 Year 11/12 English Studies

Unit title:

MiTunes and text

Duration:

40 hours

Unit rationale:

Through the study of the module MiTunes and text students develop a deeper understanding of how language is used in a range of song lyrics to express emotions, attitudes, ideas and themes related to the human experience. They respond to and compose texts to explore the relationship between the language forms and features used in poems and how these can be used imaginatively and powerfully in song lyrics.

Focus questions:

* How does the relationship between music and lyrics help me understand my world?
* How can an understanding of the power of music help me plan for my future?

Outcomes

Year 11

ES11-1 - comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 - identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-5 - develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 - uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

Year 12

ES12-1 - comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 - identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-5 - develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 - uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

Assessment outline: Creative task. Option of management stream or creative stream.

Suggested texts: Almost Famous (2000) (M), The Sapphires (2012) (PG), Rolling Stone Magazine [(Rolling stone)](https://www.rollingstone.com/) Tupac Shakur Biography [rock n roll hall of fame Tupac Shakur](https://www.rockhall.com/inductees/tupac-shakur#bio), 8 Mile (2002) (M)

Why Eminem is a brilliant poet: [Eminem how good is he?](https://www.theguardian.com/books/2001/feb/06/poetry.features)

U2 and the poetry of William Butler Yeats: [40 years with U2](http://www.40yearswithu2.com/en/u2-william-butler-yeats-2/)

How to become a band manager: [How to become a band manager](http://rockandrollguru.blogspot.com/2010/10/how-to-become-band-manager.html)

Top 10 qualities that show you are a born event manager: [Top 10 qualities that show you are a born event manager](https://blog.evvnt.com/2014/02/10-qualities-show-born-event-manager/)

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| ES11-2 A student identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts  ES12-2 A student identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts | Introduction to the module:  Brainstorm and discuss students’ engagement with music. Topical questions to initiate discussion could be:   * What music do you like to listen to and why? * If you don’t listen to music, why not? * When do you listen to music? Does it help you study? Focus? Help you think through big decisions?   Students construct a survey to ask other students or staff within the school, faculty or class regarding their taste in musical genres. This should involve a process of developing meaningful closed and open-ended questions. Surveys could be created individually, or as a collaborative task. They could be on paper, or created using a tool such as Survey Monkey.  Set a deadline and outline expectations around completion of the surveys and the collation of data.  When results are collated, students construct a report that summarises the scope of musical engagement by a large cross section of people.  This activity could be used by students to speculate on why there may be a mixed response to the tastes in musical genres. The types of discussion that evolve from this process will depend on survey findings. | Students demonstrate engagement with the topic through their discussion and respect of each other’s opinion of musical genres.  Students work collaboratively to demonstrate engagement with survey design and the scope and limitations of questions.  Students demonstrate an understanding of data collection and analysis  Students synthesise data into written response. |
| ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts  ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences | Songs as poetry:  Class discussion about the value of song lyrics. Prompts could include:   * Why do lyrics resonate with listeners? * Do some lyrics stand out as strange to you? Why or why not? * What types of lyrics get stuck in your head long after you’ve heard the song? Why do you think this is?   Students brainstorm subjects which are commonly covered in songs and poetry.  Examples could include:   * Love * Friendship * Relationships * Death * Tragedy   Students bring in self-selected song lyrics and complete analysis of the poetic devices used. Some reflection on prior knowledge of poetry analysis may be required, depending on the skills of the class.  Students have a go at write lyrics that could be used in a song about a topic of their choice. | Students demonstrate engagement with the topic through their discussion and respect of each other’s opinion of lyrical understandings.  Evidence includes prior knowledge and engagement in reflection and review of Stage 4 and 5 learning.  Students compose forms of poetry and lyrics. |
| ES11-6 A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes  ES12-6 A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes | The power of music:  Extending from the lyric-focused presentation above, students should explore the ways in which the music enhances and modifies the understanding of the song.  Teachers should guide and support students to understanding the power of music. Some teachers might choose to invite a music teacher from their school to team teach this part of the unit.  Some ways in which the students might demonstrate their understanding here include writing an explanation of the impact of particular instruments or compiling some comparative notes on the songs when considered both with and without the music track. | Students will demonstrate their engagement through the development of an extended piece of writing which reflects their developing awareness of their views on music and what constitutes ‘power’ in this context |
| ES11-6 A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes  ES12-6 A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes | The power of music videos:  The third step in this part of the unit is to explore the ways in which narrative forms part of the understanding of a song when viewing a music video.  Students should develop a class presentation, using a tool like Prezi, Sway, Google Slides or PowerPoint to create an exploration of the layers of meaning inherent in an examination of one song where first only the lyrics are considered, then the lyrics and music, and finally, the ways in which the lyrics and music can be enhanced in a music video. | Presentations will provide evidence that can be added to the course portfolio for this module. Students who have engaged successfully in the unit to date will be capable of producing a meaningful presentation that serves to enlighten classmates |
| ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes | Focus study:  Explore the work of Christine Anu, Troy Cassar-Daly, Jessica Mauboy and Yothu Yindi. Listen to some of each performer’s songs and examine their album covers. Read the description of each album and engage with the artistry on the cover. Discuss the ways in which the artistry connects with the interests of the performer.  Students should prepare a two-minute speech on how the performer represents a particular idea or message in their work. | By focusing in on indigenous artists and their contribution to the Australian music scene, students will be able to demonstrate their engagement with Aboriginal Histories and Culture. This will be reflected in the presentation of speeches |
| ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes | Band and Event Management:  Using a device, visit How to Become a Band Manager: [How to become a band manager](http://rockandrollguru.blogspot.com.au/2010/10/how-to-become-band-manager.html)  Students read through the 8 points that summarise how to be a successful band manager. Students identify their key strengths and weaknesses in these areas. Students compile a report about why having good management is important when promoting a band.  Using a device, students research some famous musical managers. These could include Colonel Tom Parker, Brian Epstein, Sharon Osbourne or Jonas Goldstein. Student complete information report on one manager, past or present. What made them so successful? What personal qualities did they have that made them good managers (eg. time management, people skills, networking abilities, etc).  As a class, visit the website ‘Top 10 qualities that show you are a born event manager’  Top 10 Qualities That Show You Are A Born Event Manager  Students read through the qualities listed. As a group, they pick one of the qualities and design a class presentation that demonstrates how to become better at that particular skill/quality. Present to the class as a group. | Students develop and compose an information report.  Students present group based presentation for class. Can be used as a formative assessment of student learning and collaborative abilities. |
| ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes  ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes | Extension activity:  Following the protocols of your educational setting for parental permission, view the film 8 Mile.  Students complete an extended writing task that explains how music can become a passage into a new life. | Students will demonstrate their engagement through the creation of an extended response in which they have articulated their understanding of music as a focus of life experience. |
| All listed outcomes | Assessment task:  Allow students access to time and devices for use in completing their assessment tasks. |  |

Reflection and evaluation: complete resource 1 and resource 2