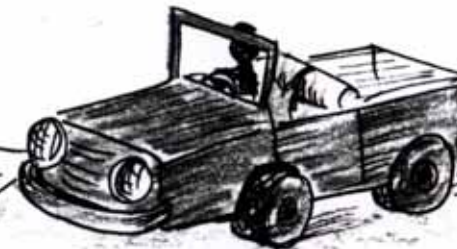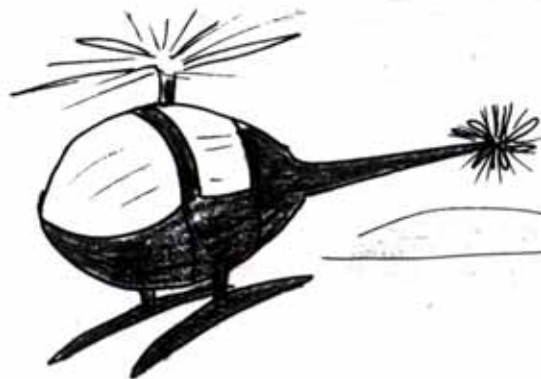# Transport

Programmed Integrated Creative Arts Unit

1 : Programming Proforma for Visual Arts : Transport

| Purposes | | Media/ Forms | Activities | Subject Matter | | | | | Outcomes |
Mak	App			Pe	LT	Ob	Pl	Ev	*from NSW Syllabus*
	✳		**_Exploring_** Look at different pictures of ways of travelling, (eg. see the Art Pack called *Travelling* from S&S Supplies)						
			Discuss similarities and differences in styles and media used.						VAS2.4
✳		Painting	Experiment with creating a representation of a mode of transport using one of these styles and media.			✳			VAS1.1
✳		Painting 3D	**_Developing_** Create a class or group mural using a variety of techniques; ie use torn tissue paper, paint applied with scrunched up newspaper, paint spread with a comb, collage using similar colours cut from magazine pictures, etc.						VAS1.2
			Add the children's created modes of transport to this mural						
	✳		**_Reflecting_** Have each child report on the style and media they used to produce their part of the completed mural.						VAS1.4
			Discuss how effective it was in depicting the chosen mode of transport						

Resources:
• *Travelling* : Art Pack W1; • Coloured tissue paper; • Paint • Brushes • Water • Newspaper • Comb • Magazines • Scissors • Glue
• Large sheets of paper or cardboard • Textas • Art Paper • Pencils

Evaluation:

Purposes = *Making and Appreciating*; **Forms** = *Drawing, Painting, Sculpture, Collage, Ceramics, 3-D, Printmaking Photography, Fibre, Digital Forms*;
Subject Matter = *People, Living Things, Objects, Places, Events*

2 : Programming Proforma for Drama : Transport

Purposes			Form of	Activities	Contexts				Outcomes
Perf	Mak	App	**Drama**		Sit'n	Role	Elts	Perf	*from NSW Syllabus*
	*		Improv'n	***Exploring*** Learn to sing the song *How Did You Travel to School?* (*The Essential Arts Handbook*, p. 110) Explore different ways of dramatising the modes of transport mentioned in the song. eg. Car : unlock door; open door; sit down; close door; seatbelt; key in ignition; foot on clutch/accelerator, etc.	*				MUS1.1 DRAS1.1
			Mvt and Mime	***Developing*** Divide class into 8 groups; give each group one verse of the song to dramatise as the song is sung. Have each group then create and dramatise their own imagined form of transport to school, and make up a third line to the song using appropriate elements.		* *			DRAS1.1 DRAS1.2
*				***Reflecting*** Share the new verses and movements with the rest of the class. Discuss the effectiveness of the movements to reflect the new mode of transport.					DRAS2.3 DRAS1.4
	*								

Resources:
• Copy of the song *How Did You Travel to School?* (*The Essential Arts Handbook* by Deirdre Russell-Bowie, Karibuni Press, 1993)

Evaluation:

Purposes = *Performing, Making, Appreciating*; **Forms of Drama** = *Improvisation, Narrative Forms, Movement and Mime, Scripted Drama, Puppets, Masks, Video Drama, Playbuilding*; **Contexts** = *Situation, Role, Elements (Tension, Focus, Mood, Time, Contrast, Symbol, Space), Performance.*

3 : Programming Proforma for Music : Transport

Purposes					Rep't	Activities	Concepts					Outcomes
Performing			OS	List								*from NSW Syllabus*
S	M	Pl	Os	L			Du	Pi	Dy	TC	St	
		*				**Exploring** Experiment with different instruments which could represent different modes of transport mentioned in the song *How Did You Travel to School?* (*The Essential Arts Handbook*, p. 110)				*		MUS1.1
						Select the instrument to represent a car, and make it sound like a crash, a puncture, etc happening.				*		MUS1.2
						Developing						
*				*	Vocal Music: Songs	Learn the song *John Brown's Holden* (*The Creative Arts Handbook*, p. 70);						MUS1.1
		*	*			Add appropriate instruments to represent what happens in each verse, eg. prang, puncture, etc.				*		
						Click fingers to beat of verse, clap beat of chorus	*				*	MUS1.2
						Use flashcards to indicate dynamics (large = loud)			*			MUS1.3
*	*	*		*		Learn the song *This Train* (*The Creative Arts Handbook*, p. 157) while clicking fingers to beat	*					
						Walk around room to beat showing changing tempo	*					
*	*	*		*		Add tuned percussion instruments to the beat, following the guitar chords above the music		*				MUS2.1
						Reflecting						
*	*	*	*	*	Mvt	Sing through both songs again, with instruments and movements; identify how changing tempo and use of different instruments can add interest and contrast to songs.						MUS1.4

Resources:
• Copies of *How Did You Travel? John Brown's Holden*, and *This Train*. • Untuned instruments • Flashcards • Tuned instruments

Evaluation:

Purposes = *Performing (Singing, Moving, Playing Instruments), Organising Sound, Listening*; **Repertoire** = *Vocal Music: Songs and rhymes, Instrumental Music, Student Compositions, Movement*; **Concepts** = *Duration, Pitch, Dynamics; Tone Colour; Structure*

4 : Programming Proforma for Dance : Transport

Purposes			Contexts	Activities	Elements						Outcomes
Perf	Com	App	**of Dance**		Act	Dyn	Time	Spce	Rel	Str	*from NSW Syllabus*
	*		Student Comp's	**Exploring** Learn to sing the song *My Paddle* (*The Creative Arts Handbook*, p.101) Experiment with appropriate movements to represent each line of the song, ie 4 movements In groups explore four different movements to represent a mode of transport (a different mode for each group)	*		*		*		MUS1.1 DAS1.2
				Developing Develop each of the four movements to last for four beats. Create a 16 beat movement based on these basic four movements, eg. repeat each basic movement four times. Basic movements may be stylised to create a smooth flowing sequence. Add music with strong beat to assist movements.			*			*	DAS2.2
*		*		**Reflecting** Have each group share their movement sequence one after the other to the music to create a continual dance sequence to music. Reflect on how it could be improved; repeat.	*	*	*	*	*	*	DAS1.3

Resources:
• Copy of song, *My Paddle*. • Room to move • Music with a strong beat • Cassette/ CD player

Evaluation::

Purposes = *Performing, Composing, Appreciating*; **Contexts of Dance** = *Students' Compositions, Teacher Directed Dances, Cultural and Historic Dances*; **Elements** = *Action, Dynamics, Time, Space, Relationships, Structure*