

ART ON THE UNDERGROUND

CENTRAL
LINE
SERIES

School Activity Ideas

Devised for Key Stage

Two years 5 and 6

A
LOCK
IS A
GATE

MAYOR OF LONDON



A.N.D

Transport for London



A LOCK IS A GATE

School Activity Ideas

Devised for Key Stage
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Introduction

The ideas included are a starting point from which to develop lesson plans for Key Stage Two years 5 and 6. The activities should be delivered through a variety of techniques: discussion, exercises, worksheet, historical research, drama techniques, movement, creative writing, music and sound-scaping.

Music tracks can be played from the 'A LOCK IS A GATE' album which can be downloaded from art.tfl.gov.uk/projects/detail/3527/ to demonstrate the different sections marked with the symbol:  To request a copy of the CD album and it's accompanying booklet please email art@tube.tfl.gov.uk or call 0207 027 8694.

The album and the booklet is the creative expression resulting from an Art on the Underground project of the same title devised and led by artist Ruth Ewan, poet Evlynn Sharp and music producer Kerry Andrew with young people aged 9–19 years at Laburnam Boat Club, Hackney for the *Central Line Series*.

'A LOCK IS A GATE' explored a group of young peoples' responses to:

- 1** A visit to a London Underground station.
- 2** A journey on a canal boat.

To undertake the suggested activity ideas ideally your class would visit a London Underground station, and canal for inspiration, and where possible, take a journey on a canal boat and Tube. If a real journey isn't possible this could be a series of drama lessons and therefore become a journey of the imagination instead.

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Activities

Underground Adventure



Drawing by a young person at Laburnum Boat Club

1 Take a journey to a London Underground station, affectionately called the Tube

- What is the name of the station that you have visited?
- Why is the station called that name?

See Information Sheet 1 (page X) for examples of the origins of the Tube station names. Recommended book for teacher research: 'What's in a name?' by Cyril M. Harris, which gives the origins of the names of all stations in current use on the London Underground and Docklands Light Rail.

- As a class which station would you most like to go to? Why?
- Research London Underground and in particular one (or a few) of the Tube stations and present your findings in assembly.
- Could you find any pictures of the first Tube opening? What were people wearing? What was the year that the first Tube station opened?

2 Setting Off

- What do you need to take with you as you set off on your journey? (e.g. money).
- Sound map – make a note of all the different sounds that you hear from waking up to getting onto the Tube. You could also record the different sounds (e.g. brushing teeth, cars, Tube doors opening).
- Exercise at school – split into small groups whereby each group practises one of the sounds that you heard. You can create a class soundscape by putting the different sounds together in the order that they occurred, to represent the whole journey. For fun then try picking someone to conduct the different sound groups and change the order around.

3 At the Station

- Do you buy your ticket from a person in the ticket office or a ticket machine?
- List the different machines that you can see in the station. (e.g. gateline).
- Look closely at the ticket machine that takes your ticket, or where you swipe your Oyster card, when you enter the station. Watch different people going through the ticket barrier/gateline. Listen to the sounds and watch the movements of the mechanism.
- Drama/movement exercise at school – in small groups 'build' the ticket machine using your bodies. First think of a movement and then a sound to match your movement. Show each other your different machines. Vote as a class as to which group was the most effective ticket machine.

Useful sound effects of London Underground: www.soundsnap.com/tags/london-underground

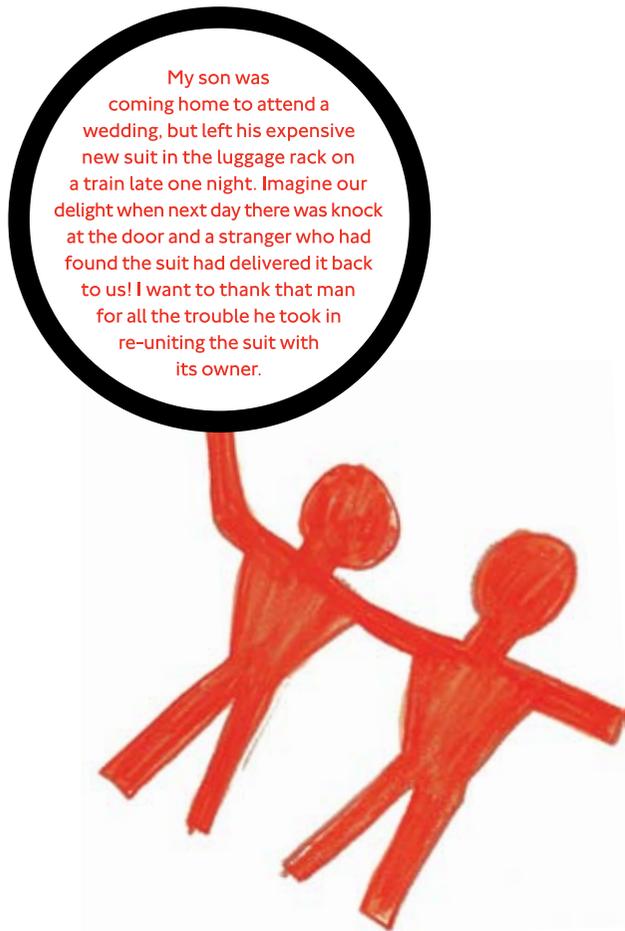
4 Describe the station in five words (e.g. warm, busy)

5 Draw a quick sketch of:

- A doorway (an entrance or an exit) in the station.
- Something at a very low level in the station.
- Something very high up in the station.

6 Look around

- What colours can you see in the station?
- Who else lives there when we're not there and the gates are closed for the night (e.g. foxes, ghost-trains)?
- Write a short story about a runaway ghost-train.



My son was coming home to attend a wedding, but left his expensive new suit in the luggage rack on a train late one night. Imagine our delight when next day there was knock at the door and a stranger who had found the suit had delivered it back to us! I want to thank that man for all the trouble he took in re-uniting the suit with its owner.

Artist Michael Landy has been collecting stories about Acts of Kindness on the Tube and presenting these stories as artworks at Central line stations and on trains – read about the different ways in which people have help each other: art.tfl.gov.uk/actsofkindness

7 Look at the Tube map

- Which station is nearest to your home/school?
- Name a station you've never been to before?
- Movement activity at school – using the Tube map as the floor plan, get into small groups and pick your favourite Tube line. Move around the space following the shape of your Tube line (skipping ropes or coloured tape could be used to help mark out the different Tube lines); stopping and starting and getting faster and slower as if you were pulling into stations.

Sounds effects of the Tube (including announcements of “Mind the gap” and “Stand clear of the doors”) would help to create the atmosphere. Experiment with pace, e.g. moving in slow motion or zipping through the tunnels. The different lines could be put together and choreographed to create a whole class piece.

www.soundsnap.com/tags/london_underground

Download a copy of the Tube map:
www.tfl.gov.uk/gettingaround/14091.aspx

8 Creative Activities

- Art activity - think of a poster idea that demonstrates how a journey on the Tube can be more pleasant for others through acts of kindness (e.g. please offer your seat to a pregnant lady).
- Mime activity - in small groups take it in turns to mime your poster idea while the class guess what the act of kindness is.

9 Read Bhajju Shyan's book called 'The London Jungle Book'

Search online for current stockists

This beautifully illustrated book shows the artist's journey as he travelled from India to London for the first time and how amazed he was by what he saw as the magic of the London Underground system. He interpreted the Underground as a giant earthworm with lots of different worms/snakes coming off it, Big Ben emerging as a giant rooster and the local people are portrayed as bats that come out to play at night.

- Using the book as inspiration ask your pupils to pick one of London's tourist attractions (e.g. the London Eye, St Paul's Cathedral, a double-decker bus etc), what animal(s) would this be? Draw their ideas.

10 Read the two poems about the London Underground written by pupils from Lauriston primary school, Hackney.

See Information Sheet 2, page 14

- As a class, brainstorm your different experiences on the Tube.
- Write your own poem about the Tube, whether based on your own experiences or using your imagination to explore 'The Underworld' that is beneath us underground.

Useful Sources for poetry

The Poetry Library at the Southbank Centre. Go to their website for further details: www.poetrylibrary.org.uk

The Poetry Society has resources for teachers including lesson plans, handouts, posters and publications. Go to their website for further details: www.poetrysociety.org.uk

Canal Adventure

Take a journey to a canal.
Where is the canal closest to your school/house?

1 Brainstorm as a class about canals.

- How is a canal different to other water (e.g. sea, pond)?
- Explore the history – why were canals built?
- What cargo used to be carried on the canals?
- When you visit a canal what secret signs are there as to what used to go on in the past? (e.g. ramps for the horses)
- What terminology is specific to the canal? (e.g. towpath, lock)

Useful references

- **London Canal Museum website** www.canalmuseum.org.uk for further historical details, information and lesson plans to help with research and projects on canals (see page X for further details).
- **YouTube** have clips explaining exactly how a lock works.
- **Google 'canal songs'** and a variety of links will come up.
- **A useful site is www.waterwaysongs.co.uk**
- **Go to YouTube to see Ewan Maccoll's classic long and video for 'Dirty Old Town', which references how he 'dreamed a dream by the old canal'.**

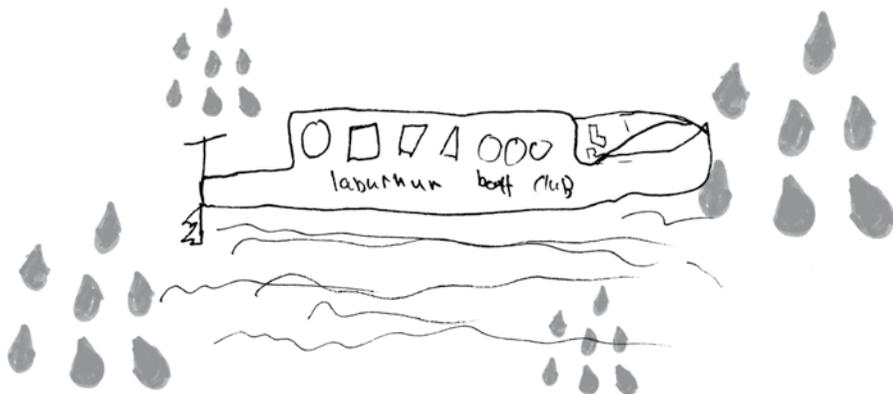
Tracks from 'A LOCK IS A GATE' album, can be played to illustrate the each section marked with this symbol: 

Listen to or download the tracks from here at: tfl.gov.uk/podcasts/series/3529/

2 Look carefully at the canal boat that you are travelling on (or that you can see).

- What is its name?
- *Art exercise by/on the canal* (resources: paper, clip-boards, pencils, rubber) – draw the lock.
- What does it feel like to go through a canal tunnel? Can you see any writing, graffiti or drawings on the wall? A secret code or puzzle to solve maybe?
- If you owned a canal boat what would you call it and why?
- Play I-spy spotting things:
 - 1 on the water,
 - 2 by the water,
 - 3 coming out of the water and
 - 4 above the water.
- *Art exercise by/on the canal* – Draw a picture of a canal boat and then paint your drawing using water-colours. This could be part of the canal boat, one entire boat or a few different boats that are moored. Use the water to spread the colour quickly across your paper. Watercolours are great to use by/on the canal as you can quickly produce something that looks very effective.

Resources required: Watercolour paints, water pots and water, mixing palette, brushes and clip-boards.





Watercolour paintings by pupils at Lauriston Primary School.

3 Moving

- What colours can you see around you, as you move through the landscape?
- Describe how it feels to be on or by the canal (e.g. calming, sunny, flies buzzing).
- What sounds can you hear (e.g ducks on the water, bicycle bells ringing along towpath)? Listen to the sounds around you, then look up at the sky for a few moments.

4 Like Birds

- Complete these two poems by filling in your own chosen words (see Worksheet on page 15):

Poem One

I am carried by the wind like _____

I am carried by the wind like _____

I am carried by the wind like _____

I am carried by the wind like some birds.

Poem Two

I am _____ like the songs birds sing,

I am _____ like the songs birds sing,

I am _____ like the songs birds sing,

I am _____ like the songs birds sing.

These poems could then be shared and put together to create small group pieces. Movement/sound effects/sound-scaping can be added for performance.

- Read Wild Canal by Norma King and then write your own canal poem.

Song Lyrics for Wild Canal by Norma King can be found at www.waterwaysongs.co.uk/wild_canal.html

5 Do you own a key?

(e.g. secret diary, bike lock, jewellery box, locker.)

- Discuss what the key is for, what it looks like and why you use it (e.g to keep things private/safe.)

6 Modes of Transport

- Write down six modes of transport from the slowest to the fastest.
- Write a list of the barriers that might cause the person travelling by each mode of transport to have to stop or go slower. e.g Car – road works, flooding, flat tyre. Submarine – Iceberg

A LOCK IS A GATE

You will need to visit a lock to fully explain to your students what a canal lock is and how it works. For a canal boat a lock is a barrier but it is also a water gate that with help from a lock keeper can be opened to enable the canal boat to safely continue on its journey. A lock is a place where the water levels are changing, water is flowing and the energy of the water is strong. The lock is effectively a water lift.

7 Discuss with a partner

- Who do you most enjoy spending time with? (e.g. my best friend Ella, grandpa.)
- The things that you get the most excited about doing. (e.g. swimming, baking.)
- What or who stop you from doing the things that you most enjoy doing? (e.g. money, time, weather, the right equipment.)
- How do you overcome the barriers that stop you doing the things you want to do when you want to do them? How do you overcome the obstacles?

We can compare these obstacles in our own lives as being similar to a lock stopping a boat as it makes it journeys along the canal. The lock stops the boat but it also enables the boat to then move forwards. We can usually find a way of overcoming obstacles to be able to move forwards with the things we want to do. Do you agree? Discuss as a class.

8 Like Fireworks 🎆

- *Art activity* - using your favourite colours draw and colour a firework (or a whole firework display!) that shows how you feel when you are fizzing with energy when you do the things you love most.
- Additionally you could write down the things that make you feel this way and incorporate them into your drawing in some way.
- *Movement/dance activity* – pick a firework (e.g. rocket or Catherine wheel) and move as your firework would move. Music would set the atmosphere here – Katy Perry’s song ‘Firework’ would work well and fits nicely with the idea of going on a personal journey. The video is on **YouTube**. Join other fireworks and choreograph a display to light up the night sky.

For song lyrics to Katy Perry’s ‘Firework’ visit:
www.azlyrics.com/lyrics/katyperry/firework.html

9 Seeing the Moon 🌕

The moon is now visible in the sky.

- Describe how it looks? (e.g. “very, very cold is the moon”, which is a quote from the album).
- Discuss with your class about the moon phases and how it changes shape as it orbits the earth.

Diagrams and an explain of this can be found at:
www.moonconnection.com

- Listen to the album. How many different ways is the moon described?

10 Hello I am a superhero 🦸

Imagine when you go to sleep that you transform into a superhero where there are no obstacles to achieving your wildest dreams.

- Write a poem with the title or first line as: ‘In my dreams I’m a superhero’:

Section A

The first four lines are about the excitement of being the superhero and the magic powers that you have.

Section B

The next four lines are about the obstacles that get in your way.

Section A

The next four lines repeats section A as you triumph over any obstacles.

- *Music activity* – the above could lead into a music workshop where tunes are added to the student’s lyrics and the class sing the chorus of their favourite lyrics. Movements/percussion instruments could then be added as they sing.

|| Magic Machine 🎪

Resources

Large sugar paper, coloured pens or pencils and teacher narration

Teacher-led guided narration exercise.

The teacher takes the pupils into another world by describing them stepping onto a magic carpet and shooting off into the sky.

Teacher narration example

(to be adapted as you choose)

“Lie down or sit on the floor and make yourself comfortable. Close your eyes and imagine that in front of you is a magic carpet that is about to take you on an adventure where anything can happen. You step onto it. It is very soft under your toes. You sit cross-legged and on closing your eyes “Count to three and see what happens”. To your amazement the carpet zooms off into the sky. You hold tightly onto the sides as you feel the wind through your hair. To begin with it is bumpy as it darts upwards through the clouds. But as it soars higher and higher the ride becomes smoother and smoother and you gradually loosen your grip. You feel the urge to open your eyes and decide to slowly count to three and open them. One, two, three. Wow! You stare in astonishment as you now find yourself in a totally different world. The carpet has taken you to a magical world filled with beautifully vivid colours where everything can be just as you would like it to be.

– When you look down what would you most like to see that would make our world better place? (Write your answer on one of the pieces of sugar paper).

In the distance by a glistening blue lake you can see some people talking and laughing and having fun. You watch them from a distance.

– Who would you like to have in your better world? (write your answer on the next piece of sugar paper).

You look up to the sun and feel the warmth on your face. A flock of exotic birds fly past; their feathers are all the colours of the rainbow. You feel hungry and begin to think about the food you would most like to eat.

– What food grows here? What food would you eat in your better world? (write your answer on the next piece of sugar paper).

As you happily munch away savouring ever mouthful, you pick up a cup filled with your favourite drink.

– What drink is it? (write your answer on the next piece of sugar paper).

Feeling comfortably full after your delicious lunch you decide to go and join the people, as you know you will have fun with them. They are very welcoming and invite you to join what they are doing.

– What would you enjoy doing in your better world? What hobbies do people have there? (write your answer on the next piece of sugar paper).

As the sun begins to set with swirls of pinks and oranges you realise that it is time to leave and quickly return back to school before your teacher realises that you have gone missing. You say goodbye to the people and head behind the trees where you unroll your magic carpet and jump on board.

|| Turning 🎪

Closing your eyes you wish for the carpet to return to your school. Holding onto the sides you count to three: *One, two, three*. The next thing you know to your delight you can feel the carpet turning as it swooshes down to land safely in your school playground. You smile to yourself as you think about the exciting adventure you have just been on where you found a world where everything was just as you wanted it to be. It was brilliant because it was your perfect world. ”

Ask your class to open their eyes. Read the different bits of sugar paper and discuss them.

“Aight Here!”

Information and Worksheets

Activity 1

Underground Adventure

The Origin of the Tube Names.

Extract from 'What's in a Name?'
by Cyril M. Harris
Published by Capital History Publishing
ISBN 1854142410

Angel – takes its name from a once famous coaching inn that dates from at least 1638. The Angel was one of the most common medieval inn signs.

Blackfriars – takes its name from the colour of the habits worn by the friars of a Dominican monastery who were known as the Black Friars. The monastery was established during the 13th century by the Earl of Kent, but was closed on the orders of Henry VIII in 1538. Part of the building later became the Blackfriars Theatre, which was pulled down in 1665.

Cockfosters – this district of north London was recorded as Cockfosters in 1524 and although the origin of the name is uncertain, it is possible that it is derived from either the personal name of a family that once lived here, or a house recorded in 1613 on the edge of Enfield Chase and called Cockfosters. It is suggested that this was the residence of the chief forester (or cock forester), hence this rather unusual name which, until the arrival of the Tube, was sometimes spelt as two words.

Colliers Wood – takes its name from the Colliers or 'charcoal burners' who worked in the area during the 16th century.

Elephant and Castle – is named after an old tavern which was originally on the site of a 16th century playhouse, the 'Newington Theatre', which staged many of Shakespeare's plays.

Highgate – From very early times tolls were collected from travellers who used the Bishop of London's road across the park at Hornsey, which then led to Finchley. This was the High Gate, which gave its name to the hamlet and later village at one of the highest points in London.

Neasden – was recorded as Neasdun in 939 and the name is derived from the Old English naess, 'nose' and dun, 'hill' – it means 'the nose-shaped hill' referring to a well defined landmark of this area.

Plaistow – was recorded as Plagestoue c.1200 and was the ancient site of a Manor and a place of court meetings. It was also, on occasions, the place where 'miracle plays' and similar entertainments were performed. The name is derived from the Old English pleg, 'sports' or 'playing' and stowe, 'place' – means simply 'the playing place'.

Sloane Square – like many other street names in this part of London, this square is named in honour of Sir Hans Sloane (1660-1753) the physician and botanist who purchased the manor of Chelsea from the Cheyne family in 1712. In 1749 his great collection of books and curiosities formed the basis of the British Museum.

Victoria – was named in honour of Queen Victoria.

Waterloo – was named in commemoration of the Battle of Waterloo (1815). The name was also given to the new bridge over the River Thames.

Activity 2

Canal Adventure

Poems about the Underground by pupils
from Lauriston Primary School, Hackney.

Built For You

He's a builder who makes houses,
pubs, shops and airports,
He pours concrete in the ground for
foundations.
BUT, he also makes stations.
My Dad built Dalston Junction station,
He did it all by himself.
Well, with a bit of help from some
friends!
I walk on the platform,
I see trains and a breeze blows against
my face.
The walls are shiny, good as new.
Dalston Junction station is what my
Dad built for you!

By Jordan Moore, 11 yrs

The Underworld

This is not my world
Weird air
Hustle and bustle
Squash and squeeze
Lifts, escalators
NOT my world!

This is not my world
Dark
Dank
Weird air
Hustle and bustle
NOT my world!

This is my world
Friends
Speed
Fun
Nice people
My world

This is my world
Air
Help
A network of passages
under the real world
Nice people
My world

By Oisin Clarke-Willis, 11 yrs

Activity 3

Canal Adventure Like Birds

Add in your own lyrics and
illustrate with drawings to reflect
your ideas

Poem One

I am carried by the wind like

I am carried by the wind like

I am carried by the wind like

I am carried by the wind like some birds.

Poem Two

I am

like the songs birds sing,

I am

like the songs birds sing,

I am

like the songs birds sing,

I am

like the songs birds sing.

Useful Information and References

Recommended Museums

The London Transport Museum

Covent Garden
www.ltmuseum.co.uk

This is a great museum to visit to learn more about various modes of transport and their history. School visits are free.

To plan your visit contact the school bookings team on 0207 565 7298.

They also have an impressive line-up of workshops that schools can book, some by costumed actors; these will be an additional cost.

London Canal Museum

King's Cross
www.canalmuseum.org.uk

At the London Canal Museum based at King's Cross you can see inside a narrow boat cabin, learn about the history of London's canals, about the cargoes carried, the people who lived and worked on the waterways, and the horses that pulled their boats.

You can include a boat trip as part of your visit. You can also book a fun interactive workshop, which will tie in with the QCA National Curriculum.

They also offer a free preliminary planning visit for teachers. Their website is excellent and includes lesson plans, pictures and lots of additional historical information.

Visiting London Underground

Please contact Art on the Underground in the first instance if you wish to arrange a school visit to your local London Underground station.

Art on the Underground
0207 027 8694
art@tube.tfl.gov.uk

Practical information on using the Tube

Visit art.tfl.gov.uk/visit/ for a list of links to practical information to assist your visit to our permanent artworks and temporary exhibitions on London Underground:

- See the Current Project Map for station locations for our exhibitions.
- TFL Journey planner helps you plan your route, from your street to your destination.
- Travelling by Tube gives useful information and links to help to plan your journey.
- Accessible Tube maps.
- Direct Enquiries offers detailed information on access to individual stations, including walking distances between platforms

For further assistance contact London Underground - Customer Service Centre:
Tel: 0845 330 9880 (08:00–20:00, seven days a week)

Post: Customer Service Centre, London Underground, 55 Broadway, London SW1H 0BD

About

Art on the Underground

www.art.tfl.gov.uk

Our vision is to present 'World Class Art for a World Class Tube'. We provide a world-class programme of contemporary art that enriches the Tube environment and our customers' journey experience; and continues the long-standing tradition that excellent art and design is at the core of London Underground's identity and services.

Visit our website for more information about A LOCK IS A GATE, and other projects on London Underground.

A New Direction

www.anewdirection.org.uk

We connect children, young people and education with the best of arts and culture in London.

We believe that together we can make London the best city in the world for young people's cultural and creative development.

Credits

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Designed by Rose

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Join Art on the Underground's mailing list

For invitations to exhibition events, newsletter about current projects and online resources email art@tube.tfl.gov.uk