

Feet First term 2: walking and exploring

Updated 2023



Key understanding: Walking benefits people, places and our planet.

Driving question: Walking – what difference can I make?

- Define walking.
- Explain the benefits of walking.
- Predict how using sustainable transport such as walking might improve people, places and the planet.

Activity 2.1 Visual Arts: exploring pavement art

Achievement objectives – refer to New Zealand Curriculum Levels 1-4 Visual Arts developing practical knowledge, developing ideas, communicating and interpreting.

Example learning intentions

Level One and Two

Explore sidewalk chalk on card, tarmac and concrete surfaces and discover elements and selected principles.

Explore the qualities and effects of chalk on different surfaces.

Use a variety of pavement art techniques, tools, materials, processes, and procedures to create chalk art.

Describe visual ideas in response to walking in different environments.

Express visual ideas in response to a variety of motivations when walking.

Use imagination and observation when using chalk on pavement surfaces.

Use chalk materials and pavement surfaces in new ways.

Create sidewalk chalk art to communicate your “exploring walking” ideas to others.

Describe how and why meaning is conveyed in own and others’ art works.

Describe how and why meaning is conveyed in others’ art works.

Level Three

Explore conventions, procedures, and processes to make sidewalk chalk art images.

Apply knowledge of elements and principles when using sidewalk chalk art.

Use a variety of chalk art techniques, tools, and materials.

Develop visual ideas in response to walking in different environments, and the work of pavement artists.

Use imagination and observation when walking.

Use invention with sidewalk art chalk and pavement surfaces.

Revisit visual ideas developed in response to walking in different environments, and by studying the work of pavement artists.

Identify how sidewalk chalk art communicates different kinds of ideas.

Create sidewalk chalk art to communicate your “exploring walking” ideas to others.

Explain the ideas communicated through sidewalk chalk art.

Investigate the purposes of selected sidewalk chalk art works.

Identifies the contexts for the creation, viewing and valuing of sidewalk chalk art.

Level Four

Explore conventions of using sidewalk chalk on card, tarmac and concrete surfaces.

Use chalk art making conventions.

Apply knowledge of elements and selected principles when using sidewalk chalk on different surfaces.

Demonstrate an understanding of conventions, procedures, and processes when using chalk to create sidewalk art.

Use a variety of chalk sidewalk art techniques, tools, and materials with some understanding.

Develop visual ideas in response to walking in different environments, and the work of pavement artists.

Generate ideas using observation and imagination when walking.

Explore how the use of different media influences the communication of ideas in selected chalk sidewalk art works.

Describe how the use of different media influences the communication of ideas in selected chalk sidewalk art works.

Investigate the purposes of selected sidewalk chalk art works.

Identify the contexts for the creation, viewing and valuing of sidewalk chalk art.

Create sidewalk chalk art to explore different ways of “exploring walking”.

Create an “exploring walking” through sidewalk art exhibition space for your work and the work of others in the community.

Learning experiences

Select the learning experiences that best match the abilities of your student and that support your learning intentions.

View the work of sidewalk, pavement and floor artists.

Describe the visual features that appeal to you.

Discuss the image or the message communicated by the artwork.

Explain why the artwork is effective.

Describe how the use of different media influences the communication of ideas in selected chalk sidewalk art works.

Describe what is seen in the sidewalk artworks.

Think about the formal qualities of line, shape, pattern, recurring symbols or motifs in the artworks.

Wonder how and why the sidewalk artworks have been created.

Wonder how the impermanence of the artwork influences sidewalk artworks.

Develop a rubric with criteria that could be used to assess the quality and effectiveness of pavement art.

Explore and use conventions of sidewalk chalk on card, tarmac and concrete surfaces.

Use a variety of chalk sidewalk art techniques, tools, and materials with some understanding.

Experiment with:

- holding the chalk like a pencil and use the sharp edges to draw lines
- rubbing the sides of the chalk across a surface
- blurring the chalk with your fingers
- soaking the chalk before use
- grinding the chalk into a powder and spreading the powder over a surface.

Apply knowledge of elements and principles in creating sidewalk chalk art.

Explore conventions, procedures, and processes to make sidewalk chalk art images.

Develop visual ideas in response to your experiences when walking in different environments, and the work of pavement artists.

Develop visual ideas in response to the work of pavement artists.

Compare and contrast two artists' different styles of pavement art. Identify significant similarities and differences.

Explain what you think each artist was trying to convey through the pavement artwork they created.

Compare and contrast pavement art with another art medium.

Create sidewalk chalk art to explore "walking". Photograph the process of creating your work and the finished artwork.

Use the rubric you developed earlier to self-assess your artwork.

Create an online sidewalk art place for your chalk art digital images. Annotate the images and invite comment from others. For example, use VoiceThread to allow many people to comment on each image.

Revisit visual ideas developed in response to walking in different environments, and by studying the work of pavement artists.

Reflect on a sidewalk art artwork. Use [VoiceThread](https://voicethread.com/) to critique your own work and the work of others.

Collaborate with others to create an “exploring walking” sidewalk art exhibition space. Invite others to create and exhibit their interpretations of walking. Collect video and photographs of the art making process and the reactions of people walking past.

Assessment

Learning area: visual art

	I can select, combine, and structure original visual effects with chalk to make pieces of sidewalk art that reflect people walking. I can evaluate and improve on these ideas.
	I can select, combine, and structure visual effects with chalk to make simple pieces of pavement art that reflect people walking.
	I can select visual effects with chalk to make simple pieces of sidewalk art that reflect people walking.
	I can experiment with and shape visual effects with chalk to make simple pavement drawings that reflect people walking.
	I need help to experiment with visual effects when creating pavement art.

Key competency: using language, symbols and text

	I can use chalk to create visual art ideas that others can interpret and use these original art ideas to communicate a common message with others.
	I can use chalk to represent visual art ideas that others can interpret.
	I can use chalk to draw simple representations of visual art ideas.
	I can draw patterns with chalk to represent a visual art idea.
	I need help to use chalk markings to represent visual art ideas.

Internet resources

[Flickr Creative Commons: Sidewalk Art](#)

[Julian Beever – 3D illusion pavement art](#)

[Manfred Stader 3D street art](#)

[Chalk festival](#)

[Street art in New Zealand \(Te Ara\)](#)

[Watch This Space \(Gallery of Christchurch street art\)](#)

[Street Wise \(NZ Geographic\)](#)

[Streets for People \(Waka Kotahi\)](#)

[How to create wet chalk drawings \(WikiHow\)](#)

[Wikipedia: Rangoli](#)

[Flickr Creative Commons: Rangoli](#) Online photo-library images of Rangoli art.

Thinking resources

Complete a PMI on the temporariness of sidewalk art.

Sequence the steps in creating your sidewalk art.

Classify the different conventions and principles of sidewalk art.

Explain the ideas communicated through your sidewalk art.

Compare and contrast sidewalk art with art created on canvas.

What if questions

Use these for class and group discussion or writing.

What if all art was temporary, lasting only until the next rainfall?

What if local art was routinely exhibited outdoors?

What if seeing artists at work was as common as seeing construction workers?

What if responding to new experiences through art making was as valued as responding to new experiences through speech or text?

What if art and signage was banned from all outdoor environments?

Activity 2.2 Health and PE exploring safe walking

Achievement objectives – refer New Zealand Curriculum Health and PE Levels 1-4 A3 safety management.

Example learning intentions

Define 'safe', 'safe practice', 'risk' and 'safe choice'.

Describe people who can help when you are walking in a range of contexts.

Describe risks, safe practice and safe choices when walking in a variety of places.

Explain how people can help us keep safe when walking.

Explain the causes and consequence of risks when walking.

Explain the causes and consequences of safe practice when walking.

Ask someone for help to keep safe when walking.

Use safe practices and make safe choices when walking in a range of contexts.

Learning experiences

Select the learning experiences that best match the abilities of your student and that support your learning intentions.

Define 'safe'. Record student responses using stick-it notes or mind-mapping tools.

Define 'safe practice', 'risk', 'choice' and 'safe choice'.

List the people who can help when you are walking in a range of contexts.

Describe contexts for walking where you will need to make safe choices, for example, a busy city intersection, a crowded shopping centre, a high-speed rural road, in the bush, alongside a river, across paddocks, in a suburban street, in the mountains, across a local playground, in a car park, outside a school, along a rocky coastline.

Read books and view media showing people walking in a range of contexts and the hazards they encountered. For example, early NZ explorers, gold miners, civil engineers, shepherds, gum diggers, surveyors, shoppers with small children.

Describe risks when walking in a range of contexts, e.g. collision with cars or bikes, falling debris, twisted ankle, stone bruises, reversing cars, dehydration, hypothermia, getting lost, falling.

Contact a representative from the New Zealand Land Sea and Rescue, New Zealand Outdoor Instructors Association, a local tramping group, Department of Conservation to talk about making wise choices when walking.

Take part in a field trip walk in your local area following safe practice in the planning, the experience and the debriefing process.

Describe safe practice when walking in a range of contexts. For example, in the city: watch where you are going, cross roads at intersections, wear reflective clothing, walk with others, inform others where you are going and when you intend to return, keep to the trail, use discretion when approached by strangers.

In the context of walking to school, explain:

- how people can help us keep
- the cause and consequence of risks
- the cause and consequences of safe practices.

Ask someone for help to keep safe when walking.

Start or extend a Walking School Bus programme in your local area.

Design a keeping safe when walking kit.

Identify possible risks on the route you walk to school each day. Capture images of the contexts for these choices. Record your voice descriptions of the risks and sounds on the walk. Create a slide show or podcast to share with other walkers.

Describe safe practice for the risks you have identified on the route you walk to school each day, for example, how to deal with a loose dog, a crossing where drivers routinely speed up for amber lights etc.

Create a class video showing a family or group of children walking to school. Show all the safe choices they make on the way to and from school.

Assessment

Learning area: Health and PE

	I can identify several safe choices made when walking, explain why these choices helped keep me safe, and justify making these choices over other safe choices.
	I can identify several safe choices made when walking and explain why these choices helped keep me safe.
	I can identify several safe choices made when walking.
	I can identify a safe choice made when walking.
	I need help to identify a safe choice made when walking.

Key Competency: Managing Self

	I reflect on my environment when walking and keep safe by changing my behaviour in response to any changes in the environment.
	I can identify situations and consciously make strategic decisions on how to keep safe when walking.
	I am aware of the rules for keeping safe when walking.
	I can follow instructions about keeping safe when walking.
	I need help to keep safe when walking.

Internet resources

[Te Ara: Early Mapping](#) Early surveyors' attempts to map New Zealand.

[Mall walkers at LynnMall Shopping Centre](#) An article on a group of people who exercise by walking in shopping malls in the early morning.

Complete a walkability checklist on the route you use to walk to school.

[Walkability checklist for schools \(Greater Wellington\)](#)

Search for historical images of New Zealanders walking online:

[DigitalNZ](#)

[Physical Activity – examples of good practice in schools \(Sport New Zealand\)](#)

[Te Araroa – New Zealand's Trail](#)

[Walking New Zealand magazine](#)

[New Zealand Mountain Safety Council](#)

[Walking and Tramping \(DOC\)](#)

[Land Search and Rescue](#)

[Walking school bus \(Waka Kotahi\)](#)

[Safer Walking](#) Supporting people who have a risk of going missing.

Thinking resources

Complete a PMI on being alert to risks when walking.

Complete a fishbone diagram on risks when walking on rural roads.

If safe practice is the answer, what is the question?

Rank the places that you walk from high risk to low risk.

Compare and contrast walking in a crowded city with walking in the bush.

What if questions

Use these for class and group discussion or writing.

What if you wore a device that told people where you were at all times?

What if no one helped people out walking if they didn't know them?

What if you saw a growly dog when walking?

What if you always had to walk with others?

What if you got lost when walking?