wished you could 'fast forward'.

Use think-pair-share to ask students to think of a moment in their life when having a 'pause', 'stop', and rewind', 'fast forward' and 'play' button would have been useful. Encourage students to think of situations where they had to think about their safety, and to share a positive outcome (either real or imagined).

Ask for students prepared to share these moments with the class.

Activity

The following activity is designed as a whole class activity.

Activity 2.1 Remote control magic (20mins)

Preparation/Resources: none

Develop a learning intention and success criteria for shaping and performing dramatic action using narrative structures and tension in devised and short scripted drama.

Ask students to:

- **Work in groups** to create a mini-play that promotes safe behaviours when near train tracks.
- **Appoint** someone to be a 'remote controller' who can call out 'stop', 'pause' 'rewind' etc to ensure everyone stays safe.

Background: The mini-play begins with someone doing something that will put them at risk. The 'remote controller' can call 'pause' and explain to the person what they are doing wrong and why it is dangerous, and then call 'play' to allow them to change their actions. Alternatively, the mini-play could demonstrate an unsafe behaviour and the 'remote controller' could wait until the end, call 'rewind' and instruct the others about what they should have done and why; then call 'play' so a different (and safer) outcome is achieved.

Reflect on how well the mini-play meets the success criteria for shaping and performing dramatic action using narrative structures and tension.

Give students ample time to practise their mini-plays before sharing.

Activity 2.2 Whole class sharing (30mins)

Preparation/Resources: Digital camera

Students perform their mini-plays for the class. Students can provide feedback to each other about the effectiveness of the mini-play and the clarity of safety message.

Consider the opportunities to perform some of the plays for other classes or at assembly and filming the mini-plays for the school, and to save on a USB stick for students to play at home for their families. Upload to the [feedback and giveaways](#) page of the TrackSAFE Education website.

Lesson 3: Music & Dance

The Arts Curriculum links

Music

- Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns ([ACAMUM084](#))
- Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community ([ACAMUM085](#))
- Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume ([ACAMUM086](#))
- Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples ([ACAMUM087](#))

Dance

- Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices ([ACADAM005](#))
- Practise technical skills safely in fundamental movements ([ACADAM006](#))
- Perform dances using expressive skills to communicate ideas, including telling cultural or community stories ([ACADAM007](#))

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network
- **Explain** why they need to do those things.
- **Teach** others how to stay safe near trains and tracks

3.0 Whole class learning session (15mins)

Preparation/resources: Suitable commercially recorded rap music; facility to play music; whiteboard or electronic whiteboard.

Develop a learning intention and success criteria for listening to and talking about a range of music to identify the musical elements and how they are used

Introduce the musical form of rap - spoken poetry performed in time to a beat. Rap music introduces musical elements through rhythm, instrumentals and vocals. It often talks about emotions and presents messages about social and political themes.

Ask students what they know or have just heard about rap songs.

Listen to several examples of rap music.

Caution: Some rap music glorified casual sex, drugs, or violence. Some rap denigrates women or features sexually explicit language that is inappropriate for schools. Check any rap music you intend to share with students before you decide to use rap in the lesson.

Suitable rap songs may include:

- 'Whoomp There It Is' by Tag Team (non-explicit version)
- 'The Cool' by Lupe Fiasco
- 'Kick Push' by Lupe Fiasco
- 'Television The Drug Of The Nation' by The Disposable Heroes Of Hiphoprisy
- 'First in Flight' by Blackalicious by or 'Just A Friend' by Biz Markie.

Identify the musical elements (beat, rhythm, pitch, tempo, tone colour or timbre, dynamics) commonly associated with rap music. **Ensure** that the following information is included on the list:

- Raps are spoken not sung
- Music supports the rap
- Percussion is a feature
- Rhyme is used in couplet form – lines 1 and 2 rhyme, lines 3 and 4 rhyme etc.
- There is a key message
- There is often a repeating refrain

Demonstrate a method for brainstorming rhyming words using common onsets.

For example:

- **Use** an important word for a rap and list any new words created by using the onsets (e.g. way - play, day, may, stay). The rhyming words in the list may trigger ideas for the rap.
- **Use** examples from the TrackSAFE actions covered in the English lessons e.g. track – back, whack, shack, lack, jack etc.

Ask students to:

Make up a couplet that includes 'track' and one of these rhymes.

Reflect on how well students have listened to and talked about a range of rap music to identify the musical elements and how they are used.

Extension: Research YouTube for student created raps about road or rail safety. Describe the message in the raps. Explain why you think this is the message. What do the student raps make you wonder?

Activity

The following activity is designed as a whole class activity.

Activity 3.1 Rap and rhythm (25mins)

Preparation/Resources: printed copies of Resource 1; a variety of percussion instruments.

Develop a learning intention and success criteria for **creating** simple compositions by selecting, sourcing and organising and recording rap music ideas.

Ask students to work in groups to:

- **Write** the lyrics to a rap with a message about safety near train tracks.
- **Read** the rap to another group and seek feedback (using Resource 1) and new ideas.
Reflect on the feedback and new ideas to improve the lyrics.
- **Rewrite** the lyrics in response to the feedback.
- **Reflect** on how well your rap lyrics meet the success criteria for organising rap music ideas.

Develop a learning intention and success criteria for **performing** simple compositions by selecting, sourcing and organising and recording rap music ideas.

Ask groups to:

- **Use** a variety of percussion instruments, body percussion and voice to further develop and perform the rap in front of an audience in their local community.
- **Reflect** on how well the rap lyrics meet the success criteria for performing rap music ideas.

Develop a learning intention and success criteria for investigating, improvising and structure movement ideas for short dance using the elements of dance and simple choreographic devices.

Ask groups to:

- **Choreograph** a sequence of dance movements to be used in a performance version of your rap.
 - **Perform** the dance movements in front of another group of students.
 - **Respond** to the feedback on the performance by revising and revisiting the dance.
 - **Create** an oral introduction to be spoken aloud before the performance. The introduction should inform the audience about the TrackSAFE action and why it is important to follow the safety message in the rap.
 - **Reflect** on how well your dance movements meet the success criteria for investigating, improvising and structuring movement ideas.
-

Activity 3.2 Whole class sharing (20mins)

Preparation/Resources: Digital camera

Students perform the final polished version of their raps and dance for the class. Students can provide feedback to each other about the rap in terms of the criteria developed earlier in the lesson and about the clarity of safety message. Invite another teacher or class in to listen and watch performances.

Consider the opportunities to perform some of the raps for other classes or at assembly. These could also be recorded for the school website or saved on USB stick for students to play at home for their families. Upload to the [feedback and giveaways](#) page of the TrackSAFE Education website.

Rap Checklist

Spaces are provided for you to add extra criteria identified during the whole class learning session.

Criteria for the rap.	Tick
The rap is spoken.	
Music supports the rap.	
Percussion features in the rap.	
Rhyming is in couplets.	
The rap has a clear TrackSAFE message.	
The rap has a refrain that repeats.	

Dear Parent/Carer

Your student is participating in TrackSAFE Education: Rail Safety for Schools, a rail safety education initiative designed for students to learn about train and track safety.

We ask teachers to take photos and/or film their students participating in the lessons, and/or samples of their work. We provide a secure upload facility for teachers to share these items with us. We will use the photos, videos and student work samples to promote your school and your student's achievements to the community, and to promote the program to teachers across Australia via our website, social media and other forums, such as at teacher conferences. They can also help us review and evaluate the resources to ensure they continue to meet the needs of schools.

The school is seeking your permission to photograph and/or film your student during their participation in the lessons, and to share their work with us. We have attached a permission slip which you need to return to the teacher by the date requested.

If you have any questions, please ask the teacher or feel free to contact us at info@tracksafeeducation.com.au. You can also visit our website at tracksafeeducation.com.au for further information, and to see how student images, videos and work samples are used.

Kind Regards
The TrackSAFE Education Team
A TrackSAFE Foundation initiative

(Please tick the applicable response)

☐

I give permission for the teacher to take photos/video of my student and samples of their work and submit them to TrackSAFE, who will use them to share with the community; evaluate and promote the TrackSAFE Education: Rail Safety for Schools program.

☐

I **do not** give permission for photos of/videos of/work samples from my student to be taken and shared with TrackSAFE.

Student Name _____ Date _____

Name _____ (Parent/Carer) Signed _____ (Parent/Carer)

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Student Name _____ Date _____

Name _____ (Parent/Carer) Signed _____ (Parent/Carer)

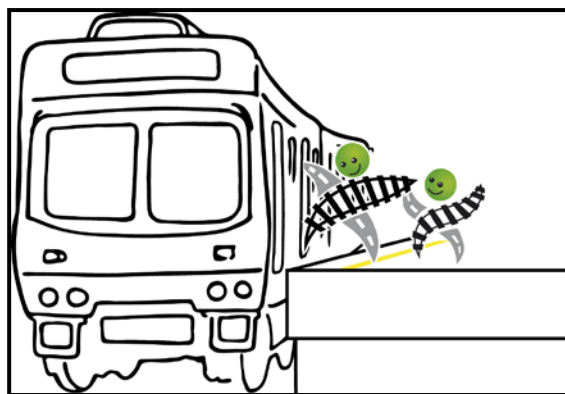
Dear Parent/Carer

At school your child is learning about how to stay safe near trains and tracks through the TrackSAFE Education: Rail Safety for Schools program.

You can help reinforce what they learn in the classroom by practising waiting safely on a station platform or cross at a pedestrian level crossing with them every time you catch a train or cross railway lines. We call these the 'TrackSAFE actions'.

Often children know how to behave safely on platforms or around pedestrian level crossing; however this does not always translate in their actions, especially when there are other distractions.

Young children need continuous reinforcement to help them stay safe around trains and tracks. It's as important as teaching your child to swim - no matter where they live or how often they see trains and tracks, they need to practise regularly so they can stay safe when they need to.



Each time you visit a platform and train tracks with your child, please reinforce the TrackSAFE actions. You could ask them to tell you and show you what they know already, and fill in any gaps using the information below.

It could save your child's life.

Refresh your knowledge: platform safety with kids



- When on a station platform, always hold your child's hand or get them to hold a safe alternative such as part of your clothing, an older sibling's hand or stroller.
- Talk about the yellow line and why we must stay behind it. When the train arrives wait for the train to come to a complete stop before crossing over the yellow line.
- Talk about the different safety features, such as signs and lines; why these safety features are there; and how they keep us safe.

Refresh your knowledge: pedestrian level crossing safety with kids

- Hold your child's hand when approaching and waiting. If you are pushing a stroller, you could ask your child to hold the stroller.
- Talk about the crossing procedure STOP LOOK LISTEN THINK.

STOP behind the line.
LOOK both ways for trains.
LISTEN for trains coming.
THINK, "Is it safe to cross?"

Why is it important to do this every time they cross? It will help keep them safe!



- Wait until the bells and lights have stopped and the pedestrian gate opens (if there is one) and repeat STOP LOOK LISTEN THINK.
- When crossing, point out the double lines and always walk between them.
- Wait away from a pedestrian level crossing and discuss with your child what they can see. Reinforce safe vocabulary and talk about how we know where the safe place to cross is.
- If a train passes through, talk about how big the train is, how it goes really fast, and how hard it is for the driver to stop it.
- Remind them to hop off their bike or scooter and walk across the tracks: the wheels could get stuck.



Refresh your knowledge: Track safety with kids



- Reinforce that trains can come from any time and from either direction. Remind them to walk to a more suitable place to cross e.g. a pedestrian level crossing.
- Talk to your child about the dangers of unfenced train tracks, and what to do if there is no pedestrian level crossing.
- For remote tracks with no crossings, strongly reinforce STOP LOOK LISTEN THINK.
- Discuss with your child how important it is to remove headphones when you are near train tracks. Encourage them to listen for the noises associated with approaching trains, such as bells, warning sounds, and the moving train.

We thank you for making rail safety a priority in your family.