Teaching and learning unit: 10.2 The Power of Your Voice

English, Level 10

# Overview

| **Description of the teaching and learning unit** | **Cohort considerations (in relation to this teaching and learning unit)** |
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| In this unit, students will focus on building and refining skills associated with creating and delivering spoken texts. They will engage in a study of different modes of communication, to explore themes and express ideas to a specific audience. Students will explore a range of multimodal texts to consider aspects of form, language and structure, and how these can be adapted for their own purposes. At the completion of this unit, students will create and deliver a multimodal presentation, which includes a justification of choices made in the writing and presenting process.  Duration = 6 weeks | Relevant student data may include teacher judgements, prior units of learning, and any pre-assessments undertaken.  When differentiating for learners, cognitive and affective considerations will be relevant, including for students who have an individual education plan (IEP) and associated goals.  Based on knowledge of the cohort, consider the continuum of learning below and subsequently differentiate content, learning environment, resources and learning experiences.  Through informal peer discussion and regular planning meetings, moderation can occur as ongoing assessment. Formal moderation can occur and contribute to the summative assessment.  Student moderation of work can be a supportive peer assessment approach.  This unit includes content focused on social issues including race and racism. The appropriateness of this content for a cohort should be considered. There are options to substitute content for another social issue if deemed appropriate by the teacher. |

## Continuum of learning – Victorian Curriculum F–10 English links

### Achievement standards

| **Level 9 (level before focus)** | **Level 10 (focus level)** |
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| **Speaking and Listening**  When interacting with others, students explore vocabulary of mood and style and use language to strengthen relationships and roles.  They discuss opinions on texts. They use evaluative and substantiative language to express individual views.  When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They demonstrate different levels of formality in their language choice and use appropriate features of voice. | **Speaking and Listening**  When interacting with others, students use an expanded vocabulary and distinguish inclusive and exclusive language.  They discuss and present opinions about texts. They explore language that reveals views and values.  When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice. |
| **Reading and Viewing**  When reading and viewing, students engage with a range of different types of texts for meaning.  They engage with vocabulary and grammatical knowledge, including the ways that sentence structures are varied for creative effect and how punctuation supports citation and reference.  When demonstrating understanding of texts, students discuss their responses to texts from diverse historical, cultural and social contexts, and they compare initial and subsequent impressions. They explore different responses, including personal impressions. They analyse how language and/or still and moving images and sound represent values, beliefs and attitudes and are used to shape audiences’ preferences. They analyse the relationship between text structures, language features, literary devices and intertextual connections.  They explore how authors adapt and experiment with texts, including print, digital and hybrid, according to purpose. They analyse how literary devices, including poetic features, create meaning and aesthetic qualities. They analyse how symbols in still and moving images, and sound effects, create meaning. | **Reading and Viewing**  When reading and viewing, students engage with a range of different types of texts for meaning.  They engage with vocabulary and grammatical knowledge, and the ways that sentence structures, syntax and punctuation express ideas.  When demonstrating understanding of texts, students analyse and evaluate representations from diverse historical, cultural and social contexts, and compare initial and subsequent impressions. They synthesise their own interpretations of a text, and evaluate how literary devices, and still and moving images and sound, represent values, beliefs and attitudes. They evaluate the connections between text structures, language features, literary devices and intertextual references.  They analyse and evaluate the structures of texts, including print, digital and hybrid, according to purpose. They compare the use of voice as a device to evoke emotion and to create aesthetic qualities. They evaluate the features of still images, moving images and sound and their effects on representation. |
| **Writing**  When creating written and spoken texts, students present ideas through a point of view and/or a voice. They experiment with textual elements and include appropriate multimodal or digital elements. They review and edit their own and others’ texts for clarity and control and reflect on these processes.  They experiment with text structures for cohesion and sequence, vary grammar for creative effect and use punctuation to condense and link ideas.  They use vocabulary that contributes to style, mood and tone. They use language features and literary devices to create hybrid texts.  They explore standard and non-standard spelling for creative effect. | **Writing**  When creating written and spoken texts, students use a sustained voice and reflect on challenging or complex ideas or issues. They select appropriate textual elements for purpose and audience, and include appropriate multimodal/digital elements. They review, edit and refine their own and others’ texts and reflect on these processes.  They vary and experiment with text structures, grammar and punctuation to create and maintain cohesion and sequence.  They use vocabulary with precision for purpose. They select, adapt and apply language features and literary devices, and use a sustained voice.  They use standard and non-standard spelling appropriately for purpose and audience. |

### Focus content descriptions

| **Level 9** | **Level 10** |
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| understand how language strengthens relationships and roles  VC2E9LA01 | understand how language can have inclusive and exclusive social effects, and how it can empower or disempower people  VC2E10LA01 |
| understand how the language of evaluation and substantiation expresses individual views and values through language features such as allusion, evocative vocabulary and metaphor  VC2E9LA02 | understand that language used to evaluate and substantiate, implicitly or explicitly, reveals views and values  VC2E10LA02 |
| understand and use punctuation conventions to condense information and for referencing and citing others for formal and informal purposes  VC2E9LA09 | use and experiment with punctuation for meaning and effect  VC2E10LA09 |
| analyse the representations of people and places in literary texts, drawn from diverse historical, cultural and social contexts, by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors  VC2E9LE01 | analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors  VC2E10LE01 |
| analyse how literary devices and language features, and still and moving images, shape an audience’s preference about the social, moral or ethical positions presented in literary texts  VC2E9LE03 | analyse the ways that social, moral or ethical positions are represented in a range of literary texts  VC2E10LE03 |
| analyse the ways that text structures, language features and literary devices in literary texts create aesthetic qualities  VC2E9LE05 | compare and evaluate how ‘voice’ as a literary device is used in a range of texts to evoke emotional responses and to create aesthetic qualities  VC2E10LE05 |
| use interaction skills to discuss opinions regarding texts that have different purposes and audiences, analysing how language features position an audience to respond in particular ways  VC2E9LY01 | use interaction skills to discuss an opinion about texts and analyse the purposes and effects of text structures and language features  VC2E10LY01 |
| deliver structured spoken texts for particular purposes, demonstrating different levels of formality in consideration of audience, using features of voice and multimodal or digital elements  VC2E9LY02 | deliver structured spoken texts for particular purposes, experimenting with formality in deliberate consideration of an audience, using features of voice and multimodal or digital elements  VC2E10LY02 |
| create different types of texts, written and spoken, that present a point of view and advance, illustrate or expand ideas, including texts that integrate print, multimodal and/or digital elements in deliberate consideration of an audience  VC2E9LY08 | create different types of texts, written and spoken, that reflect on challenging and complex issues, including texts that combine specific print, multimodal and/or digital elements, for a range of purposesand in deliberate consideration of an audience  VC2E10LY08 |
| review and edit their own texts and the texts of others to improve clarity, coherence and control over content, organisation, paragraphing, sentence structure, vocabulary and multimodal elements, and reflect on these processes  VC2E9LY09 | review, edit and refine their own texts and the texts of others for control and coherence of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects, and reflect on these processes  VC2E10LY09 |

# Other curriculum content

<Links to the Victorian Curriculum F–10 Version 2.0 cross-curriculum priorities and capabilities will be added to this example document in the future.>

Essential questions

| **Essential questions to foster inquiry, understanding and transfer of learning** |
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| * How can we best optimise our voices in presentations? * What can poetry/rap teach us about voice and how does this add to performance? * How can we meaningfully use poetry and multimodal elements in our own presentations? |

# Assessment and learning sequence details

| **Assessment task name and type** | **Linked to achievement standard extract(s)** | **Moderation** |
| --- | --- | --- |
| **Summative assessment:**  Welcome speech | **Reading and Viewing**  When demonstrating understanding of texts, students analyse and evaluate representations from diverse historical, cultural and social contexts, and compare initial and subsequent impressions. They synthesise their own interpretations of a text, and evaluate how literary devices, and still and moving images and sound, represent values, beliefs and attitudes. They evaluate the connections between text structures, language features, literary devices and intertextual references.  They analyse and evaluate the structures of texts, including print, digital and hybrid, according to purpose. They compare the use of voice as a device to evoke emotion and to create aesthetic qualities. They evaluate the features of still images, moving images and sound and their effects on representation.  **Writing**  When creating written and spoken texts, students use a sustained voice and reflect on challenging or complex ideas or issues. They select appropriate textual elements for purpose and audience, and include appropriate multimodal or digital elements. They review, edit and refine their own and others’ texts and reflect on these processes.  They vary and experiment with text structures, grammar and punctuation to create and maintain cohesion.  They use vocabulary with precision for purpose. They select, adapt and apply language features and literary devices, and use a sustained voice.  They use standard and non-standard spelling appropriately for purpose and audience.  **Speaking and Listening**  When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice. | This task may be moderated by professional learning communities with respect to the Level 10 achievement standard, using a representative selection of student work samples |
| **Summative assessment:**  Multimodal thematic presentation | **Writing**  When creating written and spoken texts, students use a sustained voice and reflect on challenging or complex ideas or issues They select appropriate textual elements for purpose and audience, and include appropriate multimodal/digital elements. They review, edit and refine their own and others’ texts and reflect on these processes.  They vary and experiment with text structures and grammar and punctuation to create and maintain cohesion.  They use vocabulary with precision for purpose. They select, adapt and apply language features and literary devices, and use a sustained voice.  They use standard and non-standard spelling appropriately for purpose and audience.  **Speaking and Listening**  When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice. | This task may be moderated by professional learning communities with respect to the Level 10 achievement standard, using a representative selection of student work samples |
| **Formative assessment:**  Week 1: Anecdotal evidence and student reflection on background knowledge  *The Hate U Give* text response (Appendix 1) | **Speaking and Listening**  When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice.  **Reading and Viewing**  When demonstrating understanding of texts, students analyse and evaluate representations from diverse historical, cultural and social contexts, and compare initial and subsequent impressions. They synthesise their own interpretations of a text, and evaluate how literary devices, and still and moving images and sound, represent values, beliefs and attitudes. | – |
| **Formative assessment:**  Week 2: ‘The Hill We Climb’ text response (Appendix 2)  Annotations on rap techniques and analysis of song | **Reading and Viewing**  When reading and viewing, students engage with a range of different types of texts for meaning.  When demonstrating understanding of texts, students analyse and evaluate representations from diverse historical, cultural and social contexts, and compare initial and subsequent impressions. They synthesise their own interpretations of a text, and evaluate how literary devices, and still and moving images and sound, represent values, beliefs and attitudes. They evaluate the connections between text structures, language features, literary devices and intertextual references.  They analyse and evaluate the structures of texts, including print, digital and hybrid, according to purpose. They compare the use of voice as a device to evoke emotion and to create aesthetic qualities. They evaluate the features of still images, moving images and sound and their effects on representation. | – |
| **Formative assessment:**  Week 3: Flash debates | **Speaking and Listening**  When speaking to an audience, students deliver structured spoken texts, selecting text types appropriate for purpose and audience, including multimodal or digital elements. They experiment with formality in their language and use appropriate features of voice.  **Writing**  When creating written and spoken texts, students use a sustained voice and reflect on challenging or complex ideas or issues. They select appropriate textual elements for purpose and audience, and include appropriate multimodal or digital elements. They review, edit and refine their own and others’ texts and reflect on these processes.  They use vocabulary with precision for purpose. | – |
| **Formative assessment:**  Week 4: ‘Rocket Man’, ‘Still I Rise’ –Reflect and respond | **Reading and Viewing**  When demonstrating understanding of texts, students analyse and evaluate representations from diverse historical, cultural and social contexts, and compare initial and subsequent impressions. They synthesise their own interpretations of a text, and evaluate how literary devices, and still and moving images and sound, represent values, beliefs and attitudes. They evaluate the connections between text structures, language features, literary devices and intertextual references.  They compare the use of voice as a device to evoke emotion and to create aesthetic qualities. | – |

| **Week** | **Lesson** | **Learning goal (e.g. learning intention and success criteria)** | **Lesson elements** | **Differentiation and/or individualisation** | **Assessment** | **Resources** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 lessons | Students will build their understanding of oral language, paralinguistics and point of view. | **Building background knowledge and tuning-in: Features of voice**  Help students engage with the concepts of oral language and paralinguistic features through:   * skills of oral presentation, such as: * flash discussions/concentric circles * quick reflections on short audio/video clips and analysis of impact of particular language features * identifying author, audience and purpose of short audio/video clips * quick thinking routines (e.g. connect, extend, challenge) in response to short audio/video clips: * speaking for 30 seconds on random topics (drawn from a hat; do a few students each lesson) * confidence-building activities: * verbal: a form of ‘Articulate’ – trying to get someone to guess a word or an event OR a game where someone has to describe a piece of history and everyone has to decide if they are lying or telling the truth * non-verbal (Perhaps a form of charades? Showing how body language is important.) | Based on the differentiated learning needs of students in each class (identified through formative assessment), teachers may adjust content or teaching and learning activities throughout this unit.  The High Impact Teaching Strategies (HITS) provide guidance on ways teachers can differentiate content and teaching and learning activities.  Throughout this unit, particular HITS have been identified to support teachers with differentiation.  HITS:   * Collaborative learning * Multiple exposures * Differentiated teaching | Diagnostic and anecdotal evidence of student understanding of features of voice | [Icebreaker: *Concentric Circles* – YouTube](https://www.youtube.com/watch?v=8x5NlIeySp4)  [Project Zero's Thinking Routine Toolbox – Harvard Graduate School of Education](https://pz.harvard.edu/thinking-routines)  [HITS – Victorian Department of Education](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx) |
| Students will understand that structured spoken texts require knowledge of and planning for audience and purpose. | **Building background knowledge and tuning-in: Oral presentation components**  Students choose a topic that interests them and, preferably, is focused on social, ethical and/or moral contention (teacher scaffolding required to ensure content is appropriate for the age and cohort).  Students spend 30 minutes creating a slideshow (e.g. PowerPoint) to educate the class on their chosen topic. For example:   * Most influential sporting role models, ranked by set criteria * Why public parks are so important for a community * The most pervasive phrases in contemporary Australia and their impact   Students present in small groups.  Following presentations, lead a discussion with students about the necessary elements of a successful structured spoken text (regardless of topic). Students should identify knowledge (and passion) for content, planning, audience and purpose. Students reflect on how features of voice (explored previously) were represented in these presentations. | HITS:   * Structuring lessons * Collaborative learning * Feedback | Student reflection on the components of planning for the delivery of short speeches. | [HITS – Victorian Department of Education](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx) |
| 1 | 2–3 lessons | Students will be able to identify, reflect upon and analyse how the key idea of ‘the power of voice’ is represented in a visual text (*The Hate U Give*). | ***The Hate U Give***  Watch excerpts of the film *The Hate U Give.*  Note: This film has been given an advisory rating of Mature (M) by the Australian Government's Classification Board. Parental permission will need to be obtained for any students under the age of 15.  After viewing, lead a discussion, giving examples of difficult conversations, code-switching, and bravery and speaking up:   * Difficult conversations (Starr has some challenging conversations about race with Chris, Maya, and Hailey. Some of these conversations are productive and lead to a deeper respect and understanding, while others are unsuccessful and leave both parties feeling hurt) * Code-switching (the practice of changing one’s language, dialect or speaking style to better fit one’s environment) * Bravery and speaking up (Starr struggles with speaking up, but by the end she is able to overcome her fear)   Students complete tasks 1–4 on the post-viewing worksheet (Appendix 1). | HITS:   * Setting goals * Structuring lessons * Multiple exposures * Questioning * Feedback | Student responses on post-viewing worksheet (Appendix 1) | [HITS – Victorian Department of Education](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx) |
| 2 | 2 lessons | Students will be able to identify, reflect upon and analyse how the key idea of ‘the power of voice’ is represented in a visual text (performance of ‘The Hill We Climb’). | **‘The Hill We Climb’**   * Students begin by brainstorming what the 'power of your voice' means to them and provide examples of people they know effectively using and/or finding their voice. * Watch Amanda Gorman’s performance of ‘The Hill We Climb’. * Give some background information about Gorman and the poem. * Students annotate the poem using the following guidance: * Underline the most important words or phrases, in your opinion, in the poem. * Annotate why these words or phrases are important. * Identify lines in the poem that reflect the occasion for which ‘The Hill We Climb’ was written. How do the lines you have chosen suggest issues surrounding the inauguration of a president in 2021? * Students read or watch the poem once more, selecting a line or phrase that struck them as powerful. They write a few sentences about what the line caused them to think. * Students then form small groups to complete a practical task – reading the poem aloud and varying their prosodic features to alter the meaning/emphasise different elements. Students take turns to read out sections of the poem. Teacher and peers give feedback to each other on their reading of the poem. * Watch an interview where Gorman discusses her crafting of the poem   Students can then complete the individual responses task (Appendix 2). | HITS:   * Structuring lessons * Multiple exposures * Worked examples * Collaborative learning * Questioning * Feedback | Student completion of poem annotation task and individual responses task  (Appendix 2) | [HITS – Victorian Department of Education](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx)  [‘The Hill We Climb’ – YouTube](https://www.youtube.com/watch?v=LZ055ilIiN4)  [Background information on the author, Amanda Gorman – Poets.org](https://poets.org/poet/amanda-gorman)  [Amanda Gorman interview – YouTube](https://www.youtube.com/watch?v=qHhut5nhI8g)  ['The Hill We Climb: the Amanda Gorman poem that stole the inauguration show', The Guardian](https://www.theguardian.com/us-news/2021/jan/20/amanda-gorman-poem-biden-inauguration-transcript) |
| 2 | 2–3 lessons | Students will understand how language use can have inclusive and exclusive social effects and can empower or disempower people. | **Rap and the power of voice**  Contextualise why rap is so powerful, and its history in society.  Discuss the interrelation of rap music and the Black Lives Matter movement and watch the following music videos:   * Sampa the Great, *Final Form* * Anderson .Paak, *Lockdown* * Dobby, *I Can’t Breathe (Feat. BARKAA)* * Jerome Farah, *I Can't Breathe*   *Note: There is opportunity to bring in Aboriginal and Torres Strait Islander voices through artists such as AB Original. Unpack similarities and uncover the intrinsic motivations that link these populations.*  Unpack the ways in which these artists use their voices to create expression and meaning.  Look at and explain specific techniques of:   * breath control * enunciation * pitch and texture * rhythm and pace.   Students select one of the songs that was previously played and list some of the techniques being used and effects these create.  Move on to watching and analysing ‘Janelle Monáe ft. Erykah Badu*, Q.U.E.E.N’* and answer the following questions:   * Who are some people she quotes and why? * What is the most powerful thing about this rap? * What does the use of ‘you’ repeatedly throughout do? * Does Janelle Monáe’s body language affect how we hear her words? * What does the use of questions create? * Why does she pause at the end?   Students practise performing the song, delivering lyrics either in rap form or another chosen musical style.  Closing discussion: How rap connects to their final presentations | HITS:   * Setting goals * Structuring lessons * Multiple exposures * Questioning * Collaborative learning * Feedback | Student responses and annotations about techniques present in raps | [HITS – Victorian Department of Education](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx)  [Sampa the Great, *Final Form* – YouTube](https://www.youtube.com/watch?v=H2lvgKDpiSA)  [Anderson .Paak, *Lockdown* – YouTube](https://youtu.be/TgItkJCm09c)  [Dobby, *I Can’t Breathe (Feat. BARKAA)* – YouTube](https://youtu.be/aB9xhr_wR0M)  [Jerome Farah, *I Can't Breathe* – YouTube](https://youtu.be/HPill9cnk24)  [Janelle Monáe ft. Erykah Badu, *Q.U.E.E.N* – YouTube](https://www.youtube.com/watch?v=gVLJ-PeSJFA) |
| 3 | 2 lessons | Students will use language to communicate and persuade an audience. | **Flash debates**  Students have 2 lessons in which to complete this.  In lesson 1:   * [Recap the structure of debates](https://dav.com.au/resources/itd_speaker_roles.php), and the various roles of teams and speakers * Introduce rules for the flash debate (2 minutes per speaker, well-known but topical topic, 2 lessons to prepare) * Give a range of suggested topics, then allocate groups/sides to those topics * Once in teams, complete steps to prepare for the debate.   In lesson 2, students may have some time to finalise speeches before debates are presented within the class. | HITS:   * Setting goals * Structuring lessons * Collaborative learning * Feedback | Group participation in and completion of debates | [HITS – Victorian Department of Education](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx)  [Debating speech structure template – Debating SA](https://www.debatingsa.com.au/wp-content/uploads/2017/07/Speech-Structure-Template.pdf) |
| 3 | 2–3 lessons | Students will understand how language needs to be adapted for audience, purpose and language. | **Adapting texts for audience, purpose and context**   * Lesson starter: Students brainstorm issues at school they would share with/present to school council. * Conduct a Think-Pair-Share about similarities and differences of presenting style to school council compared to fellow Year 10 students. * Watch Adam Goodes’ 2 different addresses and note down words that he uses to appeal to his different audiences. How does he shift his tone, word choice, etc. to appeal to different audiences? * Student have paired discussions about how these 2 speeches are different. * Students then come back to their brainstorm from the start of the lesson, and now complete the worksheet (Appendix 3, Part A), thinking about presenting a specific issue to school council and then how they would present about that same issue to their fellow Year 10s (Appendix 3, Part B). * Students move on to looking at empowering and disempowering language. Look at a motivational video for an example of empowering language and get students to think of examples of disempowering language they have heard. * Students practise applying their own empowering and inclusive language by preparing a welcome speech to Year 7s (Appendix 3, Part C). * Students further practise their presentation skills in groups of 2 or 3 by choosing one thing from a pencil case and ‘selling’ it in the style of an infomercial. | HITS:   * Setting goals * Structuring lessons * Multiple exposures * Questioning * Collaborative learning * Feedback | Summative assessment: Completion of the Adam Goodes speech comparison, school issue presentation, and Year 10 welcome speech (Appendix 3) | [HITS – Victorian Department of Education](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx)  [Adam Goodes address #1 – YouTube](https://www.youtube.com/watch?v=3EV-cLb_Ttg)  [Adam Goodes address #2 – YouTube](https://www.youtube.com/watch?v=iZkquBdLm0E)  [*Best Motivation From The Greatest Athletes of All Time* – YouTube](https://www.youtube.com/watch?v=Nn0bZ0hBzCw)  [Infomercial example: Magic Bullet Commercial – YouTube](https://www.youtube.com/watch?v=ZILNbEV91-g) |
| 4 | 4–5 lessons | Students will:   * analyse how others have interpreted a text using multimodal elements (such as sound, silence, music, lighting, images, video, camera angles) * reflect on the ways these elements create (or detract from) meaning and expression, and engage audiences * understand the persuasive and deliberate nature of various multimodal elements in synergy with voice and timing. | **The use of multimodal elements to create meaning**  Example 1:   1. Analyse Elton John’s ‘Rocket Man’, reinterpreted into spoken word by William Shatner. 2. Complete the ‘reflect and respond’ questions. 3. Compare the reinterpretation to the original. 4. Discuss how the tone, and therefore reception, between the 2 is different.   Example 2:   1. Analyse the essay‘Wear sunscreen’by Mary Schmich, then view the Baz Luhrmann remix. 2. Complete the ‘reflect and respond’ questions. 3. What do you think the tone of the original written essay is? 4. What tone do you think the Baz Luhrmann version is? 5. List the ways the following elements impacted the expression in Baz Luhrmann’s version:  * voice * backing music * pauses * images/video * song.  1. Which version has the most meaning for you, and why?   Example 3:   1. Analyse ‘Still I Rise’ by Maya Angelou, and reflect on the non-speaking ways the author expresses meaning. 2. Complete the ‘reflect and respond’ questions. 3. What was the most powerful aspect of this reading for you? 4. List 5 non-speaking sounds Maya Angelou made. 5. What was the impact these sounds had on her performance? 6. This piece of poetry contains issues regarding slavery, oppression, discrimination and hardship. What do you think the overall message was and how did the author achieve it? 7. Give information about the various multimodal elements that can be used and manipulated in oral presentations:  * music * images * video * voice recordings * non-vocal sounds * props.  1. Students then pick a song and recite the lyrics in their own spoken-word style. | HITS:   * Setting goals * Structuring lessons * Multiple exposures * Questioning * Collaborative learning * Feedback | Student completion of ‘reflect and respond’ questions | [HITS – Victorian Department of Education](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx)  [Elton John, *Rocket Man* – YouTube](https://www.youtube.com/watch?v=DtVBCG6ThDk)  [*William Shatner ‘Sings’ Rocket Man* – YouTube](https://www.youtube.com/watch?v=8wI4jMxveyI)  [Mary Schmich, ‘Wear sunscreen’ – Chicago Tribune](https://www.chicagotribune.com/1997/06/01/advice-like-youth-probably-just-wasted-on-the-young-2/)  [Baz Luhrmann, *Everybody’s Free (To Wear Sunscreen)* – YouTube](https://www.youtube.com/watch?v=5giWfpANMac)  [Maya Angelou,](https://www.youtube.com/watch?v=NKoOvWB3qkI) *[Still I Rise](https://www.youtube.com/watch?v=NKoOvWB3qkI)* [– YouTube](https://www.youtube.com/watch?v=NKoOvWB3qkI) |
| 5 and 6 | 8 lessons and homework | Students will plan, draft and create their own multimodal presentation and written explanation. | **Multimodal thematic presentation**  Students will put together a multimodal presentation of original content that uses the power of voice to explore a powerful story, idea or issue; and complete a supporting written explanation to explain and justify the choices made throughout the process.  Students watch the powerful example of Dr Miriam-Rose Ungunmerr telling her story, accompanied by film, sound effects, text and music.  Refer to the assessment task instructions (VCAA Level 10 example assessment task) for further instructions, steps and requirements. | HITS:   * Setting goals * Structuring lessons * Multiple exposures * Questioning * Feedback * Metacognitive strategies * Differentiated teaching | Summative assessment: multimodal thematic presentation  (VCAA Level 10 example assessment task) | [HITS – Victorian Department of Education](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx)  [Dr Miriam-Rose Ungunmerr, *Dadirri* – YouTube](https://www.youtube.com/watch?v=tow2tR_ezL8) |

# Unit reflection

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| **Reflection questions:**   * How does the teaching and learning unit provide evidence of student learning and progress? * Does the teaching and learning unit: * specify the content descriptions addressed in the unit * specify the achievement standards addressed in the unit * include the resources and activities used to develop knowledge and skills * provide for a range of student abilities * specify the assessments used to monitor and progress student learning * provide guidance about the approximate time required for the unit? * Considering your responses to the questions above and other relevant reflections, how can the teaching and learning unit be improved? * How will the evidence of student learning from this teaching and learning unit influence the subsequent teaching and learning unit?   **Responses:**  The Power of Your Voice provides evidence of student learning and progress through formative and summative assessments, with those used to monitor and progress students learning noted.  The teaching and learning unit specifies the achievement standards and linked content descriptions that are addressed. A considered range of resources and stimuli is used, in combination with engaging learning activities to develop the knowledge and skills of learners. Throughout the unit, suggestions and considerations for students across a range of abilities have been made. The duration and number of lessons is clear within the unit.  As each cohort of learners is different and has a differing range of needs, reflection on the relevance and use of listed resources as well as duration/number of lessons would be important considerations when considering potential improvements.  The potential for moderation within this unit may be an opportunity to influence subsequent teaching and learning. Additionally, formative assessment and feedback will also contribute to future teaching and learning. |