 Year 12 Advanced/Standard/Studies English 2019

Unit title:

Common module: Texts and human experiences

Duration:

30 hours

Description of unit:

In this module, students will explore a range of texts, including the prescribed text Billy Elliot, which will deepen their understanding of how texts represent individual and collective human experiences. Students will focus on the context of 1980’s Britain and how this is depicted through the emotions and experiences of the characters in Billy Elliot. Students will analyse a range of smaller texts and through investigation of their textual structure, language and stylistic features, they will deconstruct how common and individual human experiences are illuminated in texts.

By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts. As this module requires differentiation based on the course being delivered, teaching and learning activities may need to be modified by the teacher to ensure that they effectively meet the needs of their cohort.

Focus questions:

* How do texts represent individual human qualities and emotions?
* How do texts represent collective human experiences?
* How do texts allow you to see the world differently, challenge your assumptions and ignite new ideas?

Outcomes:

| Advanced | Standard | Studies |
| --- | --- | --- |
| * EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure * EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments * EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued | * EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure * EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments * EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds | * 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 * ES12-8 understands and explains the relationships between texts * ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences |

Assessment:

Critical Response

Students will complete a critical response using their prescribed text, Billy Elliot and one related text. Students in Advanced will select a related text they have not studied in class, Standard students will be required to select from a range of related texts studied in class and English Studies will be allocated one related text they have studied in class. The question will be differentiated for each course based on related text requirements.

Texts:

Daldry, Stephen, *Billy Elliot* (film). 2000, Universal

[Missing Her (short film). 2011, Tropfest Finalist](https://www.youtube.com/watch?v=bUm3Fw4sHck)

[I Miss You (song lyrics and film clip). 2018 The Thundamentals](https://www.youtube.com/watch?v=fdAzLXks8-U)

[Zero (short film). 2010, Christopher Kezelos](https://www.youtube.com/watch?v=LOMbySJTKpg)

*In a Heartbeat* (short story). 2017, Alice Pung. In the anthology, *Begin, End, Begin #A Love Oz YA Anthology* edited by Danielle Binks

[Into the Cave (digital narrative). 2018, ABC News](http://www.abc.net.au/news/2018-07-13/thai-cave-rescue-tham-luang-extreme-challenges/9985286)

[Deng Thiank Adut Unlimited (advertisement). 2015, The University of Western Sydney](https://www.youtube.com/watch?v=buA3tsGnp2s)

Deng Thiak Adut, the Blacktown lawyer inspiring a generation of new Australians (news article). 2016, The Sydney Morning Herald

*Black Mirror* ‘Nosedive’ season 3, episode 1 (TV episode) 2016, Joe Wright

[Miner 1984 (Youtube Clip) 2011](https://www.youtube.com/watch?v=uJj_f8Oi4zg)

Black Mirrors ‘Nosedive’ Skewers Social Media (news article). 2016, The Atlantic

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued   * appreciate, analyse and speculate about the power of language to represent personal and public worlds for critical reflection and pleasure.   EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds   * analyse and assess the diverse ways in which creative and critical texts can represent human experiences, universal themes and social contexts.   ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences   * explore issues and ideas represented in a range of texts and explain points of view and implications. | Introduction to the module: Texts and Human Experiences  Group discussion: discuss the title of the module, Texts and Human Experiences. To assist students in breaking this down, discuss the following questions:   * based on the module title, what do you believe will be the focus of the module? * what are human qualities and emotions? * what could the difference be between collective and individual human experiences? * how might a human experience lead to reflection? * what role does storytelling play in depicting human experiences? * how might a text allow you to better understand some of your own experiences? * how might texts allow you to see the world differently, challenge your assumptions and ignite new ideas?   Students are provided with a copy of the rubric. Divide students into four groups, one for each paragraph of the rubric. Each group must annotate their section of the rubric focusing on the following two key areas:   * what are the key skills? * what are the key ideas/content?   Students are then to create new groups with one student from each section of the rubric in each group. They need to share their annotations with their other group members to ensure that all students have a detailed understanding regarding what is required in this module.  On a post-it-note ask students to write a 2-3 sentence summary of what they believe the rubric is asking them to do. Remind students to focus on the notion of skills and content. Students will contribute their post-it-note to the class collection on the board. Students then need to select another students post-it-note and add to their summary of the rubric. The teacher may like to continue with this activity until they feel as though the students have a detailed understanding of the requirements of the rubric.  Students to create a mindmap of possible human experiences, both individual and collective, that could be discussed in texts. Ask students to reflect on events that have happened to them or individuals that they know. As a stem off the mindmap, ask students to think of any texts that they know that explores that particular human experience. Remind students to consider different forms; songs, picture books, short stories, advertisements, blogs, films, novels, poetry etc. Discuss these ideas as a class to strengthen student understanding.  To gain insight into the level of student understanding the teacher provides students with an exit slip with the three focus questions:   * what was one thing you have learnt over the past week? * what was one thing that you found interesting? * what are you ‘stuck on’ or what question/s do you still have?   The individual student’s answers to these questions will guide you in approaching the teaching and learning for the remainder of the unit. | Class discussion and individual student answers will show understanding of introductory concepts.  Annotations on rubric and group discussion.  Annotations on entire rubric based on group discussion.  Individual responses on post-it-notes and additions to other students work.  Creation of mind map and class discussion outlining possible human experiences and texts that they know that explore these.  Completion of the exit slip questions for teacher to use as a formative assessment tool |
| EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   * critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences.   EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   * analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences.   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   * interpret a range of texts, including those by and about Aboriginal and/or Torres Strait Islander Peoples, composed for a variety of purposes. | Focusing on related texts- how do your related texts represent individual human qualities and emotions?  Course expectations to be established with students regarding related texts. Advanced students will study some additional, more complex, related texts. For their upcoming formative assessment task students in each course will be asked to source their related material in the following manner:   * Advanced: analysis of related texts will be modelled in class. However, students cannot select any texts studied in class as their related text for their summative assessment task. To support Advanced in analysing their own related text, students will complete a related text circle analysis document (resource 1) that must be submitted to their class teacher and their peers. * Standard: students may use any of the related texts studied in class as their related text for their summative assessment task. Students must individually select which text to use. * Studies: students will be provided with one of the related texts studied in class as the related text that they must use in their summative assessment task.   Students to refer to their introductory notes on what human qualities and emotions are. Using this information, students are to create a table.   * In the left hand column, students are to write all of the human qualities they can think of. To assist, define human qualities as distinctive attributes or characteristics possessed by human beings. Ask students to consider both positive and negative human qualities. For example, honesty, courage and trustworthiness. * In the right hand column, students are to write all of the human emotions they can think of. For example hatred, love and jealousy. Again, ask students to consider both positive and negative human emotions. Discuss students answers as a class and creative a collaborative table on the board where students contribute their answers to the class example.   Related Text 1: Advanced/Standard/Studies: Missing Her (short film) OR Zero (short film)  Students are to view the Tropfest short film[Missing Her](https://www.youtube.com/watch?v=bUm3Fw4sHck)  OR the short film Zero  Students to view the short film and complete the film analysis table **(resource 2)**. Students are to focus on identifying human qualities or emotions represented in the text and how this is shown through either dialogue, sound design or visual design. Students then need to analyse what we learn about individual human experiences in the text.  Students are to share their answers to the following questions with others in the class through speed dating:   * What were the most powerful human qualities or emotions shown in the text? * How is this text about individuals’ human experiences? * What was one effective technique that you noticed and what was the effect?   Related Text 2: Studies: I Miss You (song lyrics and film clip)  Ask students to reflect on their social media usage and what this does to their relationships with others. Consider the idea of tagging and reacting to others posts and the sense of authentic connection with individuals.  Students to be issued with a copy of the [lyrics](https://genius.com/Thundamentals-i-miss-you-lyrics) for The Thundamentals song I Miss You. Ask students to respond individually to the following key questions:   * What is this song about? * How does this link to the module: Texts and Human Experiences? * What are we learning about an individual’s personal qualities and emotions?   Students to discuss their answers to these key questions with the rest of the class. This should further build the students understanding of the key ideas in the text.  Students view the film clip [The Thundamentals- I Miss you](https://www.youtube.com/watch?v=fdAzLXks8-U) and discuss how the film clip supports the song lyrics.  Teachers to model to the students how to construct an effective TEEEC paragraph (T- Topic, E- Expand on topic sentence, E- example/s, E-Evaluate, C- connect back to topic sentence/question) on the text. Students are expected to assist the teacher in the construction of the paragraph with the aim of students constructing these independently later in the unit.  Related Text 2: Advanced and Standard: In a Heartbeat (short story)  Students to receive a copy of the short story In a Heartbeat. As students are reading through the narrative, ask them to compile a list of all of the human qualities and emotions that they can identify throughout. Once they have completed this, ask students to match each of their ideas in their list to quotes from the short story to substantiate their ideas.  Focus on the characterisation of Kim. Consider her authentic character voice and how this strengthens the narrative. You may need to explain to students the religious implications of Kim’s choices and the complexity which surrounds this.  Divide students into three groups:   * Kim * Luis * Kim’s mother   Each group is then required to focus on that particular character’s individual experience in the text. Consider how they react to the events, what we learn about them, their family and their past. Students are to collate their experience into one key sentence. This sentence will then form their thesis. As a group, students then need to co-write a TEEEC body paragraph which explore the idea that texts demonstrate interesting character experiences. Formatively assess student understanding throughout this process. You may need to provide additional scaffolding and support to students in the construction of their critical paragraph.  Advanced: self-selected related text  Students to be given the Related Text Circle resource **(resource 1)** which will support their analysis of the related text of their own choosing. Teachers may like to structure the completion of these in a variety of ways. Suggestion that teachers model the completion of this document with one of the related texts studied earlier in the week. Teachers may then like to create a roster where students present their related text, and their completed Related Text Circle analysis table, to the rest of the class. These could then be collated into a student book for students to draw on a range of possible related texts for their upcoming summative assessment task.  To gain insight into the level of student understanding the teacher provides students with an exit slip with the three focus questions:   * what was one thing you have learnt over the past week? * what was one thing that you found interesting? * what are you ‘stuck on’ or what question/s do you still have?   The individual student’s answers to these questions will guide you in approaching the teaching and learning for the remainder of the unit. | Completed table which outlines human qualities and emotions and participation in classroom discussion.  Detailed analysis of the short film through completion of the worksheet.  Effective involvement in speed dating.  Written reflection on their social media use.  Completion of the questions to demonstrate their understanding of the key ideas in the lyrics.  Co-construction of a TEEEC paragraph with teacher and class.  Engagement in reading and completion of key ideas and quote summary.  Involvement in class discussion around characterisation and contextual influences.  Involvement in the creation of a group TEEEC paragraph focused on one key character’s experiences.  Detailed completion of the Related Text Circle analysis table.  Completion of the exit slip questions for teacher to use as a formative assessment tool. |
| EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.   * critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences.   EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.   * analyses and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences.   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.   * interpret a range of texts, including those by and about Aboriginal and/or Torres Strait Islander Peoples, composed for a variety of purposes. | Focusing on related texts-how do your related texts represent collective human experiences?  Students to refer to their introductory notes on the differences and similarities between individual and collective human experiences. Discuss their answers again and consider how these might have changed or developed over the past few weeks.  To further develop their understanding of the concept, students are to complete the following triangle ranking activity:   * Students list all the collective human experiences they have encountered, either through the study of texts or their own personal experiences. They should have at least 8 experiences. Students are to transfer their top 8 experiences to post-it notes (one experience per post-it). * Students organise their post-it notes into a triangle in order to rank these experiences from the most common to the least common. The highest point of the triangle is what they believe to be the most important/common experience. This is followed by the middle level, and the bottom level of the triangle represents what they believe to be the least common/important human experiences. * Students are given to opportunity to walk around the room and see their peers’ triangles. They are also given time to rethink their own and reorganise if necessary. * Students then justify their choices (either verbally or written) using arguments and evidence to support their decisions. * Pool student ideas to create a list of the 5 most common human experiences.   Related Text 3: Advanced, Standard and Studies: Into the Cave (digital narrative)  Students may need to be given additional context around the recent Thailand Cave rescue operation. Students could complete a research task which addresses the following questions:   * What occurred? * Who was involved? * How did this become a global story?   Students to engage with the digital narrative [Into the Cave](http://www.abc.net.au/news/2018-07-13/thai-cave-rescue-tham-luang-extreme-challenges/9985286)  Teachers may decide that students would benefit from completing this as a class or individually. Students to create a list of the types of collective human experiences depicted in the text. Students may like to compile this in the form of a list or a mind map.  Students then need to analysis elements linked to form. Students to consider the following key areas:   * visual design * language construction * effect on the audience/reading   Related Text 4: Standard and Studies: *Deng Thiak Adut Unlimited* (advertisement)  To gain additional context, students are to read the article [Deng Thiak Adut, the Blacktown lawyer inspiring a generation of new Australians.](https://www.smh.com.au/national/nsw/lunch-with-deng-thiak-adut-20160128-gmfy49.html)During the reading, students are to make notes on the individual experiences explored in the article. While this was the focus question for last week, students will begin to make the link between both individual and collective human experiences in the advertisement.  Students are to view [the advertisement](https://www.youtube.com/watch?v=buA3tsGnp2s) for The University of Western Sydney.  Students are to analyse the visual and sound techniques used throughout the advertisement to engage and persuade the audience and explore the idea of collective human experiences. Teachers focus on the ending of the clip, while the focus seems to be about an individual experience, how does the ending link to the key question of texts representing collective human experiences?  Students to construct a TEEEC paragraph comparing two related texts studied over the past few weeks. Students to answer the following question: how do the TWO texts of your own choosing enlighten the reader about individual or collective human experiences?  Related Text 4: Advanced: Black Mirror ‘Dosedive’ (TV episode)  Students to discuss how social media can become a form of validation for individuals and how this is an experience common for members of contemporary society. Discuss the concept of ‘rating’ others on social media and how this might occur currently and what this could look like in the future.  Students to read The Atlantic article titled [Black Mirror’s ‘Dosedive’ Skewers Social Media](https://www.theatlantic.com/entertainment/archive/2016/10/black-mirror-nosedive-review-season-three-netflix/504668/)and discuss the key ideas in the article including how it fits into the dystopian genre and is a piece of ‘acute social satire.’  Before viewing the text, discuss how the article might lead students to suggest that the text links to the concept of a collective human experience.  Students to view the TV episode and analyse key sections of the text. They must focus on the following key areas:   * visual design * mise-en-scene * diegetic and non-diegetic sound   Students to link their analysis to how this demonstrates collective human experiences. In groups, students are to use their analysis to co-construct a TEEEC paragraph which addresses the following question: ‘Evaluate how texts allow responders to explore future realities and the intrusive nature of social media in society’.  Advanced: self-selected related text  Teachers might like to give time to students to prepare and present their analysis table for their Related Text Circle **(resource 1)**. To support students further, teacher could model the completion of this with another related text studied this week. Students could also be given time to provide peer feedback on the completion of their table prior to its submission.  Reflective writing task: how have the texts studied allowed you to see the world differently, challenged your assumptions or ignited new ideas?  To gain insight into the level of student understanding the teacher provides students with an exit slip with the three focus questions:   * what was one thing you have learnt over the past week? * what was one thing that you found interesting? * what are you ‘stuck on’ or what question/s do you still have?   The individual student’s answers to these questions will guide you in approaching the teaching and learning for the remainder of the unit. | Discussion of introductory answers and how these have developed throughout the unit.  Detailed completion of triangle ranking activity to demonstrate understanding of collective human experiences.  Completed research task on the context of the Thailand cave rescue.  Analysis of text focused around visual design, language construction and effect on audience.  Engagement with article and collection of ideas relevant to the focus questions.  Analysis of text focused around how this represents both individual and collective human experiences.  Completion of TEEEC paragraph.  Involvement in discussion around social media as a form of validation and rating.  Engagement with article and discussion regarding key ideas.  Detailed analysis of text.  Co-constructed TEEEC paragraph.  Detailed completion of the Related Text Circle analysis table.  Detailed reflective piece exploring the key question.  Completion of the exit slip questions for teacher to use as a formative assessment tool. |
| EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.   * analyse how the contexts of composers or responders influence their perspectives and ideas.   EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.   * examines the contexts of composing and responding, and assess their effects on meaning in and through particular texts.   EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   * evaluate the the influence of the contexts of composters and responders of perspectives and ideas.   EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.   * evaluates the influence of the contexts of composters and responders on perspectives and ideas.   ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences.   * explores issues and ideas represented in a range of texts and explain points of views and implications. | Introduction to Billy Elliot- contextual focus and viewing  View the following YouTube clip for a brief overview of the 1984 miners’ strike in Britain. [Miners 1984](https://www.youtube.com/watch?v=uJj_f8Oi4zg)  Students are to then research the context of the film and in groups of two or three, create a short presentation (e.g. PowerPoint or Prezi) which outlines the historical/geographical/political and social context of the film.  Viewing Billy Elliot  While students are watching the film they are to use the *Billy Elliot* viewing log **(resource 3)** to identify relevant points across the three focus questions for the module.  To gain insight into the level of student understanding the teacher provides students with an exit slip with the three focus questions:   * what was one thing you have learnt over the past week? * what was one thing that you found interesting? * what are you ‘stuck on’ or what question/s do you still have?   The individual student’s answers to these questions will guide you in approaching the teaching and learning for the remainder of the unit. | Engagement with context clip.  Completion of the PowerPoint/Prezi presentation identifying the contexts of the film Billy Elliot.  Dot point entries/class discussion about students’ viewing logs across the three focus questions for the module.  Completion of the exit slip questions for teacher to use as a formative assessment tool. |
| EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.   * evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts.   EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.   * develop a creative, informed and sustained interpretation of texts supported by close textual analysis.   EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds   * analyse and assess the diverse way in which creative and critical texts can represent human experience, universal themes and social contexts.   EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.   * develop creative, informed and sustained interpretations of texts supported by close textual analysis.   ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences.   * discuss the use if narrative and other techniques in literary texts to represent ideas, values, attitudes or points of view.   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.   * appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts. | Analysis of Elliot- focusing on how texts represent individual human qualities and emotions  Focus question: how do texts represent individual human qualities and emotions?   * identify the key words/phrases in the above focus question such as ‘represent’ and ‘individual human qualities’ and ‘emotions’. To assist students, the teacher may choose to revisit previously studied related texts and/or earlier discussions or notes.   Introducing ‘individual human qualities and emotions’ in Billy Elliot:   * students are to refer to the table they created earlier in the module where they identified human qualities and emotions * using this table, students are to identify the most significant individual human qualities and emotions evident in the film, e.g. * Human qualities:   + compassion   + perseverance/determination   + courage   + open-mindedness * Emotions:   + jubilation/joy   + sadness   + anger   Students will need to also identify the characters possessing these qualities and emotions and identify scenes which demonstrate these in the film. Below are suggested activities for compassion and anger in the film.  Compassion in Billy Elliot:  Students:   * Define ‘compassion’ * Chart the changing nature of the relationship between Billy and Mrs Wilkinson over the course of the film   In the first part of the film, it is obvious that the loss of Billy’s mother has affected the family immensely. Billy’s lack of a mother figure in his life, and the warmth and compassion that is missing is further exacerbated by the current miners’ strike in Everington and the violence, aggression and hostility that exist not only in Billy’s home, but in the town.  When we are introduced to the character of Mrs Wilkinson in the film, she is presented as a tough, chain-smoking woman with little evidence of warmth and compassion. She initially gives Billy a lot of ‘tough love’. However, her relationship with Billy is transformed over the course of the film and we see a different side to her and her deepening connection with Billy as not only his teacher, but the maternal figure which is missing from his life.  Scene analysis: Billy goes to Mrs Wilkinson’s house (32:08-34:19), Private lessons (36:42-41:52), Conflict between Billy and Mrs Wilkinson (43:48-46:08), and Preparing for the Audition (49:54-52:07)  Re-watch the four scenes and deconstruct key techniques. Teachers may choose to use the Scene Breakdown worksheet **(resource 4)** and/or the Scene Analysis sheet **(resource 5)** for one or more of these scenes to assist. Students are to answer the following questions:   1. After Billy visits the Wilkinson house, Mrs Wilkinson drops Billy back home and suggests to Billy that he should train on his own for a Royal Ballet School audition. She has seen his potential. Identify the dialogue between the two that suggests they are developing a personal relationship. 2. After Billy reads the letter from his mother to Mrs Wilkinson, how has the director shown the continuing changing nature of their relationship in this scene? (e.g. non-diegetic sounds, facial expressions, dialogue, etc) 3. How has the director identified the warmth and compassion shown by Mrs Wilkinson in the ‘I Love to Boogie’ dance scene which follows the reading of Billy’s mother’s letter? 4. Why has Stephen Daldry chosen to juxtapose the scene of the conflict between Mrs Wilkinson and Billy with the previous scene (conflict between Jackie and Tony)? 5. Billy finally reaches breaking point, cracking with all of the stress and pressure he is under at home and in his lessons, and he yells at Mrs Wilkinson, running away from her to hide in the changing room. Mrs Wilkinson’s comment, ‘Shit!’ reveals her frustration at what has happened. Why has she responded in this way? 6. Immediately after Mrs Wilkinson slaps Billy across the face, how has Daldry shown her regret for what has happened? 7. Contrast the tone of Mrs Wilkinson’s voice in her lesson with Billy where he has his final rehearsal with her before his audition to the way she spoke with him at the start of the film. It is evident that she cares a great deal for Billy and has faith in his ability to do well at the audition. In this scene, Mrs Wilkinson is not holding her ever-present cigarette. Why has Daldry decided to remove this from the characterisation of Mrs Wilkinson at this stage of the film?   Anger in Billy Elliot:  Students:   * identify why anger is an emotion seen throughout this whole film * identify which characters express anger in the film and speculate as to why this is the case   Scene analysis: Billy misses the audition (54:58-1:00:56)  Re-watch the scene and deconstruct key techniques. Teachers may choose to use the Scene Breakdown worksheet **(resource 5)** and/or the Scene Analysis worksheet **(resource 5)** for this scene to assist.   1. Identify the elements of this scene that display anger/aggression. (e.g. dialogue, positioning of and interaction between characters, diegetic and non-diegetic sound, camera angles and shots, body language, etc) 2. You will notice that during this scene of conflict in the kitchen at the Elliot household, it is not Jackie but Tony who dominates the argument with Mrs Wilkinson. What is surprising about the portrayal of Tony as the ‘alpha male’ in this scene? 3. Billy eventually escapes the conflict in the house and we see him displaying his anger and frustration in the ‘angry dance’ scene which occurs with the song ‘A Town Called Malice’.    * How does this music aptly accompany the scene?    * What evidence do we see of Billy’s anger and frustration in this montage?    * What are the drivers for Billy’s ‘angry dance’?    * Why do you think that Daldry has included the character of Michael as an observer in this part of the scene?    * At the end of the scene, what do Billy’s ‘leap’ and escape from the house symbolise?   Assessment of Learning:  Students construct a TEEEC paragraph in response to the focus question for this phase. ‘How do texts represent individual human qualities and emotions?’  To gain insight into the level of student understanding the teacher provides students with an exit slip with the three focus questions:   * what was one thing you have learnt over the past week? * what was one thing that you found interesting? * what are you ‘stuck on’ or what question/s do you still have?   The individual student’s answers to these questions will guide you in approaching the teaching and learning for the remainder of the unit. | Recalling previously taught concepts/ideas of the rubric as evidence of learning.  Scene analysis evidence of students’ ability to identify a range of visual techniques and understand and their impact.  Detailed completion of the questions to demonstrate student understanding of the key ideas in the scene and relevance to the focus question.  Scene analysis evidence of students’ ability to identify a range of visual techniques and understand and their impact.  TEEEC paragraph- evidence of skill development as well as understanding of the collective human experience as represented by the film.  Completion of the exit slip questions for teacher to use as a formative assessment tool. |
| EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.   * evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts.   EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   * develop a creative, informed and sustained interpretation of texts supported by close textual analysis.   EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds.   * analyse and assess the diverse way in which creative and critical texts can represent human experience, universal themes and social contexts.   EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.   * develop creative, informed and sustained interpretations of texts supported by close textual analysis.   ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences.   * discuss the use if narrative and other techniques in literary texts to represent ideas, values, attitudes or points of view.   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.   * .appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts. | Analysis of Elliot- focusing on how texts represent collective human experiences  Focus question: how do texts represent collective human experiences?   * Identify the key words/phrases in the above focus question such as ‘represent’ and ‘collective human experiences’. To assist students, the teacher may choose to revisit previously studied related texts and/or earlier discussions or notes.   Introducing the collective human experience in Billy Elliot:   * Students divide into small groups (2-4) and construct a Placemat **(resource 6),** or mind-map, to identify the most significant collective human experiences in the film (i.e. grief, experiences of success/failure, dealing with adversity, search for identity etc.). * Independently, or through group work and/or class discussion, students decide which character from the film best represents each experience they have identified. They then justify their choices (in writing or through discussion) using examples from the film.   Analyse **at least one aspect** of the collective human experience found in the film. Below are suggested activities for adversity, grief and success and failure.  Adversity in *Billy Elliot*:  Students:   * Define ‘adversity’. * “Hardships often prepare ordinary people for an extraordinary destiny” (C.S Lewis). Do you agree with the words of C.S Lewis? Explain your answer. * Recall a time that you had to deal with adversity. Describe, in writing, the challenge you faced and how you overcame it. What did you learn about yourself from this experience? Do you think that someone else would respond to the same challenge differently? Why do we react to adversity differently than others?   OR   * View a series of images that deal with adversity. What are the commonalities in these images?   Everyone experiences adversity at some point in their lives, albeit some more than others. Despite it being a universal human experience, adversity is multi-faceted, and individuals deal with it in many different ways. In the film, Billy and Jackie highlight the different types of adversity faced by individuals, and both have different ways of dealing with that adversity.  Scene analysis: Dad Finds Out (23:20- 24:40)  Re-watch and deconstruct the scene *Dad Finds Out*. Teachers may choose to use the Scene Breakdown worksheet **(resource 5)** and/or the Scene Analysis sheet **(resource 5)** to assist.  Students then complete the following questions/activities:   1. Identify and describe the adversity that Billy experiences throughout this scene? How does the long shot of the ballet class help highlight this? 2. In this scene, we learn that Jackie is also dealing with adversity. Describe the difficult situation that Jackie finds himself in. 3. How does the aerial shot of the picket line help establish Jackie’s situation? 4. Evaluate the similarities and differences between what is happening on the picket line and what is happening in the ballet studio. How does the use of editing help to create this juxtaposition? 5. In this scene, both Jackie and Billy deal with adversity in different ways. Use the Collective Human Experiences table **(resource 7)** to describe the adversity faced by these characters and identify how they both attempt to deal with it. 6. Throughout the film, Jackie regularly deals with adversity through aggression and conflict. Can you think of any other instances where this occurs? What impact does this have on his character? 7. At one stage in the film, when Billy is being pressured by Mrs. Wilkinson, Billy also deals with adversity through aggression. How does this impact his character?   Grief in Billy Elliot:  Students:   * Collect or sketch a series of images that come to mind when you consider the emotion of grief. Discuss the similarities/differences in the images- are there any particular colours/ images/ symbols that reoccur? * Define ‘grief’ in your own words. When are we, as humans, most likely to experience grief?   Grief is a powerful human emotion that in embedded into the collective human experience. In the film, both Jackie and Billy represent this experience, though they deal with their grief in different ways.  Scene analysis: Main Titles (5:10- 6:27) - Jackie  During the Main Titles, Jackie clearly disapproves of Billy playing the piano. Billy responds by saying “mum would have let us”. As Jackie is in the foreground, the viewer sees his pained expression at the mention of his wife. Jackie storms out of the room, symbolically slamming the piano lid down, This is followed by a camera tilt to a photo of Billy's mother sitting on top of the piano. This scene establishes that Billy’s mother has passed away, and that she was the one who fostered creativity in Billy.  Re-watch and deconstruct the scene Main Titles. Teachers may choose to use the Scene Breakdown worksheet **(resource 5)** and/or the Scene Analysis sheet **(resource 5)** to assist. Students to answer the following questions:   1. What words would you use to describe the relationship between Billy and Jackie in this scene? 2. Think about the quote “mum would have let us”. What does this tell the viewer about Billy’s mother? 3. Which character best represents grief in this scene? Justify your response with evidence from the scene. 4. What techniques are used in this scene to highlight the grief that Jackie is experiencing? 5. Why does Jackie get upset and storm out of the room towards the end of the scene? 6. What does this scene suggest about the impact of grief as a human experience? 7. Use the Collective Human Experiences table **(resource 7)** to describe the impact that Jackie’s grief, and how he attempts to deal with it, has on his character.   As a result of Jackie’s grief over the loss of his wife, he is unable to emotionally connect with Billy, especially on a creative level.  Scene analysis: Grave Scene (13:45-14:28) and Milk Scene (51:30-52:15)- Billy  Billy is dealing with the same grief as his father after the loss of his mother approximately one year before the events of the film. Despite this, Billy deals with his feelings differently to how his father does.  Re-watch the Grave Scene and the Milk Scene and deconstruct for key techniques. Teachers may choose to use the Scene Breakdown worksheet **(resource 4)** and/or the Scene Analysis sheet **(resource 5)** to assist.   1. How does Billy deal with his grief in these scenes? 2. Are there any recurring motifs in these scenes? If so, what are their purpose? 3. Use the Collective Human Experiences table **(resource 7)** to describe the impact of Billy’s grief. How has his attempt to deal with it, impacted his character. 4. Describe the differences between how Jackie and Billy deal with their grief? What does this tell us about the collective human experience?   Success and failure in Billy Elliot  Students:   * Recall a time where you have experienced success. Describe, in as much detail as possible, the event that caused the success (or failure) and the feelings associated with the experience. Ensure you’re using figurative language and sensory imagery to ‘explode’ the moment.   OR   * Look at some visuals that imply success. What does success look like?   Teacher to make two columns on the board- one titled ‘success’ and the other ‘failure’. Using post- it notes, students write down other emotions that are associated with each experience. E.g. happiness, fear, anxiety etc. Students to come out and put the post-it note in the appropriate column. Students copy down results.  The human experiences of success and failure are explored throughout the film. Consider the failure experienced by the supporting characters in the film, such as those experienced by both Grandma and Mrs. Wilkinson, who both did not ‘make it’ in their chosen careers. Billy is also faced with failure, however he uses it to fuel his ultimate success.  Scene analysis: Pirouette Scene (19:00- 22:30)  Re-watch the pirouette scene and deconstruct key techniques. Teachers may choose to use the Scene Breakdown worksheet **(resource 4)** and/or the Scene Analysis sheet **(resource 5)** to assist. Students answer the following questions:   1. Where in the scene does Billy experience failure? Where in the scene does Billy experience success? 2. Use the Collective Human Experiences table **(resource 7)** to describe the impact Billy’s successes and failures have on him as an individual. 3. Are there any other characters that experience success or failure in the film? Give examples to support your response. 4. How does the viewer know that Billy is determined to succeed? 5. What is the significance of the wink that Mrs. Wilkinson gives Billy at the end of the scene? 6. What does this text suggest about the impact of success and failure on an individual?   Assessment for Learning:  Students to create a visual representation which showcases their understanding of one of the above collective human experiences. They use visual language to portray the experiences explored in the film, and justify their decisions through a 1 minute class presentation.  Assessment of Learning:  Students construct a TEEEC paragraph in response to the focus question for this phase. ‘How do texts represent collective human experiences?’  To gain insight into the level of student understanding the teacher provides students with an exit slip with the three focus questions:   * what was one thing you have learnt over the past week? * what was one thing that you found interesting? * what are you ‘stuck on’ or what question/s do you still have?   The individual student’s answers to these questions will guide you in approaching the teaching and learning for the remainder of the unit. | Recall previously taught concepts/ideas of the rubric as evidence of learning.  Collaborative work to support and reaffirm students’ understanding of the collective human experience.  Scene analysis evidence of students’ ability to identify a range of visual techniques and understand and their impact.  Detailed completion of the questions to demonstrate student understanding of the key ideas in the scene and relevance to the focus question.  Scene analysis evidence of students’ ability to identify a range of visual techniques and understand and their impact.  Detailed completion of the questions to demonstrate student understanding of the key ideas in the scene and relevance to the focus question.  Scene analysis as evidence of students’ ability to identify a range of visual techniques and their impact in a text.  Detailed completion of the questions to demonstrate student understanding of the key ideas in the scene and relevance to the focus question.  Involvement in discussion regarding success and failure.  Scene analysis evidence of students’ ability to identify a range of visual techniques and understand and their impact.  Detailed completion of the questions to demonstrate student understanding of the key ideas in the scene and relevance to the focus question.  Visual text as evidence of student understanding of collective human experiences as represented in Billy Elliot.  TEEEC paragraph- evidence of skill development as well as understanding of the collective human experience as represented by the film.  Completion of the exit slip questions for teacher to use as a formative assessment tool |
| EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued   * evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts   EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   * develop a creative, informed and sustained interpretation of texts supported by close textual analysis   EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds   * analyse and assess the diverse way in which creative and critical texts can represent human experience, universal themes and social contexts   EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   * develop creative, informed and sustained interpretations of texts supported by close textual analysis   ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences   * discuss the use if narrative and other techniques in literary texts to represent ideas, values, attitudes or points of view   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   * appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts | Analysis of Elliot- focusing on how texts allow us to see the world differently, challenge our assumptions or ignite new ideas  Focus question: how do texts allow us to see the world differently, challenge assumptions and ignite new ideas?   * Identify the key words/phrases in the above focus question. To assist students, the teacher may choose to revisit previous related texts and/or earlier discussions. * Brainstorm, mind-map or Placemat **(resource 6)** the cultural assumptions our society has. Come together as a class and discuss/debate students’ ideas. * List the characters in *Billy Elliot* whose understanding(s)/perception(s) has changed as a result of the events of the film. Class discussion so that students may explain their list and give more detail.   Gender in Billy Elliot:  Students:   * Define ‘gender’ and ‘stereotype’. * Think- pair- share activity: brainstorm moments in the film that explore or challenge traditional ideas of gender. Pool answers to create a class generated list of moments. * Based on your understanding of the context of the film, describe the expected gender roles in 1984 Durham? * The film was released in the year 2000. How do you think the intended audience for the film would have reacted to the characters’ attitudes towards gender roles? Explain your answer.   One of Billy Elliot’s strongest themes is that society, and individuals, should not be limited by stereotypes. This includes stereotypes and assumptions of gender roles as explored by the main plot of the film. Billy’s assumptions of gender are the first to be challenged in the film and the audience can quickly see a chance in the protagonist’s attitude. Jackie also experiences a change in attitude towards gender, although his change does not come as easily.  Scene analysis: A Disgrace in the Gloves (6:40-8:25)  This scene highlights the societal expectations concerning gender roles. Re-watch the scene and deconstruct key techniques. Teachers may choose to use the Scene Breakdown worksheet **(resource 4)** and/or the Scene Analysis worksheet **(resource 5)** to assist. Students answer the following guiding questions:   1. Describe how Billy feels about boxing. How does the scene establish this attitude? 2. What does this scene reveal about Jackie’s aspirations for Billy? 3. At the beginning of the scene, a long shot shows Billy talking to his best friend Michael out the front of the boxing studio. Michael makes a comment that Billy’s old gloves “should have gone out with the ark”. What can we infer from this statement? 4. How does this scene help establish the cultural expectations concerning gender? 5. As an individual living in the 21st century, how do you feel about the social pressures Billy is put under?   Scene analysis: To be a Dancer (14:45-15:20)  In this scene, Billy’s position on gender roles is revealed, and the audience cannot help but feel that Billy’s opinions reflect society's expectations about how males and females should act rather than his own personal thoughts.  Re-watch the scene and deconstruct key techniques. Students answer:   1. What does Debbie and Billy’s conversation reveal about Billy’s position regarding gender? 2. What part of the dialogue supports the concept that gender is more than the difference between male and female? 3. Consider the various posters seen throughout the tracking shot of Debbie and Billy’s conversation and the mise-en-scene at 15:11. What do these posters, and particularly the Servis washing machine advertisement, suggest about the society’s gender assumptions?   Scene analysis: Dad Finds Out (26:57-29:12)  This scene not only demonstrates Billy’s change in attitude towards gender roles, but also highlights Jackie’s seemingly embedded attitudes.  Re-watch the scene and deconstruct key techniques. Students:   1. Construct a table with two columns. One titled ‘Billy’ and the other ‘Jackie’. As you re-watch the scene, identify the dialogue that highlights each characters beliefs about gender roles. 2. How do the mid-shots and editing used in the scene help accentuate these attitudes? 3. What is Grandma’s role in this scene? Why is it important that she once wanted to be a ballet dancer too? 4. How has Billy’s attitude towards gender changed from the beginning scenes of the film? Why is this change significant?   Scene analysis: Dad’s Decision (1:08:40- 1:10:40)  This scene is paramount for the development of Jackie’s character. Here, we see Jackie not only accepting his son’s decision to dance, but also making personal sacrifices to support Billy. Re-watch the scene and deconstruct key techniques.   1. What new realisations has Jackie come to in this scene? 2. Explain why this scene is pivotal in the development of Jackie’s character. 3. Jackie’s assumptions about gender roles in society are challenged, and ultimately changed, by the events of the film. How does this transformation reinforce the idea that texts allow us to see the world differently?   Assessment of Learning:  Students construct a TEEEC paragraph in response to the focus question for this phase: ‘How do texts allow us to see the world differently, challenge assumptions and ignite new ideas?’  To gain insight into the level of student understanding the teacher provides students with an exit slip with the three focus questions:   * what was one thing you have learnt over the past week? * what was one thing that you found interesting? * what are you ‘stuck on’ or what question/s do you still have?   The individual student’s answers to these questions will guide you in approaching the teaching and learning for the remainder of the unit. | Class debate as evidence of learning.  Detailed responses demonstrate students’ understanding of context.  Scene analysis evidence of students’ ability to identify a range of visual techniques and understand and their impact Detailed completion of the questions to demonstrate student understanding of the key ideas in the scene and relevance to the focus question.  Scene analysis evidence of students’ ability to identify a range of visual techniques and understand and their impact.  Detailed completion of the questions to demonstrate student understanding of the key ideas in the scene and relevance to the focus question.  Scene analysis evidence of students’ ability to identify a range of visual techniques and understand and their impact.  Detailed completion of the questions to demonstrate student understanding of the key ideas in the scene and relevance to the focus question.  Scene analysis evidence of students’ ability to identify a range of visual techniques and understand and their impact.  Detailed completion of the questions to demonstrate student understanding of the key ideas in the scene and relevance to the focus question.  TEEEC paragraph- evidence of skill development as well as understanding of the collective human experience as represented by the film.  Completion of the exit slip questions for teacher to use as a formative assessment tool |
| EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   * develop a creative, informative and sustained interpretation of texts supported by close textual analysis   EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   * develop a creative, informative and sustained interpretation of texts supported by close textual analysis   EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments   * compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts   EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments   * synthesise information and ideas for a range of purposes, including development of sustained evidence-based, logical and complex argument   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   * compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effects | Bringing the module together- construction of creative and reflective writing  Using the understanding gained from the prescribed text and exploration of the three focus questions, students are to create a piece of imaginative writing which explores both individual human qualities and emotions, and collective human experiences in Billy Elliot.  Students could write from the perspective of a miner during the 1984-85 miners’ strikes in the UK, a family member of a miner, a union leader, etc.  Students are to also compose a short reflection on their creative piece, discussing the human qualities and emotions and collective human experiences that they chose to write about in this piece of creative writing.  Bringing the module together- construction of an extended response  Introductions:  To start the writing process, examine the sample question for this module provided by NESA: [NESA SAMPLE PAPER ONE](http://educationstandards.nsw.edu.au/wps/wcm/connect/c8d69012-861e-4b48-b910-bc5a797fedff/sample-questions-new-hsc-english-adv-paper-1-exam-2019.pdf?MOD=AJPERES&CVID)  As a class, construct a mind-map that breaks down the terminology of the question and provide textual examples that would best answer the provided questions (depending on the course studied, students should be guided through the same process for their related material or be directed to do this independently).  As a class, construct a thesis statement on the board that addresses the question. Students should then independently construct their own and have this checked and edited, if necessary, by their teacher.  The teacher should then model the rest of an introduction, using the TICCE formula (Thesis, Introduce the texts, Concepts that will be discussed in the body paragraphs, Context, Evaluation). Students should copy this introduction into their work books and colour code each of the separate sections.  Using their already constructed thesis statements, students should complete their own introductions and colour code them, as above. Students should then peer edit another student’s introduction.  Body paragraphs:  Due to no exemplar responses being available for this module at the time of the units publication, teachers will need to model constructed paragraphs for the students. Using your schools writing strategy (TEAL, TEEEC etc), model the first paragraph for students to align with the class written introduction. Students should be encouraged to copy this into their work book and color code it, to ensure understanding of what needs to be present in each component of the paragraph.  Students should then be directed to complete 2 body paragraphs for their prescribed text and two for their related text (school based assessment only). As with the previous activity, the students should colour code each element of their body paragraph and edit any areas of weakness as they go.  Conclusion:  As with previous sections of the response, the teacher will need to model how to structure an efficient conclusion. The students will then need to compose the conclusion of their response.  Editing strategies:  Cohesion: [Devices to help improve your cohesion](https://sf60716f23ffc9fb9.jimcontent.com/download/version/1400569082/module/5794612111/name/Cohesion.pdf)  Modality: [What is modality?](https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4091.pdf)  Improving sentence structure: [Teacher resources on sentence structure](https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing/stage-4/sentence-structure) | Imaginative writing piece that demonstrates students understanding of the module in related to students prescribed text  Detailed reflective piece exploring their choices in their imaginative writing.  Analysis of sample question  Detailed mind map in students books  A written and edited thesis that demonstrated students understanding of the module and question requirements, followed by the rest of an introduction that has been edited by a peer.  The completion of properly structured paragraphs  The completion of a correctly structured conclusion  Teachers should be picking strategies that are needed to improve the academic rigour of the students responses, modelling them and checking that they are embedded in written responses |

Reflection and evaluation: