

Lesson 1: Visual Arts

The Arts Curriculum links

Visual Arts

- Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists ([ACAVAM106](#))
- Use and experiment with different materials, techniques, technologies and processes to make artworks ([ACAVAM107](#))
- Create and display artworks to communicate ideas to an audience ([ACAVAM108](#))

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

1.0 Whole class learning session (25mins)

Lines for staying safe

Preparation/resources: Photos of platform lines and Pedestrian Level Crossing lines (printed or shown on an IWB: see Media Library on [student website](#)), yellow tape or chalk.

Explore lines in real life. Where can you see them? What form do they take (curved, straight, circular etc.)? Go for a quick walk in the playground to identify places where lines have been drawn. Describe their purpose in communicating an action (e.g. wait at the canteen line, line up for class, stay in the boundary of the court, out of bounds, don't let the ball go over etc.).

Back in the classroom show some photos of platform lines and pedestrian level crossing lines from the Media Library on the [student website](#). Discuss the colour and placement of the lines, what they represent (reinforce safety actions and why they are necessary) and introduce the terms 'behind' and 'between'.

For the following activities, use coloured tape or chalk.

- **Platforms.** Place a single yellow line on the floor (and white lines parallel to it) to represent the end of the platform (and the train tracks). Students should practise standing and walking **behind** the yellow line.
- **Pedestrian Level Crossings.** Place two parallel white lines to represent the train tracks and perpendicular to these, two parallel yellow lines. Mark pedestrian gates at each end of the parallel yellow lines on the floor. Students should practise walking **between** the yellow lines from pedestrian gate to pedestrian gate.

As students practise, discuss why these two actions are important for staying safe around trains and tracks.

Activity

The following activity is designed as a whole class activity.

Activity 1.1 Representing ideas visually (25mins)

Preparation/Resources: Art media (paint, crayons or marking pens), large sheets of paper with either a yellow line (e.g. using paint or tape)/a line for the edge of the platform and two lines for the train tracks; or two parallel yellow lines and perpendicular lines for the train tracks.

Develop a learning intention and success criteria for representing ideas visually.

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

Demonstrate and or share examples of the way artists use the elements of line, point, texture, and or colour in a work. Talk about the use of principles like balance, rhythm, tension, or contrast. Suitable work includes that of Australian artist Ildiko Kovacs who creates large colourful works with thick lines and well defined shapes to represent ideas visually.

Ask students to:

- **Draw/paint** a picture from the viewpoint of looking down. Their painting should show a train or track safety action representing either:
 - the yellow line on the platform, their feet and any other part of themselves they can see, the edge of the platform and the train tracks, or
 - the parallel yellow lines crossing the train tracks and their feet walking between the pedestrian level crossing gates.
- **Reflect** on how well they have met the success criteria for representing ideas visually, and any next steps.
- **Write** a TrackSAFE action underneath the picture (e.g. stay **behind** the yellow line on the platform, or walk **between** the yellow lines at the pedestrian level crossing).

Extension: Look at another artist's viewpoint of the yellow line in Yellow Lines Flower Painter by Banksy: <http://www.stencilrevolution.com/banksy-art-prints/yellow-lines-flower-painter/>. What can you see? Why do you think it is like that? What does it make you wonder? What safety instruction do you think Banksy might have written beside his artwork?

Look at the work of other artists focused on exploring how 'lines' are used to express feelings, e.g. "Streak" by Bridget Riley, "Actor Dancing" by Torri Kiyotada, 'Composition with Red, Yellow, and Blue' by Piet Mondriaan, "Beat Bop" by Basquiat and the regular, contrasting coloured stripes that feature in artworks by Daniel Buren.

1.2 Whole class sharing (10mins)

Preparation/resources: None

Students have the opportunity to share their artwork with the class.

Ask students to:

- **Identify** some of the elements and principles used in their work.
- **Describe** how they chose the art medium, colours etc.
- **Explain** why they chose them, using words like 'because' and 'so that'.
- **Describe** how they used their shoes as a model for the drawing.
- **Explain** the importance of the safety action idea they represented in the artwork.
- **Reflect** on the people in their local community who could learn how to be safe around trains and tracks from seeing their artwork.