

Lesson 2: Music and Drama

The Arts Curriculum links

Music

- Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion ([ACAMUM080](#))
- Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community ([ACAMUM081](#))
- Create compositions and perform music to communicate ideas to an audience ([ACAMUM082](#))
- Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples ([ACAMUR083](#))

Drama

- Explore role and dramatic action in dramatic play, improvisation and process drama ([ACADRM027](#))
- Use voice, facial expression, movement and space to imagine and establish role and situation ([ACADRM028](#))
- Present drama that communicates ideas, including stories from their community, to an audience ([ACADRM029](#))
- Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples ([ACADRR030](#))

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.

2.0 Whole class learning session (25mins)

The sounds of safety

Preparation/resources: Audio equipment, computer/tablet with internet; [TrackSAFE Sounds](#) audio clips.

Develop a learning intention and success criteria for exploring sounds.

Talk about how different sounds and listening for them can help us stay safe.

Work with students to:

- **Name** the warning sounds they know about (e.g. police siren, tram bells, ship fog horn, train approaching on tracks, reversing beeper on a vehicle, smoke alarm, fridge door beeper, barking dog).
- **List** all the sounds that warn people.
- **Describe** what the sounds tell us.
- **Develop a statement** about warning sounds e.g. *Listen for sirens, or sirens tell us to get out of the way.*

Play the [TrackSAFE Sounds](#) audio clips.

Note: You can substitute the sounds in the *TrackSAFE Sounds* audio clips with sounds recorded in your local community.

Ask students to:

- **Identify** the sounds.
- **Describe** where they have heard them before.
- **Discuss** what the sounds are telling us.

Make a link to the TrackSAFE action STOP LOOK **LISTEN** THINK.

Reinforce the LISTEN action.

Ask students to:

- **Brainstorm** the sounds associated with trains on the track – rhythm of train on a track, warning bells etc.
- **Explain** why it is important to listen for these sounds when people are around trains and tracks.
- **Think** about how they could create/represent the sounds of trains and tracks.

Extension: How can we translate the memory of a train ride into music?

Ask students to:

- **Explore** the ways different musicians have made musical sounds and rhythms to represent trains and train tracks.
 - Listen to the track with your eyes closed.
 - What do you hear?
 - Why do you think it is like that?
 - What does it make you wonder? (What if ...?)

Possible tracks and excerpts include:

- The Trains of Treasure CD on the Australian Railway Songs website: <http://railwaysongs.blogspot.co.nz/2008/11/index.html>
- The introduction to 'No Leaf Clover' by Metallica: Official Music Video <http://youtu.be/Fd9ohpDDCRU>
- Phantom Train track in Final Fantasy 6 Game: <http://www.flyingomelette.com/gamemusic/snes/ff6-phantomtrain.mp3>

- Train Station track in Shadow Man Nintendo 64 Game (Beethoven's "Moonlight Sonata"): <http://www.flyingomelette.com/gamemusic/n64/shadowman-trainstation.mp3>
- Station to Station - <http://video.wired.com/series/station-to-station>
- Train Tracks to Sound Tracks - Giorgio Moroder - Station to Station <http://video.wired.com/watch/train-tracks-to-sound-tracks-giorgio-moroder-station-to-station>
- **Create and or Remix** music by using a computer to re-mix sounds and rhymes from their local community, Safe Sounds audio clips and other sounds they make or find.

Suitable computer software or websites include:

- Audacity (Mac, PC) <http://audacity.sourceforge.net/>
- Garage Band (Mac, iPad) <http://www.apple.com/ilife/garageband/>
- Royalty Free Stock Music Tracks: <http://www.fotosearch.com/music-audio/>

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.

Activity 2.1 Compositions (35mins)

Preparation/Resources: a variety of musical instruments, headphones connected to a music player, Photos of student wearing headphones (printed or shown on a projector/IWB: see Media Library on [student website](#))

Develop a learning intention and success criteria for creating and improvising short compositions.

Ask students to:

- **Use** voice, body percussion, and instruments to create a short composition mimicking the sounds of a train on the tracks (or bells at a pedestrian level crossing). The composition should emphasise the rhythmic nature of these sounds.
- **Record** these sounds.
- **Listen** to the sounds.
- **Reflect** on how well they have met the success criteria and any next steps.

Now ask students to:

- **Listen** to the recording at high volume.
- **Listen** again using different methods to make the sounds harder to hear. For example get students to listen to the sounds:
 - with their hands over their ears,
 - wearing headphones playing loud music, and
 - with loud music playing at the same time.
- **Describe** what happens to their ability to hear sounds.
- **Explain** why they think this happens.
- **Make a generalisation** about doing things that make sounds harder to hear when we are around trains and tracks.

Show the photo of a student with headphones.

Ask students to:

- **Describe** what they think the teenager might do near train tracks.
- **Explain** why they think that.
- **Create** a safety message, about “LISTENING” as a TrackSAFE action.
- **Perform** the safety message for others. Use the rhythmic sounds recorded earlier as a background to the performance.

Provide opportunities for rehearsing, revising, conferencing, and presenting the performance.

Extension: Evaluate a claim.

Ask students to work in small groups to:

- **Evaluate** the claim that anything that diminishes our ability to listen affects our safety.
 - **List** reasons for supporting the claim. Provide examples/evidence.
 - **List** objections to the claim. Provide examples/evidence.
 - **Judge** the relative strength of the reasons and the objections. (Take a vote)
- **Make a generalisation** about the importance of listening when staying safe near train tracks. (Overall I think [insert claim] because [insert reason] because [insert evidence]).

Activity 2.2 Compositions with performance (35mins)

Preparation/Resources: A variety of percussion instruments.

Develop a learning intention and success criteria for creating and improvising short compositions.

Develop learning intentions and success criteria for using voice, facial expression, movement and space to imagine and establish role and situation.

View videos of trains approaching, passing through and departing from stations.

You can find many suitable Australian examples uploaded on YouTube. For example,

- Long Freight Train At Level Crossing in Victoria: <http://youtu.be/OY4eb5LGD50>
- Sydney Commuter Train – Approaching Mascot Station: <http://youtu.be/TFKnaDSBxHE>

Ask students to:

- **Create** a composition to simulate a train's journey.
 - **Use** percussion instruments, body percussion, voice etc. to represent the train:
 - approaching a pedestrian level crossing;
 - passing through it, and;
 - coming to a stop at a station.
 - **Reflect** on how well your composition has met the success criteria for creating a short composition.
- **Create** a short drama (role play) to represent the train's journey.
 - **Show** the train
 - approaching a pedestrian level crossing,
 - passing through and
 - Coming to a stop at a station.
 - **Adopt** different roles – students playing the role of the approaching train, the boom gate, the pedestrian level crossing gate and people waiting to cross at the crossing.
 - **Create** appropriate sound effects for each role.
 - **Explain and emphasise** safety actions by showing people using the TrackSAFE actions of approaching a pedestrian level crossing, waiting (STOP, LOOK LISTEN, THINK) and then crossing after the train has passed and the gate opens.
- **Perform** the drama for others in your school community.
- **Encourage** your audiences to look for the TrackSAFE actions in the drama.

- **Seek feedback** on how well your drama has portrayed TrackSAFE actions and appropriate behaviours around trains and tracks.
- **Reflect** on the feedback.
- Act on the feedback and reflection to improve future performances.

Provide opportunities for rehearsing, revising, conferencing, and presenting the performance.

Extension: Use video to make a one minute movie about creating the performance. You can get some tips for how to approach this at BBC One Minute

Videos: <http://www.bbc.co.uk/films/oneminutemovies/howto/>