

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



The Arts

Years 3 and 4

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.