

Lesson 2: Visual Arts

The Arts Curriculum links

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 outcomes of this lesson

Students should be able to:

- **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.

2.0 Whole class learning session (20mins)

Promoting safety with colour

Preparation/resources: Computers; magazines; several images/logos that demonstrate use of complementary colours.

Develop a learning intention and success criteria for representing ideas, concepts and subject matter using complementary colours.

Remind students about colour wheels. Look at the lay-out of the colour wheel. Let students make their own colour wheels to **rediscover** Primary and Secondary colours.

Ask students to:

Research complementary colours.

- **Define** complementary colours. What are they?
- **Describe** how complementary colours are used in art and design. What are they used for? **Find** a colour wheel image showing the relationship between complementary colours.
- **Explain** why complementary colours are often used in posters and advertisements.
- **Find** complementary colours in railway posters or advertisements online or in magazines.
- **Use** these resources to back up your claims about complementary colours.

Bring students together to share what they have found and to show examples that demonstrate the use of complementary colours.

Show students artworks designed to represent level crossings.

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

Ask students to choose one artwork and focus on the artist's use of colour, then:

- **Describe** what they can see
- **Explain** why they think it is like that
- **Wonder** about what would happen to the artwork if they changed the colours in some way.

Suitable artworks include:

- Jeffrey Smart – Level Crossing, 1997.
<http://www.artnomad.com.au/artworks/artwork.cfm?id=50864>
- L.S. Lowry – Level Crossing, 1946.
<http://www.easyart.com/canvas-prints/L-S-Lowry/Level-Crossing,-1946-431354.html>
- L.S. Lowry – Level Crossing 1961
<http://www.bbc.co.uk/arts/yourpaintings/paintings/level-crossing-21982>
- Fernand Léger - Le passage à niveau (The Level Crossing), 1912.
<http://artsy.net/artwork/fernand-leger-le-passage-a-niveau-the-level-crossing>
- BBC Blast – The_Fool_Joss – Level Crossing
<http://www.bbc.co.uk/blast/74629>

Reflect on how well your descriptions, explanations and predictions meets the success criteria for understanding the representation of ideas using complementary colours.

Activities

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

You can also allow students to choose one or more activities themselves. All activities provide guidance to students so they can be completed independently. These can be read to the groups if not appropriate to their reading level.

Activities are designed so that students can complete their chosen 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.

Activity 2.1 Comic book heroes (25mins)

Preparation/Resources: Computers; magazines.

Develop a learning intention and success criteria for representing ideas, concepts and subject matter using complementary colours.

Ask students to work in pairs to:

- **Create** a cartoon character to promote TrackSAFE actions in your local community.
 - **Find** examples of comic book character superheroes in magazines and online.
 - **Describe** the important elements of comic book heroes.
 - **Describe** important symbols and motifs for keeping safe around trains and tracks.
 - **Sketch** a draft representation of a TrackSAFE hero.
 - **Annotate** your sketch with ideas for the use of complementary colours and TrackSAFE symbols.
- **Choose** any media you think might be appropriate to create your hero image – paint, collage, a software program etc.
- **Use** complementary colours for maximum impact and include features in the design that support the TrackSAFE actions. For example, the cartoon character could wear a bright yellow stripe down one side of his/her suit to symbolise staying behind the yellow line.
- **Add** a slogan or message in a speech bubble that reinforces a TrackSAFE action that would help people in your local community stay safe.
- **Think** of a catchy name that suits the particular character and message
- **Reflect** on your comic character and focussing on the use of colour.

- **Describe** what you can see
- **Explain** why you think it is like that
- **Wonder** about what would happen to the artwork if you changed the colours in some way.
- **Reflect** on how well your descriptions, explanations and predictions meets the success criteria for understanding the representation of ideas using complementary colours.

Extension: Research comic book heroes who work for track and train safety, for example British Rail's Captain Caution from 1961:

<http://www.flickr.com/photos/36844288@N00/4765138986/>

Create a comic strip featuring your TrackSAFE hero. Change the message by changing the colours of the character and the backgrounds.

Online comic book makers include:

- Read Write Think: Online Comic Creator
<http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html>
- Comic master: Create your own graphic novel <http://www.comicmaster.org.uk/>

Activity 2.2 Safety posters for influence (25mins)

Preparation/Resources: Art materials

Develop a learning intention and success criteria for representing ideas, concepts and subject matter using complementary colours.

Show students posters, advertising, infographics, artworks, photographs and images with a message about keeping safe around trains and tracks.

Note: You will see how safety posters have changed over the decades as our understanding of what promotes safe behaviour has changed. Many of the posters you will find online are designed to promote fear using shock and horror in images and messaging, and are unsuitable as models for student use. Instead, choose posters which promote safe behaviours using positive action words.

Examples of posters and poster design ideas can be found using Google Image search and infographics by looking at Visual.ly: <http://visual.ly/>

Ask students to:

- **Create** a TrackSAFE poster for display on trains or train platforms.
 - **Write** a short effective message to promote making wise choices around trains and tracks.
 - **Sketch** a draft design for the poster.
 - **Annotate** the draft with suggestions for complementary colour combinations to maximise the visual appeal and the promotion of the TrackSAFE message.
 - **Seek feedback** on how well your draft design meets the success criteria for representing ideas, concepts and subject matter using complementary colours.
 - **Reflect** on the feedback and incorporate relevant feedback in your design.
- Display the posters where they will have the greatest influence on people who use trains and tracks.

Extension: Discuss why railway advertisements and posters from earlier times are no longer thought to be effective in helping keep safe around trains and tracks. **Predict** how safety messages will be marketed in the future.

Activity 2.3 Whole class sharing (15mins)

Preparation/Resources: Digital camera

Students should share their artworks by describing the complementary colours and design elements they chose and the impact of the choices on both the images and safety messages. Encourage students to ask questions of each other in these terms too.

As a class, discuss how these artworks should be used to promote TrackSAFE messages, how they can inspire others to make wise choices, and which artworks are appropriate for use in each year level and why. Discuss the effectiveness of these on the audience. Photograph the artworks and upload them to your school website and to the [Feedback and Giveaways](#) page of the TrackSAFE Education website. Encourage the students to share their learning at home. If there is a train station nearby, there may be an opportunity to arrange a display there.