

### 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](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](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.

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## 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.

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## 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/>
- Artyclopedia: <http://www.artyclopedia.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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### 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.

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## **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.