

Feet First term 3: walking and creating

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 3.1 English: Creating new text when walking

Achievement objectives – see New Zealand Curriculum English Levels 1-4 speaking, writing and presenting.

Example learning intentions

Poetic writing: personal voice.

Select the genre of poetic writing you intend to teach and insert it in the brackets. This will depend if your focus is for a term or just for a limited teaching time.

Define 'personal voice' and 'poetic writing'.

Identify different types of poetic writing.

Describe the surface features of [poetic writing].

Describe the deeper features of [poetic writing].

Use photographs to write text.

Compare and contrast the similarities and the differences between selected poems.

Identify and explain the features used.

Create a poem using the appropriate features.

Create a poem to convey a message.

Plan and create a piece of writing that reflects personal voice.

Reflect on your writing and evaluate the strengths and weaknesses.

Learning experiences

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

Get students each to bring a poem from home to share and put up on a poem knowledge board.

Share your favourite poem with the students.

Brainstorm genres that the students are already familiar with and record their responses with stick-it notes.

Each day select one of the poems and read it to the students, put the poem on the data projector, and list the surface and deeper features of each poem.

Refer school journals for other examples of poetic writing. Build up a poetic writing wall chart capturing different genres with the blocks being the deeper and surface features.

Identify age-relevant New Zealand poems; share with students and decide which category or genre they fit. Put these examples up on your poetry wall and discuss why they are there.

Identify with a sticker all of the poems about things that you might see on a walk.

Take a sound walk in the local environment. Record the sounds heard while walking and annotate them, e.g. an unknown person unwrapping a pie from a dairy, traffic noise of engines idling at the traffic lights, a large black dog growling at another dog, feet crunching through dead leaves, a thrush calling in a tree, and make a class list.

Take photographs on your walk from which you can get students to write.

Depending on ability of the students, introduce them to similes and metaphors.

If teaching simile, use the sounds that you collected from your walk as examples, e.g. feet crunching through dead leaves like/engines idling like...../.

Put the photographs up on a data projector and get each student to write their own simile. Put them on stick-it notes and attach to the photo for the poem board. Repeat this in groups and have group competitions using different photographs.

If teaching metaphors, use a structured format until students have the framework mastered.

Using the same photographs. Get students to create a metaphor. Put them on stick-it notes and attach to the photo for the Poem Board

Start each day with a picture from a magazine or newspaper and give the students a few minutes to write a simile or metaphor and stick it onto the photo.

Identify success criteria with the students so they can assess their learning as they progress.

Go on another walk and get students to take an observation table and fill in different things that they see of interest to them on their walk.

Observation table for developing metaphor:

[ReadWriteThink: Metaphor table](#)

Get the students to write a free form poem. Possible steps include:

- Share your poem with 2 other people before you publish it. Respond appropriately to their critique.
- Use an app to publish your work.
- Reflect on how successful your writing was. How could you improve it before it is published?
- Select an appropriate audience person with whom to share your writing.
- As a class, create a blog and publish all of your examples so that other classes can access them.
- Create a VoiceThread and publish each poem on it. Get people to leave a poem critique on it. You will need to provide guidelines on how to critique the work of others.
- Create a podcast to publish student work.

Assessment

Learning area: English

	I can apply different structures and use different formats and can apply in a range of different genres and context.
	I can explain the appropriate structures of a text and can explain the similarities and the differences between different structures.
	I can organise several forms of text, using appropriate structures.
	I can organise one form of text, using the appropriate structure.
	I require help to organise texts, using a range of appropriate structures.

Key competency: Using language, symbols and text

	I can reflect on my work and make a generalisation about the impact of imagery and IT in poetic writing.
	I can explain the meaning of the imagery in my work and that of others and I can explain using metaphors and similes.
	I can use imagery to convey several messages using IT.
	I can use imagery to convey one message using IT.
	I need help to use imagery to convey a message using IT.

Internet resources

[Poetry for kids book list \(Auckland Libraries\)](#)

[Poetry lesson plans \(ReadWriteThink\)](#)

[Schools Poetry Award NZ](#)

[Poetry \(Services to Schools, National Library\)](#)

Thinking resources

If the answer is onomatopoeia, write three questions to which this could be the answer.

Create a new genre of poetry. Give an example of it and include the features of the genre.

Create some poetry resources that younger students could use in your school.

Create a jigsaw poem.

Modify a poem by changing a part of it.

What if questions

Use these questions for class and group discussions or for writing.

What if we could not express ourselves with words?

What if there was no structure to poems?

What if only boys were allowed to write?

What if your writing was censored and you could only write about certain topics?

What if you wrote prolifically but no one read your writing?

What if everyone spoke in riddles?

Activity 3.2 Music: creating music from sounds heard when walking

Achievement objectives – see New Zealand Curriculum levels 1-4 music sound arts.

Example learning intentions

Level One

Imitate the rhythmic and pitch patterns heard when walking to school.

Use personal experiences of sounds heard in the local environment when walking, and imagination to improvise responses to these patterns.

Share these imitation responses with others in a musical performance that captures the sounds of walking to school.

Level Two

Invent short ideas in music, using stimuli from walking in the local environment.

Draw patterns to represent these walking ideas and share them with others.

Play on instruments to create simple rhythm patterns based on ideas from walking in the local environment.

Share these simple rhythm patterns with others.

Level Three

Create and present musical ideas, using instruments and found sounds from walking in the local environment.

Record these musical ideas using simple symbolic representations of the sounds.

Level Four

Experiment with making different sounds on materials collected when walking in the local environment and found sounds from walking in the local environment.

Create a brief piece of music that incorporates the sounds made by these materials and the found sounds.

Create symbols to represent these sounds so that others can interpret them and can play the brief piece of music in a class presentation.

Record the class presentation of music inspired by walking in the local environment and create a podcast to share this with the wider community.

Learning experiences

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

Take a sound walk in the local environment. Record the sounds heard while walking and annotate them, such as an unknown person unwrapping a pie from a dairy, car engines idling at the traffic lights, a large black dog growling at another dog, feet crunching through dead leaves, a thrush calling in a tree, cows in

a field, people greeting each other outside the school gates, jandals flapping on tarmac, children talking in the walking school bus, buskers outside a shopping mall, the purring of a cat sitting beside a letter box, cicada noise, a high school student shouting to a friend.

Find a safe place on the walk to school and pause and listen to all the sounds in the local environment for 20 minutes. Represent the soundscape by drawing lines and shapes on a page.

Sit in the school grounds listening to all the sounds in your environment. Shut your eyes to make it easier to concentrate on the sounds. Can you tell what is going on around you?

Listen to the sounds your feet make when walking over different surfaces.

Capture samples of found sound from the local environment using a sound recording device or video.

Invite a local sound engineer, composer, veterinarian, police officer, traffic warden or noise control officer to visit and talk about the sounds they have heard in the local environment.

Invite a local musician to play an instrument in response to different environmental sounds.

Listen to music that has been inspired by sounds heard in local environments.

Imitate the rhythmic and pitch patterns of some of the sounds heard when walking to school. For example, beat out the rhythm of someone walking their dog, a group of joggers, or an insect buzzing around some food spilled on the pavement.

Experiment with making different sounds on materials collected when walking in the local environment.

Experiment with found sounds recorded when walking in the local environment. For example, create loops with Audacity or GarageBand and manipulate found sounds.

Improvise sound responses to the pattern of sounds heard when walking to school, e.g. traffic noise interspersed with horns and people laughing and clapping.

Invent short ideas in music, using stimuli from walking in the local environment, e.g. represent the music of the pavement or the music of a rubbish bin beside a busy intersection.

Draw patterns to represent these walking ideas and share them with others.

Play on instruments to create simple rhythm patterns based on ideas from walking in the local environment. Use hand drums to create the pattern of the walking school bus as it collects students on the walk to school.

Share these imitation responses with others in a musical performance that captures the sounds of walking to school.

Create symbols to represent these sounds so that others can interpret them and can play the brief piece of music in a class presentation.

Create a sound picture and perform.

Perform the sound pictures of others. Layer the sound pictures so that several are being performed at once (in pairs or groups of varying sizes and as a whole class).

Create and present musical ideas, using instruments and found sounds from walking in the local environment.

Create a brief piece of music that incorporates the sounds made by these materials and the found sounds.

Record the class presentation of music inspired by walking in the local environment.

Create a podcast to share the music inspired by walking with the wider community for feedback and comment.

Create a music video with images and music inspired by your experiences when walking to school.

Share your musical interpretations of the sounds heard whilst walking with your local community.

Assessment

Learning area: the arts, music.

	I can select, combine, and structure original musical ideas to make pieces of music that reflect sounds heard when walking. I can evaluate and improve on these ideas.
	I can select, combine, and structure musical ideas to make simple pieces that reflect sounds heard when walking.
	I can select musical ideas and shape them to make simple pieces that reflect sounds heard when walking.
	I can experiment with musical ideas to make simple pieces that reflect sounds heard when walking.
	I need help to experiment with sounds heard when walking.

Key competency: using language, symbols and text

	I can create symbols to represent sounds in a musical idea that others can interpret and use to create a brief piece of music in a class presentation.
	I can create symbols to represent sounds in a musical idea that others can interpret.
	I can draw simple symbolic representations of sounds in a musical idea.
	I can draw patterns to represent a musical idea.
	I need help to use symbols and markings to represent musical ideas.

Internet resources

[Found sounds \(BBC Bitesize\)](#)

[We're going on a Bear Hunt with Michael Rosen \(YouTube\)](#)

[Authors Live: Michael Rosen – Boogie Woogie Buggy](#)

Thinking resources

Compare and contrast the soundscape when walking to school with the soundscape when walking home.

Brainstorm sounds you would never expect to hear when walking to school.

Classify the different rhythms created by human footsteps.

Sequence the sounds made by someone getting out of a car.

Complete a PMI on walking while listening to an mp3 player.

What if questions

Use these questions for class and group discussions or for writing.

What if we asked people what they heard when walking to school rather than what they saw?

What if beat was unchanging in a piece of music?

What if car engines were designed to make sound rather than reduce sound?

What if it was compulsory for people to listen to music whenever they walked outside?

What if public places had the soundscapes of libraries?

What if whenever people met it was customary for them to make music together?

What if playing a musical instrument was as important as learning to read?